A Comparative Analysis of Reading Self-Efficacy of Turkology Students

Önder Çangal
Gaziantep University, Turkey
ORCID: 0000-0002-8560-3526

Umut Başar
Social Sciences University of Ankara, Turkey
ORCID: 0000-0001-5571-7103

Abstract: The Turkology Departments in countries other than Turkey fulfill two functions. First, they aim to equip their students with sufficient Turkish language proficiency. Second, they offer students a university degree from the Language, History and Literature program. Therefore, regarding the students who are studying in these departments, their competence in Turkish language skills on an academic level is significant. Thus, the aim of this study is to determine the reading skills self-efficacy of Turkology students studying in Bosnia and Herzegovina and Algeria. The study explored if the students' reading self-accicay changed in line with any of the variables of country origin, gender, and student achievement level. The research data were collected by adopting the "Reading self-efficacy scale of those who learn Turkish as a foreign language" prepared by Güngör and Kan (2020), and the data obtained was analyzed using IBM SPSS Statistics 25.0 package program. According to the results of the study, it was seen that the reading self-efficacy of Bosnia and Herzegovinian students was higher than the Algerians. Additionally, it was found out that as the achievement scores and language proficiency levels of the students increased their reading self-efficacy scores also increased. Next, the self-efficacy scores of the graduate students were found to be higher than those of the undergraduate students. In addition, there was no significant difference between the self-efficacy level of the students participating in the study according to their gender. Finally, based on the findings, suggestions were given to increase the reading self-efficacy of the students at the end of the study.

Keywords: *Algeria; Bosnia and Herzegovina; Department of Turkology; Reading self-efficacy; Turkish teaching*.

Introduction

Paralel to the increasing demand for learning Turkish, the task of teaching Turkish language in Turkey and throughout the world along with the promotion of Turkish culture is gaining momentum. To meet the demand, private institutions as well as Turkish Education Teaching, Application and Research Centers (TÖMER) at Turkish universities organize Turkish Language courses, while outside of Turkey, individuals are able to learn Turkish through Yunus Emre Institute, Turkey Maarif Foundation Schools, and departments of Turkology.

Departments of Turkology differ from other institutions that teach Turkish, as they aim to educate students academics who will study the philology, literature and history of the Turkish peoples. Graduates of these departments work as experts in Turkish language and conduct studies in the field of Turkology. For this reason, it is important that the graduates of Turkology departments are trained as well-equipped academics with the competencies of science experts.

Many scientific studies have been conducted about the standards of Turkish language training offered in Turkology departments in various countries (see Gül, 2006; Erdem, 2015; Özdemir et al., 2015; Çelik, 2016; Ustabulut & Kara,

2016; Başar, 2018; Karadağ, 2018; Çangal, 2021; Çelik, 2021). The studies conducted reveal that there is no standard among the programs provided by Turkology departments, there are differences between the duration of education and the courses taught, and that local Turkologists trained for Turkology departments are insufficient. This situation also affects the success of students, and it is seen that Turkologists graduated from different universities have different competencies.

Students studying in the Department of Turkology in Algeria, who have been represented with particiapnts in our research sample as well, study 6 terms (3 years) to get a bachelor's degree, 4 terms (2 years) for a master's degree, and they graduate. The durations of the lectures allocated to reading, listening, speaking and writing skills in Turkology departments also display differences. In Algeria Emir Abdülkadir Islamic Sciences University, Department of Turkology, students take six-semester speaking and writing courses at the undergraduate level, there are no separate course hours in the program for reading and listening courses. In the speaking and writing classes, instructors teach Turkish to students through Yunus Emre Institute's Seven Climate Turkish Teaching sets and they try to develop all skills and teach grammar structures. At the master's level, students take speaking and writing lessons for 3 semesters, write their dissertation in the last semester and graduate.

Similarly, there are differences between universities in the Departments of Turkology in Bosnia Herzegovina, which are also the subjects of the study. Undergraduate students take 6 semesters (3 years) of classes at the University of Sarajevo, while in Zenica, Tuzla and Mostar Džemal Bijedić Universities, only after taking 8 semesters (4 years) of courses one can graduate from the undergraduate level. Those who want to continue master education are required to study 4 semesters (2 years) at Sarajevo University and 2 more semesters (1 year) at Zenica and Mostar Džemal Bijedić Universities in order to graduate; there is no master's program at Tuzla University (Çelik, 2021, pp. 116-122). There are no language skill courses at universities in Bosnia and Herzegovina, instead, teachers teach Turkish as a foreign language to students in courses such as introduction to Turkish language studies, basics of Turkish writing, and Turkish language.

The data regarding the courses taught in Turkish as a foreign language in the Departments of Turkology in Algeria and Bosnia Herzegovina and the duration of the lessons are indicated in Table 1.

Each semester, classes are held for 12 weeks in Algeria and 14 weeks in Bosnia and Herzegovina. As can be seen in Table 1 students at Emir Abdülkadir Islamic Sciences University learn Turkish as a foreign language within the scope of "speaking" and "writing" courses for 6 semesters at undergraduate level and 3 semesters at graduate level. Although the weekly total course hours taken by students vary as shown in the table, a student graduating from undergraduate level learns Turkish as a foreign language for 264 hours and completes A2 level. Students who continue to learn Turkish as a foreign language for 4 hours a week at the master's level receive a total of 144 hours of lessons in 3 semesters, and Algerian students who learn Turkish as a foreign language for a total of 408 hours at the undergraduate and graduate level complete the B1 level and graduate from the master's degree.

Table 1

Data on the language skill courses taken by Turkology students

Level	Course Period	Emir Abdülkadir Islamic Sciences University (12 Weeks)	Mostar Džemal Bijedić University (14 Weeks)
Bachelor's	1	Speaking (2 Hours) Writing (3 Hours)	Introduction to Turkish Language Studies 1 (6 Hours)
	2	Speaking (2 Hours) Writing (3 Hours)	Introduction to Turkish Language Studies 2 (6 Hours) Basics of Turkish Writing (4 Hours)
	3	Speaking (2 Hours) Writing (2 Hours)	Turkish Language 1 (4 Hours) Language Exercises 1 (Elective - 4 Hours) Turkish in Use (Elective - 4 Hours)
	4	Speaking (2 Hours) Writing (2 Hours)	Turkish Language 2 (4 Hours) Language Exercises 2 (Elective - 4 Hours) Turkish Writing (Elective - 4 Hours)
	5	Speaking (1 Hour) Writing (1 Hour)	-
	6	Speaking (1 Hour) Writing (1 Hour)	-
	7	X[1]	-
	8	X	-
Master's	1	Speaking (3 Hours) Writing (1 Hour)	-
	2	Speaking (3 Hours) Writing (1 Hour)	-
	3	Speaking (3 Hours) Writing (1 Hour)	-
	4	Dissertation Semester	-

Mostar Džemal Bijedić University's undergraduate students take Turkish as a foreign language 6 hours a week in the first semester and 10 hours a week in the second semester. Students choose one of the "Language Exercises 2" or "Turkish in Use" courses in the third semester, "Language Exercises 2" or "Turkish Writing" in the fourth semester; they learn Turkish as a foreign language for a total of 8 hours a week within the scope of two lessons in each semester. Students who learn Turkish as a foreign language for a total of 448 hours in the first 4 semesters complete the B2 level, and do not take Turkish as a foreign language course in the remaining undergraduate and graduate studies.

Despite all differences in the practice of Turkish language education, expectations from the graduates are highly similar. Graduates of these departments are expected to particularly reach a satisfactory reading comprehension level in order to conduct research. As such, the aim of this study is to determine the self-efficacy of the reading skills of the Turkology students studying in Bosnia and Herzegovina and Algeria, and to determine whether the students' reading self-efficacy differs according to countries, student achievement and gender.

---

[1] Since the undergraduate level is 6 terms (3 years) in the Departments of Turkology in Algeria, there are no 7th and 8th semesters.

Method

Research Pattern

The descriptive review method was used in the study, which was employed to determine the self-efficacy of Turkology students for reading skills. Descriptive surveys are appropriate for researching attitudes and views of the participants' regarding a phenomenon and an event (Karakaya, 2012, p. 59). Answers to the following questions were sought in the study:

1. What are the reading self-efficacy levels of Turkology students?

2. Is there a significant difference between countries in students' reading self-efficacy scores?

3. Is there a significant difference in the reading skill self-efficacy scores of the students according to gender?

4. Is there a significant difference in the reading skill self-efficacy scores of the students according to the universities they studied?

5. Is there a significant difference in the reading skill self-efficacy scores of the students according to the grade level they attend?

6. Is there a significant difference in the reading skill self-efficacy scores of the students according to students' successes?

7. Is there a significant difference in the reading skill self-efficacy scores of the students according to their language levels?

The Study Group

The study group of the research consists of university students studying in Turkology Departments in Bosnia and Herzegovina and Algeria. Frequency analysis was used to analyze the data regarding the demographic characteristics of the students. Data on students' country, gender, university, grade level and Turkish language level are indicated in Table 2.

Two countries participated in the study. 49.5% (n = 50) of the students in the study group are Algerian and 50.5% (n = 51) are from Bosnia and Herzegovina. In order for the comparisons in the study to provide healthy results, attention has been paid to include an equal number of participants for the country variable.

7.9% (n = 8) of the students were male and 92.1% (n = 93) were female. It can be seen that female are in the majority among the participants. The fact that the students studying in Turkology Departments in both Bosnia and Herzegovina and Algeria are mostly female is effective in this situation.

28.6% of the students (n = 29) were students from Alger 2 University, 20.8% (n = 21) from Emir Abdülkadir Islamic Sciences University, 21.8% (n = 22) from Mostar Džemal Bijedić University, 19.8% (n = 20) were students from Sarajevo University, 6.9% (n = 7) from Tuzla University and 2% (n = 2) from Zenica University.

Table 2

Demographic data of the study group

		Frequency	Percentage
Country	Algeria	50	49.5
	Bosnia and Herzegovina	51	50.5
Gender	Male	8	7.9
	Woman	93	92.1
University	Algeria - Alger 2 University	29	28.6
	Algeria - Emir Abdülkadir Islamic Sciences University	21	20.8
	Bosnia and Herzegovina - Mostar Džemal Bijedić University	22	21.8
	Bosnia and Herzegovina - University of Sarajevo	20	19.8
	Bosnia and Herzegovina - Tuzla University	7	6.9
	Bosnia and Herzegovina - Zenica University	2	2.0
Grade Level	Bachelor's 2. Class	15	14.9
	Bachelor's 3. Class	37	36.6
	Bachelor's 4. Class	6	5.9
	Master's 1. Class	17	16.8
	Master's 2. Class	26	25.7
Turkish Language Level	B1	31	30.6
	B2	43	42.6
	C1	23	22.8
	C2	4	4.0

14.9% (n = 15) of students are undergraduate 2nd year, 36.6% (n = 37) are undergraduate 3rd year, 5.9% (n = 6) are undergraduate 4th year, % 16.8 (n = 17) of them were graduate first year students and 25.7% (n = 26) were second year graduate students. First year undergraduate students were not included in the study because they are at basic level (A1, A2).

Turcology students learn Turkish in their departments according to the Common European Framework of Reference for Languages. When the language levels were examined it was seen that 30.6% (n = 31) of the students were B1, 42.6% (n = 43) B2, 22.8% (n = 23) C1 and 4% (n = 4) were at C2 level. Güngör and Kan's (2020) "The scale of determining the reading self-efficacy of those who learn Turkish as a foreign language", which was used to collect data in the study, was developed for intermediate (B1, B2) and advanced (C1, C2) level students. For this reason, basic level (A1, A2) students were not included in the study.

Data Collection Tool

In the study, the personal information form and "the scale of determining the reading self-efficacy of those who learn Turkish as a foreign language" developed by Güngör and Kan (2020) were used as data collection tools. The reading skills self-efficacy scale was applied to 262 students learning Turkish at Yunus Emre Institute Turkish Teaching Centers abroad, and the data obtained were subjected to exploratory factor analysis through the SPSS 21.0 program. Confirmatory factor analysis (CFA) was performed on the data using the LISREL 8.8 program, after the scale, in which item factor loads ranged from .702 to .877, was proven to be one dimension and 16 items as the researchers predicted.

As a result of the Confirmatory Factor Analysis (CFA), the model's goodness-of-fit indexes fit perfectly with the structure. Analyzes made revealed that the scale is valid and reliable (Güngör & Kan, 2020, pp. 56-58).

In the personal information form, questions were included to determine the gender of the participants, the university they attended, the grade they attended, their academic achievement scores and their language level.

Data Analysis

The scale prepared by Güngör and Kan (2020) to determine the reading self-efficacy of intermediate and advanced students learning Turkish as a foreign language was made available through the "Google Form" after obtaining the necessary permissions. The scale was sent by e-mail to Turkology students in Bosnia and Herzegovina and Algeria, and the students were asked to complete the form within the time allowed. Statistical analyzes were performed using IBM SPSS Statistics 25.0 (IBM SPSS Statistics for Windows, Version 25.0. Armonk, NY: IBM Corp.) package program. The significance level was set at 0.05 in all analyses. Numerical data in the study were summarized using mean, standard deviation, median, minimum and maximum values; while categorical data were summarized using frequency and ratio values. Normality assumption in numerical variables was checked with the Shapiro Wilk test:

Table 3

Normality test results

	Self-Efficacy Level Scale
Mean	119.9604
Std. Deviation	29.24480
Min	34.00
Max	160.00
Kurtosis	0,958
Skewness	-1,071
Ist.	0,914
sd	101
p *	<0.001

As seen in the table, scales do not show normal distribution ($p < 0.05$). Therefore, nonparametric tests were used in the statistical tests. In parallel with this result, Mann Whitney U test was preferred for comparisons with two groups and Kruscal Wallis test was preferred for comparisons with more than two groups. Following the Kruskal Wallis test, Dunn's test with Bonferroni correction was applied for pairwise group comparisons.

Findings

Mann Whitney U test was conducted to determine whether there was a difference between the scores of the self-efficacy level scale of the students participating in the study according to their countries. Test results are as follows:

Table 4

Self-efficacy scores of students by country

Country	N	Mean Rank	U	p *
Algeria	50	42.79	864,500	0,005
Bosnia and Herzegovina	51	59.05		

*: Mann Whitney U Test

There is a statistically significant difference between the self-efficacy scale median scores of the students participating in the research according to their countries (p <0.05). The median score of the Bosnian students' self-efficacy level scale (59.05) is higher than the median score of the Algerian students (42.79).

The results of Mann Whitney U test, which was done in order to determine whether there is a difference between students' self-efficacy scale scores by gender, are as follows:

Table 5

Self-efficacy scores of students according to gender

Gender	N	Mean Rank	U	p *
Male	8	47.75	346,000	0,744
Female	93	51.28		

*: Mann Whitney U Test

There is no statistically significant difference between the median scores of the self-efficacy level scale according to the gender of the students participating in the study (p = 0.744). Accordingly, it can be said that students' being a male or a female has no effect on their reading self-efficacy. It is thought that the fact that 92.1 percent of the participants are female also has an effect on this result.

Students from 6 different universities participated in the study. The results of the Kruscal Wallis test, which was conducted to determine whether students' reading self-efficacy differ according to the university they were educated at, are as follows:

Table 6

Self-efficacy scores of students according to universities

Universit	N	Mean Rank	H	p *	Significant Difference
Alger 2 University	29	37.78			
Emir Abdülkadir Islamic Sciences University	21	49.71			
Mostar Džemal Bijedić University	22	57.43	17.751	0.003	1.4; p = 0.005
Sarajevo University	20	68.40			
Tuzla University	7	33.07			
Zenica University	2	74.25			

*: Kruscal Wallis Test

When the table is examined, it is seen that there is a statistically significant difference between the self-efficacy level median scores of the students according to the universities they study at (p <0.05). There is a statistically significant difference between the self-efficacy level scale median scores of Alger 2 and Sarajevo University students according to the result of the Bonferroni-corrected Dunn test performed for pairwise group comparisons after the Kruskal Wallis test (p <0.05). The median score of the self-efficacy level scale of the students studying at the University of Sarajevo is higher than the median score of the students studying at the University of Alger 2. Although there is no significant difference among themselves in terms of reading skill self-efficacy scores, the universities are seen to be ranked respectively as Sarajevo, Mostar Džemal Bijedić, Emir Abdülkadir Islamic Sciences and Alger 2 University. Since there are not enough participants from Tuzla and Zenica Universities, it is not correct to include these universities in the rankings.

2nd, 3rd and 4th year undergraduate students of Turkology Departments and 1st and 2nd year graduate students were included in the study. The test results of Kruscal Wallis, which was made to determine whether there is a difference between students' self-efficacy scale scores according to their grade levels, are as follows:

Table 7

Self-efficacy scores according to grade levels

Grade Levels	N	Mean Rank	H	p *
Bachelor's 2. Class	15	48.53		
Bachelor's 3. Class	37	44.05		
Bachelor's 4. Class	6	44.92	6.744	0,148
Master's 1. Class	17	65.15		
Master's 2. Class	26	54.46		

*: Kruscal Wallis Test

When the table is examined, it is seen that there is no statistically significant difference between the median scores of the self-efficacy level scale according to the grade levels of the students (p = 0.148). On the other hand, the reading skills self-efficacy scale score averages of graduate students are higher than the average scores of undergraduate students.

Within the scope of the research, data regarding the general achievement scores of the students were also collected, and it was aimed to determine the relationship between students' success and self-efficacy levels. Accordingly, Spearman Correlation test results, which reveal the relationship between students' achievement levels and reading self-efficacy scores, are as follows:

Table 8

Levels of success

		Self-Efficacy Scale
	r	0.473
Achievement score	p *	<0.001
	N	100

*: Spearman Correlation Test

According to the table, there is a statistically significant positive moderate relationship between the students' achievement score and the total score of the self-efficacy scale ($p < 0.001$). Accordingly, as the success score of the students increases, the total score of the self-efficacy score increases.

Finally, in the study, the relationship between students' language levels and reading self-efficacy was examined. The results of the Kruscal Wallis test, which was conducted to reveal the relationship between students' language levels and their self-efficacy score averages, are as follows:

Table 9

Students' self-efficacy scores according to their language levels

Turkish Language Levels	N	Mean Rank	H	p *	Significant Difference
B1	31	34.89			B1-C1; p = 0.001
B2	43	51.09	22.785	<0.001	B1-C2; p = 0.001
C1	23	65.41			B2-C2; p = 0.045
C2	4	92.00			

*: Kruscal Wallis Test

According to the table, there is a statistically significant difference between the self-efficacy scale median scores in terms of the language levels of the students ($p < 0.001$). According to the results of the Dunn test with Bonferroni correction for pairwise group comparisons after the Kruscal Wallis test, there is a statistically significant difference in the median score of the self-efficacy level scale between C2 and B1 and B2, C1 and B1 ($p < 0.05$). It can be said that the median score of the self-efficacy level scale of students at the C2 language level is higher than the median score of the students at the B1 and B2 language level. Likewise, the median score of the self-efficacy level scale of the students at C1 language level is higher than the median score of the students at the B1 language level. In general, it is seen that as the language levels of the students increase, their reading self-efficacy increases.

Conclusion and Discussion

Departments of Turkology abroad are very important as they train Turkology experts. Graduates from these schools should learn the Turkish language and culture in the best way, conduct scientific studies on Turkology and be good

examples as Turkish language experts. The way to achieve these goals depends on Turkologists developing their reading, listening, writing and speaking skills to a good level. The research has significance in terms of revealing the reading skills self-efficacy of Turkology department students abroad.

"The student is affected by the social environment as an individual in the learning process, and this influence starts to have an effect on his thoughts and behaviors by activating his affective mechanisms. In other words, the student realizes and tries to understand her/himself through the society s/he lives in. In this perception process, s/he develops judgments and beliefs in terms of his / her individual competence in special learning situations. This is called perceived self-efficacy." (Ülper et al., 2013, p. 85).

Self-efficacy is "the belief of a person that s/he can accomplish a certain task. This belief affects whether the person attempts to act in relation to the task, his/her continuity in this behavior, his/her motivation for the behavior and consequently his/her performance". (Kotaman, 2008, p. 113). "Studies show that students with high self-efficacy beliefs are more successful and willing in their classes and academic activities. Based on this situation, the self-efficacy beliefs of those who learn Turkish as a foreign language should be raised." (Sallabaş, 2012, p. 288) When the literature was examined, it was found that many studies were conducted to determine student self-efficacy according to skills (see Büyükikiz, 2011; Sallabaş, 2012; Altunkaya & Ateş, 2017; Aydın et al., 2017; Erdem et al., 2017; Kurudayıoğlu & Güngör, 2017). Studies show that there is a relationship between students' self-efficacy in language skills and their success.

Melanlıoğlu and Atalay (2016, p. 716) found that students with high writing self-efficacy are more successful in writing. Similarly, Büyükikiz (2011, p. 152) found that students with high perceptions of written expression self-efficacy have high levels of written expression success in their doctoral thesis. Analyzing the relationship between writing self-efficacy and written expression skills of learners of Turkish as a foreign language, Altunkaya & Ateş (2017, p. 95) stated that there is a relationship between students' perceptions of writing self-efficacy and writing skills, and as their writing self-efficacy levels increase, so does their success in writing. In the study where Erdem et al. (2017, p. 83) examined the relationship between the reader self-efficacy and reading comprehension skills of those who learn Turkish as a foreign language, it was found that the reading skill self-efficacy perception levels of the students also increased their reading comprehension success levels.

On the other hand, Kurudayıoğlu and Güngör (2017, p. 1118) discussed the speaking self-efficacy of those who learn Turkish as a foreign language in terms of various variables, and as a result of the research, a significant difference was found between the speaking skills of the students and the institutions where Turkish is learned and the regions where the students' countries are located. Aydın et al. (2017), in the study they conducted at Çanakkale Onsekiz Mart University TÖMER, determined that the speaking self-efficacy of foreigners learning Turkish was above average, but not very high, and they developed suggestions to increase students' self-efficacy.

Within the scope of the research, data were collected from Turkology departments both in Algeria and in Bosnia and Herzegovina. When the data obtained were examined, it was seen that the reading self-efficacy of Bosnia and Herzegovina Turkology students was higher. It is thought that the better education of the students from Bosnia and Herzegovina or the different language families of the students' mother tongues may be effective. Kurudayıoğlu and Güngör (2017, p. 1119) also found in their research that European students' self-efficacy in speaking skills were higher than those of Asian origin, and they attributed the higher self-efficacy beliefs of European students to their better knowledge of foreign language learning in educational environments. Bakır (2015, p. 215), in his doctoral thesis, where he examined the learning approaches of foreign students, writing skills self-efficacy and Turkish writing skills, found that there was a significant difference between students' writing self-efficacy according to the language family the students' languages belong to. According to the research, the writing self-efficacy of the students speaking languages belonging to the Indo-European and Altaic language family is higher than the writing self-efficacy of the students who speak languages belonging to the Hami-Sami and Chinese-Tibetan language families. This situation is also valid in our study. Indeed, Bosnian, which is the official language of Bosnia and Herzegovina, is in the South Slavic languages branch of the Indo-European language family, and Arabic, the mother tongue of Algerian students, is from the Sami language branch of the Hami-Sami language family.

According to the results of the research, there is no significant difference between reading self-efficacy by gender. However, it is thought that the low number of male participants is effective in the emergence of this result. As a matter of fact, 93 female and 8 male students participated in the research. However, in similar studies, no significant relationship was found between gender and self-efficacy as well (see Büyükikiz, 2011; Sallabaş, 2012; Bakır, 2015; Kurudayıoğlu & Güngör, 2017; Moralı, 2019). Based on the studies carried out, it can be interpreted that the self-efficacy beliefs of those who learn Turkish as a foreign or second language do not vary according to gender.

Study group of the research consists of students from Sarajevo, Mostar in Bosnia and Herzegovina Džemal Bijedić, Tuzla and Zenica Universities and Alger 2 and Emir Abdülkadir Islamic Sciences Universities in Algeria. When it was examined whether there was a significant difference between the reading self-efficacy of the participants according to the universities they studied, it was seen that there was a significant difference between Sarajevo and Alger 2 Universities. Accordingly, the reading self-efficacy score averages of the Turkology students at the University of Sarajevo (68.40) are higher than the average score of the students in Alger 2 (37.78). In the ranking of reading self-efficacy score average according to universities, University of Sarajevo is followed by Mostar Džemal Bijedić (57.43), Emir Abdülkadir Islamic Sciences (49.71) and Alger 2 University respectively. Due to the low participation from Tuzla and Zenica University Turkology Departments, these institutions could not be included in the reading self-efficacy score average according to universities. Reading self-efficacy average rankings by universities are in parallel with the evaluations made according to the country.

Sophomore, junior and senior undergraduate students, along with 1st and 2nd year graduate students participated in the study. When the reading self-efficacy of the students is examined according to their class levels, it is seen that the reading skill self-efficacy score average of the graduate students is better than the reading skill self-efficacy score

average of the undergraduate students. It was also determined that as the language levels of the students participating in the study increase, so does their mean scores for reading skills self-efficacy. These results show that as the duration of their education and exposure to Turkish of the students and their language levels increase, the reading skill self-efficacy of the students increase as well. Kurudayıoğlu and Güngör (2017, p. 1119) also found that those who have been learning Turkish for one year have higher speaking self-efficacy than those who have been learning Turkish for 1-6 months.

Within the scope of the study, students were asked their school achievement scores, and the relationship between student achievement and reading self-efficacy was examined. The results showed that there is a moderate positive correlation between students' achievement and reading skills self-efficacy. Moralı (2019, p. 1454) also found that there is a significant difference between the success levels of foreign students learning Turkish and their reading self-efficacy. According to the results of the research, it can be said that as the student success increases, the reading self-efficacy of the students also increases. Kotaman (2008, p. 123) also states in his study that past achievements are the most important source for increasing self-efficacy, and the self-efficacy of students who experience success also increases.

Suggestions

In the study, evaluations regarding the reading skills self-efficacy of the students enrolled in Turkology departments who learn Turkish as a foreign language have been made. These students are encouraged to conduct studies in Turkish upon graduation. For this reason, those who will learn Turkish as a foreign language are required to have high self-efficacy beliefs in all language skills, among which this study focuses on reading skill.

Suggestions for improving students' reading self-efficacy are as follows:

• Those who will teach Turkish to foreigners should have the belief that they will increase student motivation and success, and teachers should receive training in a way that will improve their pedagogical competencies.

• Teachers who do not have pedagogy training should be provided with teaching competencies through trainings that would be organized.

• Environments where students can use the language should be fostered, and they should be enabled to interact with the target language speakers.

• Teachers should pay special attention to the students with low self-efficacy beliefs, they should assign additional work in which those students will not be challenged, allowing those students to experience success.

References

Altunkaya, H., & Ateş, A. (2017). Yabancı dil olarak Türkçe öğrenenlerin yazma özyeterlikleri ile yazılı anlatım becerileri arasındaki ilişki [The Relationship between Writing Self-Efficacy and Writing Skills of Turkish Learners as a Foreign Language]. *Erzincan University Journal of Education Faculty, 19*(3), 86-103, 338356. https://doi.org/10.17556/erziefd.338356

Aydın, G., Şahin, A., Yağmur Şahin, E., Emre, K., & Salı, M. K. (2017). Yabancı dil olarak Türkçe öğrenenlerin konuşma öz yeterliliklerinin belirlenmesi (ÇOMÜ TÖMER örneği) [Determining the speaking self-efficacy of those who learn Turkish as a foreign language (ÇOMÜ TÖMER sample)]. *Journal of Awareness, 2*(3S), 549-564.

Bakır, S. (2015). *Yabancı uyruklu öğrencilerin öğrenme yaklaşımlarının, yazma becerisi öz yeterliklerinin ve Türkçe yazma becerilerinin incelenmesi [An investigation of foreign students' learning approaches, self-efficacies in writing skills and their writing skills in Turkish]*. [Unpublished doctoral dissertation]. Ataturk University, Erzurum.

Başar, U. (2018). Afganistan'da yabancı dil olarak Türkçe öğretimi üzerine güncel bir değerlendirme [A Recent Evaluation on Teaching Turkish as a Foreign Language ın Afghanistan]. Aydın Tömer Dil Dergisi / *Journal of Aydın TOMER Language, 3*(1), 1-20.

Büyükikiz, K. (2011). *Türkçeyi yabancı dil olarak öğrenenlerin yazma becerileri ile öz yeterlilik algıları arasındaki ilişki üzerine bir araştırma [The Effect of Creative Writing Activities on The Writing Self-Efficacy of Learners of Turkish as a Foreign Language]*. [Unpublished doctoral dissertation]. Gazi University, Ankara.

Çangal, Ö. (2021). Cezayir'de yabancı dil olarak Türkçe öğretimi üzerine bir değerlendirme [An Evaluation on Teaching Turkish as a Foreign Language in Algeria]. *Journal of Bayburt Education Faculty, 16*(special issue), 210-227, 850772. https://doi.org/10.35675/befdergi.850772

Çelik, M. E. (2016). Bulgaristan'daki Türkçe öğretmenlerinin Türkçenin eğitimi-öğretimine ilişkin görüşlerinin incelenmesi [The Analyze of the Opinions of Turkish Language Teachers about the TeachingLearning of Turkish in Bulgaria]. *Ondokuz Mayis University Journal of Education Faculty, 35*(2), 69-81.

Çelik, M. E. (2021). Bosna Hersek'te Türkçe öğretiminin güncel durumu [Current Status of Turkish Teaching in Bosnia-Herzegovina]. *Journal of Bayburt Education Faculty, 16*(special issue), 108-128.

Erdem, C. (2015). *Polonya'daki Türkoloji bölümlerinde Türk dili ve edebiyatı eğitimi ve öğrencilerin Türkçe becerileri [Teaching Turkish Language and Literature and Turkish Language Proficiency Level of Students At Turkic Studies Departments ın Poland]*. [Unpublished doctoral dissertation]. Gazi University, Ankara.

Erdem, İ., Altunkaya, H., & Ateş, A. (2017). Türkçeyi yabancı dil olarak öğrenenlerin okur özyeterlikleri ile okuduğunu anlama becerileri arasındaki ilişki [Relation Between The Literacy Self-Efficacy and The Ability of Reading Comprehension of Those Who Learn Turkish as a Foreign Language]. *International Journal of Language Academy, 5*(4), 74-86.

Gül, B. (2006). Moğolistan'da Türkolojinin gelişimi ve Moğolistan'da yapılması gerekli Türkoloji çalışmaları üzerine [On the development of Turkology in Mongolia and the necessary Turkology Studies in Mongolia I]. Y. Koç, S. Sağlam ve C. Gelekci (Ed.), *I. Türkiyat Araştırmaları Sempozyumu Bildirileri [I. Proceedings Of The Symposium On Turkic Studies]* (pp. 203-217). Hacettepe University Institute of Turkish Studies.

Güngör, H. ve Kan, A. (2020). Türkçeyi yabancı dil olarak öğrenenlerin okuma öz yeterliklerinin belirlenmesine yönelik bir ölçek geliştirme çalışması [A Scale Development Study for the Determination of Reading Self Efficacy of Learners of Turkish as a Foreign Language]. *International Journal of Language Academy, 8*(3), 49-62.

Karadağ, N. (2018). Lübnan Üniversitesi Türkoloji Bölümü ve Lübnan Yunus Emre Enstitüsünde Türkçe öğrenen öğrencilerin dil öğrenmedeki ihtiyaç ve nedenleri [The needs and reasons of Turkish students in language learning at Lebanon University Turkology Department and Lebanon Yunus Emre Institute]. A. Uysal (Ed.), *Uluslararası Türk Kültürü ve Medeniyeti Kongresi Tam Metin Bildiri Kitabı [International Congress of Turkish Culture and civilization full text paper book]* (pp. 459-468). Balıkesir University.

Karakaya, İ. (2012). Bilimsel araştırma yöntemleri [Scientific research methods]. A. Tanrıögen (Ed.), *Bilimsel Araştırma Yöntemleri* içinde [In Scientific research methods] (pp. 57-86). Anı Publishing.

Kotaman, H. (2008). Özyeterlilik inancı ve öğrenme performansının geliştirilmesine ilişkin yazın taraması [Self-Efficay Belif and Enhancement of Learning Performance]. J*ournal of Uludağ University Faculty of Education, 21*(1), 111-133.

Kurudayıoğlu, M., & Güngör, H. (2017). Yabancı dil olarak Türkçe öğrenenlerin konuşma öz yeterliklerinin çeşitli değişkenler açısından incelenmesi [The Study of Speaking Skills Self-Efficacy of Turkish Learners as a Foreigng Language ın Terms of Various Parameters]. *International Journal of Turkish Literature Culture Education, 6*(2), 1105-1121.

Melanlıoğlu, D. ve Demir Atalay, T. (2016). Yabancı dil olarak Türkçe öğrenenlerin yazma öz yeterliklerinde yaratıcı yazma uygulamalarının etkisi [The Effect of Creative Writing Activities on The Writing Self-Efficacy of Learners of Turkish as a Foreign Language]. *Turkish Journal of Social Research, 20*(3), 697-721.

Moralı, G. (2019). Examination of the reading self-efficacy of learners of Turkish as a foreign language regarding some variables. *International Journal of Instruction, 12*(1), 1445-1458.

Özdemir, C., Temizyürek, F. & İltar, L. (2015). Presence of Turks and Turkish Teaching in Lebanon. *International Journal of Languages' Education and Teaching, 3*(3), 131-143.

Sallabaş, M. E. (2012). Türkçeyi yabancı dil olarak öğrenenlerin konuşma öz yeterliliklerinin değerlendirilmesi [Assessment of Self-Efficacies of Learners of Turkish as a Foreign Language]. *Türkiye Sosyal Arastirmalar Dergisi /Turkish Journal of Social Research, 16*(2), 269-290.

Ustabulut, M. Y., & Kara, K. (2016). Romanya'da Türk dili tarihi ve Dobruca'daki (Köstence) Türkoloji eğitimi [Education of History of Turkish Language in Romania and Turkology in Dobruja (Constanta)]. Aydın Tömer Dil Dergisi / *Journal of Aydın TOMER Language, 1*(2), 1-16.

Ülper, H., Yaylı, D., & Karakaya, İ. (2013). Okur öz yeterlik ölçeğinin geliştirilmesi [Developing the Reader Self-Efficacy Scale]. *Journal of Kırşehir Education Faculty, 14*(1), 85-100.

Corresponding Author Contact Information:

Author name: Önder Çangal

Department: Turkish Teaching Application and Research Center

Faculty: Department of Turkish Language

University, Country: Gaziantep University, Turkey

Email: ondercangal@hotmail.com