Speak Now or Forever Hold Your Peace: Turkish Academics' Self-efficacy Beliefs in their Spoken English

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Abstract

Academics are known as individuals designing and conducting scientific research and they are to hold problem-solving skills, use scientific methods, carry out research, and publish at a global level. That said, they may encounter problems while performing the actions mentioned above due to a lack of foreign language proficiency, which interferes with sharing their knowledge with the others in the international arena. Taking that into consideration, this study aims to scrutinize the self-efficacy beliefs of Turkish academics regarding their oral communication in English. For this purpose, the data were collected through e-mails, and a total of 352 academics working in the departments of educational sciences participated in the study. Qualitative (document analysis) and quantitative research (survey) methods were used together in the study. The scale "A Self-efficacy Instrument for Academics' Oral Communication in a Foreign Language" developed by Özer, Çakır & Uzun (2019), was utilized in the quantitative data collection phase. The findings were subjected to descriptive and inferential statistics. The findings revealed that the self-efficacy scores of academics with respect to their oral communication in English showed no significant difference in terms of their department, academic title, academic experience, and age variable. It also turned out that there is a significant difference between self-efficacy belief scores and experience abroad, current language exam scores, and involvement in academic events abroad. As a result of the document analysis, it was uncovered that the number of studies, especially those that examine foreign language use, is limited. It is believed that the present study will contribute to the existing literature.

Keywords: Self-Efficacy Beliefs, English Language, Speaking Skills, Turkish Academics, Educational Sciences.

DOI: 10.29329/ijpe.2020.280.20

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INTRODUCTION

In the era of globalization, as cliché as it may sound though, describing English language through the analogy of a key could still be highly valid. English language, having taken up the very role of *lingua franca* long before, acts indeed like the key and the door itself. Individuals around the world resort to English language daily to be able to express themselves to others, to communicate with each other, to interact with larger groups and simply to catch up with the rest of the world so as to be up-to-date (Dinçer & Koç, 2018) and hence to keep their finger on the pulse of what is going around and 'beyond'.

The situation with Academia

Today institutions and organizations are getting international at an incredible speed and not surprisingly internalization most often equals to the frequent use of and referring to English language. Academia is no different. There have been enormous changes 'in' and 'to' academia since the Plato's academy. Despite the fact that Classical Latin used to be the common language of scholarship in particular in Europe, at present it is witnessed globally that *scientiae* are being produced and disseminated in English language. This has had its own shorter and longer-term impacts on the academics and academia as well as yielding a fair number of significant results. Currently academia is demanding English language competence along with competency from its main shareholders *viz.* learners and academics.

At first glance and pragmatically speaking an academic's possessing the necessary skills and knowledge, preferably being capable of academic conventions pertaining to English language is beneficial not only for them but also for the parties connected to that individual within the academic sphere. Recalling the door and key homologies, it could be expected that such an academic can contribute positively to the flow of scientific knowledge that crosses borders and boundaries via conveying messages in English language effectively and efficiently. That is to say, in Chomsky's words, that means being equipped with what competence (grammatical knowledge) and performance (ability to use the language in actual situation) compel (Llurda, 2000). However, it is also acknowledged that surviving in academia is not-that-easy; academia is in fact not a 'bed of roses' and trying to learn the essentials of English language to become a proficient user of it doubles (if not quadruples) the effect of the pressure of that survival process. What is more, academia entails recognition by colleagues from around the world. It is well-known that "academic communities are linked together through the various hierarchical, competitive and influential publication channels" (Mauranen 2010: 8).

English language ironically emerges at this point as a barrier and at the same time as a bridge on the road to the place where an academic may have their voice heard. In fact, it turns out to be a powerful amplifier, a tool such as the Golden Record[1] that aids in acceptance and appreciation in the academic 'cosmos' on the condition that one, in that case an academic, can use the language well. Here being able to use the target language point to that at least you could initiate and end conversations with colleagues of other nationalities 'when need be'-like during meetings and conferences or during more casual/informal moments-and that you can write up your scientific articles with ease and conduct your sessions as part of courses in English 'upon demand' and thence realize the most important jobs of academia e.g. teaching, doing research (Hattie & Marsh, 1996) by sharing your views and thoughts on a subject of interest.

The thing is, accomplishing all these necessitate time, energy, devotion and motivation. Moreover, in order to be competent in a foreign language you need to be engaged in a considerable number of activities which help you progress as desired yet you most probably feel ready only after crossing a specific threshold particularly for speaking skills; the threshold that enables you to carry out the aforementioned practices 'without becoming reserved or feeling shy' i.e. by getting away from

1 In 1977 NASA placed a message aboard Voyager 1 and 2, a kind of time capsule, intended to communicate a story of our world to extraterrestrials. https://voyager.jpl.nasa.gov/golden-record/

worries and hesitations belonging to your linguistic performance. The reason for this is psycho-social parameters already join in once an individual intends to speak prior to the actual act of speaking and this continues in a constant manner as one speaks. In spite of the fact that two productive skills in English, speaking and writing are already challenging at varying degrees, the former is innately spontaneous, which makes things relatively more difficult. It is noted that "feelings of anxiety, apprehension and nervousness are commonly expressed by practitioners in speaking the second/foreign language." (Ariola, 2010: 48) and it is pronounced that English use in the academic domain is accentuated more in spoken situations as opposed to situations of writing (Ekola, 2016).

With this in mind it can be underpinned that together with high stakes national exams (Yavuzer & Göver, 2012), although success in which is said to be non-correlational with in particular oral proficiency (Gür, 2012; Karaman, 2015; Kozallık & Karakaya, 2015; Polat, 2018), and international ones that measure academics' proficiency of English, members of academia are stressed out due to the tension of learning a foreign language, which is generally English. On top of everything being proficient in academic English requires the user to make use of the terms, meta language and the jargon of the discipline both accurately and appropriately and stylistics do matter to a great extent.

Thusly it could be uttered that there is a close relationship, an interrelated link of symbiotic fashion between one's linguistic performance and their not refraining from involvement in situations that impel the use of the language. Nonetheless for this to happen, the individual should first decide on using the target language eschewing fear of embarrassment and failure, which causes a form of a vicious circle. To put it in a different way, the more a person uses the language, the more they get used to it and excel in it (Köksal, 2016). Nevertheless, as has been adduced earlier, there exists arguably a 'point' on the abovementioned threshold, with the likelihood that there is a(nother) threshold of the threshold; a micro construct, on which the user decides that they are ready to start and continue to use the target language.

Self-Efficacy and Foreign Language Skills

The notion of self-efficacy is associated with the groundbreaking theoretical approach of Bandura (1986: 391; 2003:12) who defined it as "the judgments people make regarding their ability to organise and carry out sets of actions required in order to achieve expected types of performances" and also as "the belief of the individual in his ability to organise and carry out the course of action required in order to generate the desired results". It is punctuated that "self-efficacy beliefs determine the amount of effort, perseverance and resilience individuals spend on an activity and self-efficacy-beliefs can affect an individual's thought patterns and emotional reactions" (Alawiyah, 2018: 93). As a matter of fact self-efficacy beliefs and foreign language skills go hand-in-hand in a great deal of occasions as one's perceptions on their self-efficacy is influential in predicting their performance when practicing their English, remarkably speaking (Desmeliza & Septiani, 2018) and not surprisingly there exist various studies on self-efficacy and oral communication skills e.g. Dasmo Sundari (2014).

The case of Turkey

In compliance with the developments in the world, new policies of internalization of higher education in Turkey (YÖK, 2018; 2020) pinpointed the importance of using English language for all stakeholders. Recently it is observed that this internalization regimen has gained more importance (Bedenlier, 2017; Gür, 2016; Vural-Yılmaz, 2016). To cite an example, Council of Higher Education in Turkey announced that in line with the 2018-2022 internationalization action plan and plans for mobility, academics are encouraged to attend English language courses abroad and declared scholarship opportunities in that regard. In light of these, it could be considered that academics will be urged to be (more) competent in English language.

Educational sciences as an area whose community have always experienced the hardship of constituting an integrity of its knowledge base (Ünal & Özsoy, 2008), is in that 'game' too. Thereupon, it could be articulated that staying alert and being open to novel developments can be

possible for educational sciences, which are critical for the future of the area enrooted in Turkey, provided that the field members are competent users of English. That being said, being in an age that pushes "the theory and practice of modern education to be modified" (Valeeva, Baykova & Kusainov, 2016) and during times when "foreign language professional communicative competence has become the fundamental quality of modern scientist" (Valeeva, Koroleva & Sakhapova, 2015), furthermore in a country where English as a foreign language is described as a dead-end through the metaphor of *cul-de-sac* (Alagözlü, 2012) seemingly all add up to the potential adversities. To that end it was highlighted that "Turkish academics have many needs in terms of academic English skills, and increasing and improving the education and trainings in this area is of great importance for international academic achievements in Turkey." (Durmuşoğlu Köse et al, 2019: 733). Arguably this is even more valid and true for educational sciences.

Literature Review

It is announced that a lesser number of studies are encountered on the relationship between speaking skills and speaking skills self-efficacy beliefs (Asakereh & Dehghannezhad, 2015; Desmeliza & Septiani, 2018). When the body of research on self-efficacy and speaking skills are analyzed it is witnessed that there are studies on the use of podcasts in foreign language education (Abdous, Facer & Jyh Yen, 2012; Başaran & Cabaroğlu, 2014*),* on teachers (Güven & Çakır, 2012), on language preparatory classes (Karanfil & Arı, 2016; Yılmaz, 2019), on pragmatic needs (Takkaç-Tulgar, 2016), on teacher candidates/prospective English language teachers (Külekçi, 2011), on academics' professional needs (Dinçer & Koç, 2018), their motivation (Carreira, 2011; Komarraju & Dial, 2014; Bai, Nie & Lee, 2020), their foreign language anxiety and communication apprehension (Arslan-Han, 2016), and their use of Web 2.0 in their classes (Chen, 2008; Daşkın, 2017).

Problem Statement

In this study, it is intended to inquire into the self-efficacy beliefs of the academics working in educational sciences departments of universities in Turkey regarding their oral communication in English and the research questions endeavored to be answered are as follows:

1. What are the self-efficacy scores of the academics regarding their oral communication in English?

2. Do the self-efficacy scores of academics differ respecting variables like age, gender, department, academic title, academic experience abroad, language exam score, academic experience, and participation in academic events abroad?

3. To what extent is the self-efficacy instrument for academics' oral communication valid and reliable?

4. What aspects of self-efficacy in English are found to be examined through the studies in the literature?

METHODOLOGY

Research Design

This study employed both quantitative and qualitative research methods jointly in order to explore the self-efficacy beliefs of academics in Turkey regarding their oral communication skills in English. When studies on self-efficacy beliefs in the literature are scrutinized, it is seen that a single research method is commonly preferred throughout the research process (Külekçi, 2011; Güven & Çakır, 2012; Başaran & Cabaroğlu, 2014) and quantitative research methods (survey, scale, and others) appear to be the most prevalent ones. However, although self-efficacy beliefs could be

examined through questionnaires and scales, they still need to be supported by an array of qualitative methods to enhance the overall quality of the study.

As a matter of fact qualitative research studies conducted in the field of educational sciences are subject to some more criticism on the issues of validity and reliability in comparison to quantitative ones (Karasar, 2007; Akturan & Esen, 2008). The effects of subjective processes, researcher bias, lack of statistical results, and the difficulty in assuring credibility and justifiability of the studies might be considered as the significant motives for this (Krippendorff, 2004; Creswell, 2007). The literature provides some suggestions on increasing the validity and reliability of a study against such criticisms. Among these, are to present the research processes in detail and an objective manner, to make the study doable and replicable, and to make use of data triangulation (Marshall & Rossman, 2006; Kilcan, 2019).

In particular, in the international literature, data triangulation is deemed to be a broadly used method that has a massive impact on the quality of studies (Fraenkel, Wallen & Hyun, 2011). In that case in the current study to eliminate potential weaknesses in revealing the self-efficacy beliefs, the relevant literature was adhered to, and the data triangulation was applied. In this regard, a two-stage process was implemented. In the first stage, survey research, which is one of the quantitative research methods, was referred to, and the opinions of the participants were collected through a scale (Özer, Çakır & Uzun, 2019). By reaching a large number of participants in a short time, providing researchers with convenience in terms of time, labor and cost, and being measurable through statistical applications, the survey method contributes significantly to researchers in terms of both convenience and validity, (Canbazoğlu Bilici, 2019; Özsevgeç, 2019).

In the second stage, a detailed document analysis was carried out to compare and support the results obtained from the scale. Document analysis is a method that has been vigorously used in the field of educational sciences in recent years (Yılmaz, Gülgün, Çetinkaya & Doğanay, 2018; Özkan, 2019). It is widely known that document analysis is executed, especially in studies conducted based on the qualitative paradigm, and it makes a significant contribution to the researchers in making the information encountered more systematic and more understandable (Batdı, 2019). The methods used and the steps taken in the present research study are shown in Figure 1.

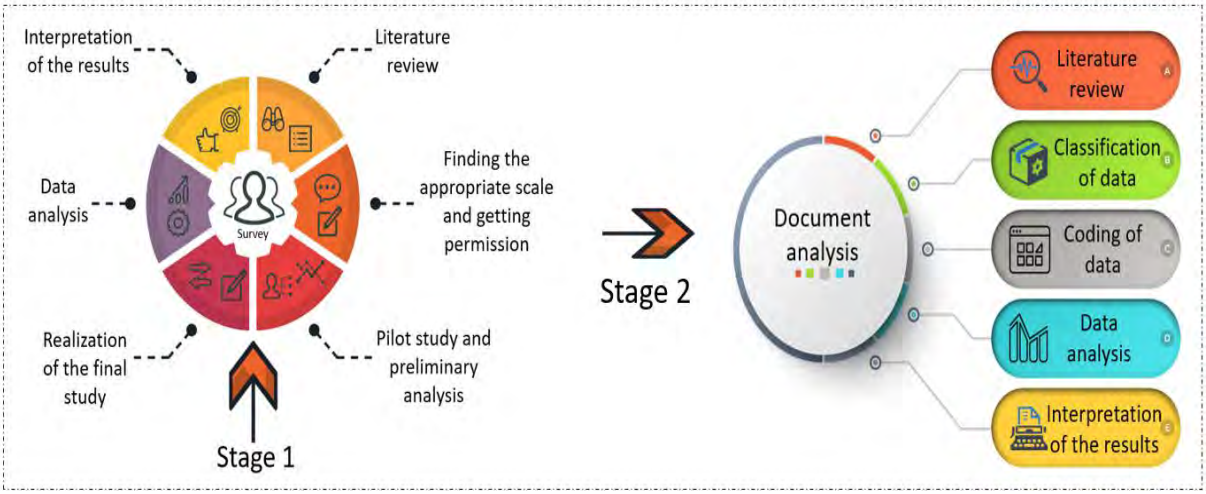


Figure 1. The Stages in the Study

Participants

Since the current study incorporated a pilot study before the actual data collection, the research population and the sample of qualitative and quantitative data also differed. In the first stage where survey method was used; the population of the research consisted of all the academics in the departments of educational sciences in Turkey, and the sample was comprised of 352 academics who participated in the study (n=106 for the pilot study: 106, n= 246 for the actual research). The sampling of the survey study was determined in two stages (Canbazoğlu Bilici, 2019). In the first phase, which

was the piloting stage, purposeful sampling method was made use of, and a group of 106 participants (female n = 54, male n = 52) working in the faculty of education was selected (Fraenkel & Wallen, 2003). This sample was used with a view to finding out the appropriateness and conducting the initial analysis of the related scale.

In the final stage where the actual research data were collected, criterion sampling was chosen among the non-random sampling methods so as to augment the impact and representativeness of the population (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2016). The criterion of this sample group was set as "to be a member of" the department of educational sciences, and 246 academics partook in the study. Performing a confirmatory analysis, this sample was framed differently from the sample in the pilot stage, and validity assumptions were also taken into consideration (McMillan & Schumacher, 2009; Canbazoğlu Bilici, 2019). It is also noteworthy that 47 people who graduated from English-major undergraduate departments and 12 participants who reported missing data were excluded from the data set. With regard to the qualitative data, the document analysis was conveyed. In this vein, the national and international literature was examined, and the studies, the subject of which is English self-efficacy, were scrupulously reviewed and accommodated in the present study. In Table 1, demographic features for the research sample are presented.

Tablo 1. Descriptive Statistics

Variables	Groups	(f)	%
Gender	Female	127	51.6
	Male	119	48.4
	Total	246	100
Department	Curriculum and Instruction	65	26.4
	Educational Administration	53	21.5
	Measurement and Evaluation in Education	37	15.0
	The Philosophical, Social and Historical Foundations of Education	5	2.0
	Life-long Learning and Adult Education	6	2.4
	Psychological Counseling and Guidance	80	32.5
	Total	246	100
Academic Title	Research Assistant.	68	27.6
	Instructor	9	3.7
	Instructor Dr.	18	7.3
	Assistant Professor	74	30.1
	Associate Professor	51	20.7
	Professor	26	10.6
	Total	246	100
Academic Experience Abroad	0	129	52.4
	0-6 months	52	21.1
	6-12 months	20	8.1
	1-2 years	19	7.7
	3-5 years	17	6.9
	6 years and more	9	3.7
	Total	246	100
Current Language Examination Score	50-60	9	3.7
	61-70	58	23.6
	71-80	87	35.4
	81-90	67	27.2
	91-100	25	10.2
	Total	246	100
Academic Experience	0-5 years	55	22.4
	6-10 years	77	31.3
	11-15 years	39	15.9
	16-20 years	21	8.5
	21-25 years	24	9.8
	26-30 years	20	8.1
	31 years and more	10	4.1
	Total	246	100

Age	25 years and below	8	3.3
	26-35	99	40.2
	36-45	70	28.5
	46-55	56	22.8
	56 years and above	13	5.3
	Total	246	100
Participation in academic events abroad	0	54	22.0
	0-5	118	48.0
	6-10	39	15.9
	10 and more	35	14.2
	Total	246	100

Data Collection Tools

The quantitative data for the study was collected through a scale entitled "A Self-Efficacy Instrument for Academics' Oral Communication in a Foreign Language" that was developed by Özer, Çakır & Uzun (2019). However, since English has been the most common foreign language among the members of academia in the educational sciences, the current study dwelled on the participants' oral communication in English language. The authors were contacted about the use of the scale they created, and the necessary permissions were obtained about the re-use of the scale. The scale consists of 19 items and a single factor. Whilst each item in the scale is scored in ten categories such as "I cannot do it at all / I can do it at a moderate level / I can definitely do it," the scores that can be gained from the scale ranges between 0-190 points.

The qualitative data were collected by the document analysis method. The relevant literature was reviewed at the national and international level, and the articles, theses, and periodicals with the subject of "English self-efficacy" were searched in both Turkish and English. A comprehensive investigation was carried out, drawing attention to the qualifications of the resources reached, such as respectability, validity, usability, and impact factors (Özkan, 2019).

Data Analysis

The data pertaining to the self-efficacy scale were first subjected to descriptive statistics via SPSS 23 program, and the results were provided in the form of a table with the arithmetic mean, standard deviation, and standard errors. Thenceforth, demographic variables were analyzed, and inferential statistics were generated, and ANOVA analyzes were performed through independent samples t-tests. Subsequently, confirmatory factor analysis was executed through LISREL 9.2 program, and the construct validity was checked.

The data extracted through document analysis were analyzed by making use of the content analysis steps. In this regard, determining research questions, forming the sample and the units of analysis, deciding upon the categories to be used, coding, and ultimately checking the validity and reliability analyses were among the steps taken (Harris, 2001: 193; Akturan, 2013: 122). It should also be pointed out that these operations were carried out by three different field experts, and since some cases of conflict were detected, and the coding process was repeated until the agreement was reached.

Validity

A currently validated scale was used as a quantitative data collection tool. The content and face validity of the relevant scale were re-examined by Lawshe's (1975) statistical technique by three field experts (cross-referencing), and the content validity rates and indices were calculated and eventually found to be appropriate (Batdı, 2019). Furthermore, it underwent a confirmatory factor analysis both during the pilot study and after the actual data collection, and its construct validity was also ensured (Can, 2016). Along with these steps taken within the scope of validity measures, in order to provide descriptive validity and interpretive validity, the data in the research process are presented in an unbiased, objective, and understated way (Creswell, 2014).

For the purpose of achieving the theoretical/internal validity, a great deal of attention was paid to match the concepts and categories created by the researchers with the results obtained and to support the different methods utilized. The present study also compared the research data to the findings in the related literature on generalizability/external validity, obtained generalizable findings, and presented these in a consistent way (Çokluk, Şekercioğlu & Büyüköztürk, 2014).

During the document analysis process, particular attention was paid to assuring criterion validity in choosing the documents, cross-referencing, and creating a coding manual in the coding phase, and special consideration was given in every stage in this regard. On top of that, the detailed transfer of all the processes from the beginning till the end of the research was another measure taken for the sake of safeguarding the objectivity (Batdı, 2019; Özkan, 2019).

Reliability

The Cronbach Alpha coefficient of the original scale used in the study was found to be .982, which is considered as sufficient. However, it is emphasized that when a scale, whose validity and reliability provided in the literature, should be re-used, it will be more meaningful to perform reliability analysis again and hence enhance the reliability of the scale (Erkuş, 2012; Gül & Sözbilir, 2015). Thusly, Cronbach Alpha values were re-calculated both in the pilot study and the final stage and demonstrated in the findings section.

In the document analysis phase, some preliminary preparations were made in order to ensure high-quality coding before starting the coding and sorting process. These preparations included creating a coding manual, training the coders, pretesting, and improving management procedures as a means to check whether the coding system is applicable or not (Özkan, 2019). After the completion of the preliminary preparations, all the documents reached first were examined, the ones that could be used, and those that could not be used were identified and converted into frequency and percentage tables. Later, while these documents were coded, they were divided into some sub-codes so that the groupings did not cause confusion and remained understandable (Krippendorff, 2004; Saldana, 2010).

The intercoder agreement was used for coding and extracting the findings obtained. Through this process, it was aimed to prevent the occurrence of similar and controversial codes while coding. Moreover, the level of consensus and disagreement of the coders was calculated with the help of the formula determined by Miles & Huberman (1994), and this rate was found to be 94%. Since the agreement levels of the coders were in ideal ranges, the Cohen Kappa Coefficient was finally calculated, and the inter-coder agreement ratio was found to be .85. Afterwards, the analysis of the data and the completion of the evaluation were carried out. Besides these steps taken within the scope of reliability measures, the other efforts mentioned in the relevant literature and included in this study are as follows (Tabachnick & Fidell, 2007; Patton, 2014); Firstly, clear, straightforward, and detailed information was provided at each stage. The data were triangulated, and the subject was thoroughly examined with multiple methods and data collection tools. In the document analysis, the planning, collection, review, coding, and analysis of the data phases were meticulously implemented. Preferring the well-known research methods, conducting systematic reviews, taking the researcher qualifications and experiences into account (data collection and coding skills, coordination skills, analytical skills and data processing skills), the reliability measures between coders, detailed presentation of information and comparing the findings in the literature were amongst the other actions involved in the process (Fraenkel & Wallen, 2003; Tavşancıl, 2006; Batdı, 2019).

FINDINGS AND RESULTS

The data obtained in the study were examined respectively regarding their order in the problem statement. The first research question this study endeavored to answer was:" What are the self-efficacy scores of the academics in oral communication in English?" In Table 2, the findings for both pilot study and final implementation are displayed.

Table 2. The Academics' Self-Efficacy Scores in Oral Communication in English

Items	Pilot			Final		
	$\overline{X}$	Std. Error	Sd	$\overline{X}$	Std. Error	Sd
Item 1	7.42	.165	2.60	8.48	.138	2.16
Item 2	8.01	.147	2.26	8.52	.140	2.19
Item 3	6.59	.178	2.69	7.43	.166	2.60
Item 4	5.12	.186	3.04	5.60	.177	2.77
Item 5	5.88	.181	2.86	6.21	.175	2.74
Item 6	6.10	.174	2.58	6.03	.168	2.64
Item 7	7.46	.159	2.54	8.35	.138	2.16
Item 8	6.03	.183	2.64	6.58	.172	2.69
Item 9	7.01	.169	2.72	6.50	.165	2.59
Item 10	5.74	.185	3.08	6.01	.176	2.76
Item 11	5.30	.192	2.82	6.24	.189	2.97
Item 12	5.89	.183	3.07	6.94	.174	2.74
Item 13	7.02	.164	2.73	7.18	.162	2.55
Item 14	6.63	.176	2.33	7.13	.173	2.72
Item 15	7.04	.162	2.76	6.11	.167	2.63
Item 16	5.96	.180	2.99	5.55	.196	3.08
Item 17	6.41	.169	2.57	6.34	.182	2.86
Item 18	5.19	.190	3.18	5.33	.179	2.81
Item 19	5.07	.196	3.26	5.40	.181	2.84
Total	6.30	.184	2.77	6.63	.147	2.31

$p<.05$

As can be seen in Table 2, the participants' scores vary between 5.07 and 8.01 in the pilot study with a mean score of 6.30 (SD=2.77). When the final survey results were analyzed, it turned out that the participant scores range between 5.33 and 8.52, with a mean of 6.63 (SD=2.31).

The second research question this study strived to answer was: "Do the self-efficacy scores of academicians differ in relation to various variables?" In the vein of the first research question, descriptive statistics (arithmetic mean and standard deviation), as well as inferential statistics (independent groups t-test and ANOVA), are given together below to answer this question. Table 3 illustrates the results of the examination of the academics' self-efficacy scores with regard to various variables.

Table 3. The Academics' Self-Efficacy Scores in Relation to Different Variables

Variables	Groups	Independent Samples *t*-test				
		$\overline{X}$	Sd	Df	t	p
Gender	Female	6.64	2.28	244	.075	.940
	Male	6.62	2.35			
		ANOVA				
Variables	Groups	$\overline{X}$	Sd	F	p	Dif.
Department	Curriculum and Instruction	6.50	2.35	1.493	.193	-
	Educational Administration	6.45	2.33			
	Measurement and Evaluation in Education	6.92	2.08			
	The Philosophical, Social and Historical Foundations of Education	8.25	.914			
	Life-long Learning and Adult Education	4.81	2.68			
	Psychological Counseling and Guidance	6.74	2.36			
Academic Title	Research Assistant	6.41	2.32	.441	.820	-
	Instructor	6.46	2.10			
	Instructor Dr.	6.47	2.78			
	Assistant Professor	6.56	2.35			
	Associate Professor	6.91	2.06			
	Professor	7.01	2.48			
Academic Experience Abroad	0 (None)-1	5.46	2.29	16.526	.000	2>1
	0-6 months-2	6.88	1.89			3>1
	6-12 months-3	8.06	1.65			4>1
	1-2 years-4	8.19	1.30			5>1
	3-5 years-5	8.48	1.48			6>1
	6 years and more-6	9.29	.899			6>2

Current Language Examination Score	50-60-1	4.06	2.58	15.930	.000	3>1 3>2 4>1 4>2 5>1 5>2 5>3
	61-70-2	5.40	2.25			
	71-80-3	6.53	2.01			
	81-90-4	7.52	2.05			
	91-100-5	8.35	1.72			
Academic Experience	0-5 years-1	6.52	2.64	1.225	.294	-
	6-10 years-2	6.91	2.22			
	11-15 years-3	6.85	2.03			
	16-20 years-4	6.62	1.98			
	21-25 years-5	6.75	2.19			
	26-30 years-6	5.43	2.53			
	31 years and more-7	6.26	2.43			
Age	25 years and below-1	6.88	2.59	.384	.820	-
	26-35 years-2	6.74	2.35			
	36-45 years-3	6.73	2.19			
	46-55 years-4	6.37	2.41			
	56 years and above-5	6.23	2.27			
Participation in academic events abroad	0-1	5.24	2.40	18.701	.000	2>1 3>1 4>1 4>2
	0-5-2	6.43	2.10			
	6-10-3	7.68	1.87			
	10 and more-4	8.28	1.78			

As seen in Table 3, the self-efficacy scores of the academics did not make a significant difference in terms of gender variable [$t_{(244)}$ =.075, p>.05] as a result of the independent samples t-test. This signals that male and female academics' English self-efficacy scores are similar and do not alter by gender. Referring to the mean scores of academics by gender, it can be unequivocally said that female ($\overline{X}$ = 6.64) and male ($\overline{X}$ = 6.62) participants had similar levels of self-efficacy.

As a result of the ANOVA test conducted, it is seen that there was no significant difference between academics' self-efficacy scores and their departments [$F_{(5\text{-}240)}$ = 1.493, p>.05]. This finding elucidates that the English self-efficacy beliefs of the academics working in different departments are alike and do not vary by department. When the mean scores of the academics by their departments are looked into, the highest mean score belongs to the department of Philosophical, Social and Historical Foundations of Education ($\overline{X}$ = 8.25), and the lowest mean score is owned by the Department of Lifelong Learning and Adult Education ($\overline{X}$= 4.81). It can be plainly stated that self-efficacy levels of the participants are akin regardless of their departments.

When another variable, which is academic title, is explored, it is seen that it does not make a significant difference [$F_{(5\text{-}240)}$ =.441, p>.05] with regard to the self-efficacy scores either. This means that even though the academics' titles change, their self-efficacy beliefs in English are resembling. As to the mean scores for the academic title, it might be articulated that there occurs a gradual increase, and the professors ($\overline{X}$ = 7.01) have the highest mean among the participants.

As far as the experience abroad is concerned, it proved that there is a significant difference between the academics [$F_{(5\text{-}240)}$ = 16.526, p <.05]. When this divergence between the groups was analyzed, it was discovered that all groups changed significantly compared to the group with no experience abroad, and those who were abroad for six years or more differed from those who stayed abroad between 0-6 months. When the mean scores for the experience abroad are considered, it is possible to say that there is a regular increase, and the highest mean is possessed by those with an experience of 6 years and more ($\overline{X}$ = 7.01). This shows that as the experience abroad increases, the English self-efficacy scores also increase.

As for the current exam score variable, it appeared that there is a significant difference between the self-efficacy scores of academics [$F_{(4\text{-}241)}$ = 15.930, p<.05]. The analysis of this variation between groups disclosed that the groups with a score of 71 and above (group 3, 4, and 5) differed significantly in comparison with the groups with a score of 70 and below (group 1 and 2), and the

current exam score made differences between the academics in terms of their self-efficacy beliefs. Overall, the mean scores of the current language examination scores also showed an arithmetic increase and a significant difference, like other significant variables.

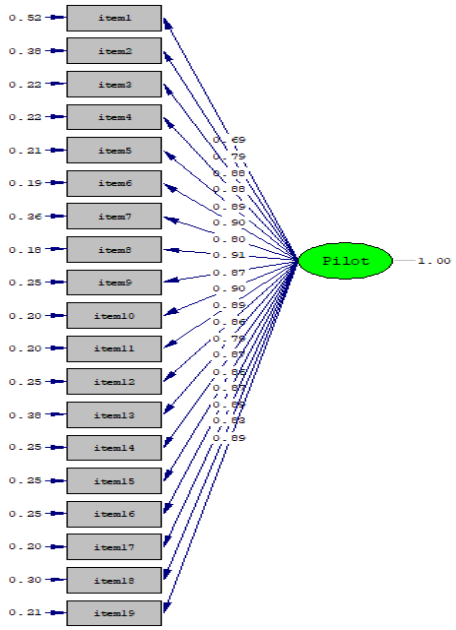
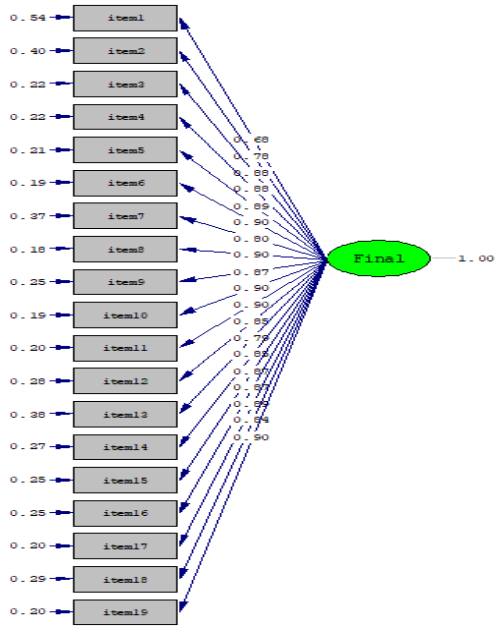
Considering the academic experience variable [$F_{(6\text{-}239)}$ = 1.225, p>.05], it was realized that it did not make a significant difference. It can be pointed out that academic experience is not a factor affecting English self-efficacy views. The mean scores vary in accordance with the academic experience with no systematic increase or decrease. However, it might be underscored that the mean score of the academics in the first years happened to be higher.

In consideration of the age variable, no significant difference was detected [$F_{(4\text{-}241)}$=.384, p>.05]. This shows that the age of academics does not yield a significant difference in their English self-efficacy beliefs. Looking at mean scores by age, it could be safely said that there occurred a regular decrease and a negative correlation between the age of academics and their self-efficacy beliefs scores.

The last variable, which was the number of academic events attended abroad, generated a significant difference in the self-efficacy scores of the academics [$F_{(3\text{-}242)}$ =18.701, p<.05]. The findings unearthed that the groups that went abroad for at least one academic event showed a significant difference compared to the groups that did not go at all, and that academics who went abroad ten times or more showed a significant difference compared to those who participated between 0-5 academic events abroad. The scrutiny of the mean scores for this variable unveiled that academics who went abroad frequently had higher scores, while academics who went abroad less often ended up having a lower level of self-efficacy.

The third research question was: "To what extent was the self-efficacy belief scale valid and reliable?" The validity and reliability analyses performed within this scope are shown in Table 4.

Table 4. Validity and Reliability

	Pilot Study					Final/Actual Research				
Construct Validity										
	Fit Indices					Fit Indices				
Validity	X^2/Df	SRMR	RMR	CFI	NFI	X^2/Df	SRMR	RMR	CFI	NFI
	2.91	.06	.07	.92	.94	1.79	.03	.04	.95	.96
	NNFI	AGFI	GFI	p	RMSEA	NNFI	AGFI	GFI	p	RMSEA
	.95	.90	.91	.175	.06	.98	.95	.93	.234	.04

	Content Validity	Content Validity Index (CVI)= .86 (86%)	Content Validity Index (CVI)= .93 (93%)
		Content Validity Ratio (CVR)= .73 – 1.00	Content Validity Ratio (CVR)= .87 – 1.00
Reliability	Internal Consistency	Cronbach's Alpha= .943 Intercoder Reliability= .88 (Miles & Huberman, 1994) Inter-rater Agreement = .82 (Cohen Kappa)	Cronbach's Alpha= .981 Intercoder Reliability = .94 (Miles & Huberman, 1994) Inter-rater Agreement = .85 (Cohen Kappa)

Table 4 illustrates that the scale utilized proved a sufficient rate of construct validity both in the pilot study and the actual research, and the results of all the fit index values came out to be in consonance with the international literature. These results match with the original scale, and its validity was proved once again. Regarding the content validity, the ratios vary between .73- 1.00, and the content validity index explains the content at a very high rate as 86%.

When the actual research results are examined, the content validity rates vary between .87-1.00, and the content validity index also explains the structure at a very high rate as 93% (Lawshe, 1975). When the results of the reliability analysis of the study were examined, the Cronbach Alpha value, which is the internal consistency coefficient, was found as .943 in the pilot study and .981 in the final one. This value was found as .982 in the original of the scale in question. The results showed that the internal consistency coefficient of the scale is valid, and it indeed is a reliable scale (George & Mallery, 2010).

For the fourth and last research question, in the document analysis phase, the intercoder agreement and disagreement formula developed by Miles & Huberman (1994) was used to ensure reliability as mentioned earlier in this manucript. As a result of the analysis, this value was found to be .88 in the pilot study and .94 in the final application. In the studies conducted in the field of educational sciences, it is oftentimes accentuated that this value can be considered valid if it is .80 and above (Erkuş, 2012). Finally, the coefficient of fit between coders, which is a method recurrently used in document analysis, was calculated. Also known as Cohen Kappa statistics, this coefficient was found to be .82 in the pilot study and .85 in the research. By the same token, for this value, .80 and above is an acknowledged range in educational sciences (Özdamar, 2002). The last research question addressed in the study is: "What aspects of self-efficacy in English are found to be examined through the studies in the literature?". Table 5 presents the findings for the document analysis.

Table 5. Results of the Document Analysis

Theme	Category	Codes							(f)
Research Topic	Self-efficacy beliefs	Academic self-efficacy (8), learning pronunciation (6), taking foreign language exams (5), the impact of academics' personal (4), the number of social facilities (4), foreign language anxiety (3), the communication apprehension (2).							32
	Attitude	Actions for learning for a language (5), graduating from a school that provides language education (4), pragmatic competence (3), taking foreign language exams (2), learning a foreign language through distance education (1).							15
	Academic success	Foreign language proficiency (4), overseas experience (3), lecturing in English (2), the quality of education before being an academic (2), speed reading skills (2), working/studying in a foreign company/school (1).							14
	Comparison	The comparison of foreign and Turkish academics (3), comparing foreign language development (2), the number of quality publications (1)							6
Number of Studies by year	Articles	National	2011	2012	2014	2016	2018	2019	2020	13
			3	1	2	2	2	2	1	
		International	2009	2012	2013	2016	2017	2018	2019	7
			1	1	1	1	1	1	1	
	Theses	National	2004	2007	2008	2011	2012	2013	2014	40
			1	4	1	1	1	1	1	
			2015	2016	2017	2018	2019	2020	2016	
			3	6	3	6	9	3	6	
		International	2010	2011	2012	2014	2016	2017	2018	7
			1	1	1	1	1	1	1	

Sample	Elementary School	5_{th} graders' language development (1) – communication for 3rd graders (1)		2
	Middle School	Academic success (1) – attitude (1) – self-efficacy belief (2)		4
	High School	Preparatory school students (5)- Placement test (2)		7
	Pre-Service Teachers	Academic success (7) – learning pronunciation (4)- communication apprehension (2)		13
	Teachers	State school (8) – private school (4) – private companies (4)		18
	Academic	State university (15) – foundation university (5) – Other (3)		23
Methods	Quantitative	Experimental	True experimental	-
			Quasi-experimental	15
			Weak experimental	9
			Single-subject	7
		Non-experimental	Descriptive	8
			Comparative	6
			Survey	6
			Correlational	1
	Qualitative	Empirical	Case Study	3
			Critical	2
			Grounded theory	1
		Non-empirical	Meta-analysis	1
			Review	4
			Document Analysis	2
			Descriptive	2
Total				67

DISCUSSIONS

The current study unearthed through the use of the scale by Özer, Çakır & Uzun (2019) that no significant relationship exists between academics' obtained self-efficacy belief scores and gender, department, age, academic experience or academic title variable. That having been said, in light of the findings, experience abroad variable, available exam score variable and the number of academic events attended abroad variable are all found to be positively correlated with the self-efficacy beliefs of the participants, who are all educational scientists, in their spoken English. These results, along with the reflections out of the document analysis performed, hopefully may cast light on a number of speculations and arguments to be made accordingly. Thereupon it is also intended to draw some conclusions regarding the implications of this research on the academy in two tracks intersecting at certain points i.e. the ones pertinent to the practicum and others that are linked to future studies yet to be planned-bearing in mind the limitations of the very study for the latter.

CONCLUSIONS

The present study attempted to delve into the self-efficacy beliefs of faculty, who are field members of educational sciences working at universities around Turkey, in their speaking skills in English. It is accentuated by Durmuşoğlu Köse et al (2016) that there is a gap in the literature in terms of research on faculty members' foreign language competence. Whence this study is believed to contribute to the literature in this regard.

In its inherent structure the study combined plenty of prevailing factors though some of which are of underlying nature. That is, alongside the notion of self-efficacy belief in English language proficiency, the scale in this study inescapably touches upon concepts like the use of jargon/metalanguage, peer pressure, communicating with strangers, planned vs. spontaneous uses of the target language, casual vs. academic/formal uses of L2, and possessing field knowledge. Veritably Alawiyah (2018) asserted that self-efficacy is in close connection with one's cognitive, emotional and social being and Ariola (2010) underlined the connection between self-confidence and speaking in English toward superiors, colleagues and in cases of public speech.

One striking issue revealed by participant responses is that having some experience abroad and also attending academic/scientific events in other countries both affect self-efficacy beliefs in speaking skills in English positively. This is in line with the declared findings of some other studies such as Arslan Han's (2016) where the respondents made positive remarks on being abroad and

attending conventions with respect to foreign language anxiety and communication apprehension. According to the findings the variable of exam score available, as opposed to what Bedenlier (2017), Karaman (2015), Polat (2018), Yavuzer and Göver (2012) highlighted beforehand as regards the content and construct of the relevant exams, seems to be directly associated with self-efficacy beliefs in oral competence in English. This is debatably surprising as the 'exam' in the variable points to any of the current day national high-stakes exams that academics must sit throughout their careers, none of which actually has any speaking component.

RECOMMENDATIONS

Prior to moving onto the recommendations to be made given the findings and results of the study, it is vital to utter that both psychological and linguistic readiness are key to enhancing self-efficacy in relation to foreign language speaking skills. Additionally, the role and function of universities should be born in mind since coming up with scientific means of coping with the challenges of foreign language learning is firstly the responsibility of higher education institutions (Yeşilyurt, 2016), in particular considering the innovative steps that have been taken by the authorities in recent years for the sake of internationalization. Lastly, it goes without saying that 'academia is an excellent vantage point for exploring developments in the language: it is one of those influential domains that have widely adopted English as their common language, and it is one where international communication characterises the domain across the board' (Mauranen, 2010: 21). Therefore it is thought that universities in Turkey and more importantly the field of educational sciences can take on a leading role in the production and dissemination of *scientiae* in English. Faculty of educational sciences can become role models for the other members of the academy with their desire to learn English/better their skills and with their engagement in life-long learning (Kozallık & Karakaya, 2015). The following are the recommendations for the stakeholders namely the policy makers and researchers, which are inclusive, to put it in another way, independent of gender, academic title, divisions within educational sciences:

- Speaking skills courses can be designed and delivered for academics in each university with the support of language departments and instructors and/or other universities. These courses can target conventions of general English and English for Academic Purposes. Strategies like communicative ones can also be given as part of these. Likewise training sessions for delivering presentations can be led for academics. It is shared that such initiatives do impact self-efficacy in a positive manner (Dinçer & Koç, 2018).

- Graduate program curricula can be revised, and English courses can be integrated.

- At macro level and micro level, policies can be reviewed to ensure more academics go abroad e.g. to attend conventions, language courses, to teach at universities and to make sure that they stay abroad for longer periods of time (during their graduate/post graduate studies).

- International faculty can be encouraged to give talks regularly and academics from universities abroad can be invited for webinars or to teach a course/give seminars and so on. The meetings can first take place for smaller groups as meetings with lesser number of people are seen as less demanding spoken situations (Ekola, 2016).

- Departments of educational sciences can host international events for which Turkish academics assume active roles.

- Language laboratories can be set up where speaking skills are fostered.

- The number of international faculty and students can increase to help create an international ethos on the campus, which can be good for facilitating psycho-social constituents of the process.

- National foreign language exams that academics sit can be altered so that they can have more productive skills in the longer run for they are apparently influential at any rate.

- When it comes to research to take place in the future, longitude studies can be helpful to check the progress in individuals' academic career. Comparative studies can take place as well that shed light to the situation with academics who have been abroad for different purposes. Self-efficacy beliefs in other skills of English can be studied. Self-efficacy scales can be resorted to with some open-ended questions and/or interviews incorporated. Since foreign language learning experiences, educational background (for instance having been in a language preparatory school) are of utmost importance in determining self-efficacy and foreign language skills (Mede & Karaırmak, 2017) such demographic information can be tracked down through research. To see the bigger picture at universities faculty of other departments can take part in similar studies. Last but not the least field studies can be planned where the researcher observes any formal and informal situations that necessitate the use of English as lingua franca to dwell upon participant attitude.

Disclosure of Interest Statement and Ethical Declaration

The authors herein report that they have no conflict of interest. The present study was carried out adhering to ethical and scientific conduct. All the referencing and in-text citations in the manuscript are in line with the related academic conventions. For one of the data collection instruments; the scale, all the relevant permissions were obtained from the shareholders and could be documented upon demand.

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