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**Relationship between EFL Learners' Perceived Social  
Self-Efficacy and their Foreign Language Classroom Anxiety**

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**Abstract**

The present study was conducted to investigate the relationship between the perceived social self-efficacy of the students of English and their foreign language classroom anxiety. The required data were gathered through the application of the original versions of two standard questionnaires: Smith and Betz's (2000) 25-item Scale of Perceived Social Self-Efficacy (SPSSE) and Horwitz, Horwitz and Cope's (1986) 33-item Foreign Language Classroom Anxiety Scale (FLCAS). A total of 151 participants (including 127 students of English Language and Literature in B.A. level and 24 students of Teaching English as a Foreign Language at M.A. level) took part in the study. Correlational analysis was employed to determine the relationship between perceived social self-efficacy and foreign language classroom anxiety. Pearson Product-Moment correlation analysis results ( $r = -.164$ ,  $p < .05$ ) showed that the participants' perceived social self-efficacy had a reverse relationship with their foreign language classroom anxiety. Further calculations were done for the type and rate of the influence of demographic variables (namely age, gender, academic seniority, and educational level) on students' PSSE and FLCA. According to the One-Way ANOVA results, no meaningful relationship was observed between age, gender, academic seniority, and educational level of the participants, and their perceived social self-efficacy or foreign language classroom anxiety. Based on the findings of this study, the rate of perceived social self-efficacy (i.e. trust in self in social situations) seems to play a key role in the intensity of foreign language learners' anxiety and a vital parameter in their full-functioning and efficient learning.

**Keywords:** EFL Learners, Attitude, Perceived Social Self-Efficacy, Foreign Language Classroom Anxiety.

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## 1. Overview

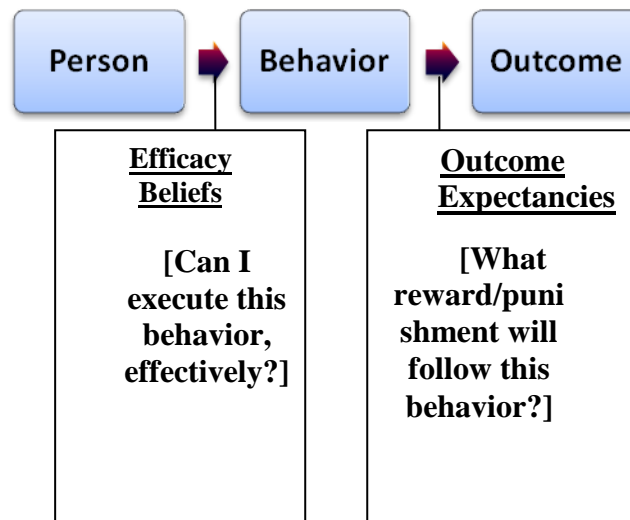
Academic learning in almost all countries is shaped in *classes* of students. In the academic English language learning, learners are constantly in touch with their friends and classmates. This atmosphere naturally creates a social domain in which the members are in constant viewing, interaction and even may be ‘living’! Class members constitute an educational family like a socio-communal system in which attitudes and feelings about self and each other play key roles.

From among a variety of factors helping us reach the desirable level of cooperative and productive communication, intrapersonal variables are of much importance. Concepts such as self-confidence, self-determination, self-actualization and the like are dealt with as the most representatives of the importance of looking *intrapersonally*. In interactional terms, it seems how we see ourselves, consider our potentialities and trust our strengths in relation to others in communicative situations ‘defines’ who we are in those conditions.

One of the main variables which contribute to self-awareness and self-cognition is “self-efficacy”. For Bandura, the psychologist who coined the term and raised the issue in his Social-Cognitive Theory (1986) -later revised as Self-Efficacy Theory (1977)-, self efficacy is “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391). Three elements of “belief”, “success”, and “specific situations” can be drawn from the definition. Lying at the center of the notion is social observation and learning in the development of personality, actions, and reactions rooted in external experiences. According to social-cognitive theory, people with higher levels of self-efficacy -those who believe they can perform well- are more likely to view difficult tasks as something to be mastered rather than something to be avoided.

According to Bandura (1997), self-efficacy is influential in functioning, predicting, and changing human behavior. It’s the product of mutual reciprocities among behavioral, cognitive, and environmental factors. For Bandura (1997), self-efficacy

perceptions are key factors in a generative system of human competence. These perceptions are concerned not with the number of skills we have, but with what we believe we can do with what we have under a variety of circumstances. Bandura's outline of the role of self-efficacy in the paradigm of a person engaging in a behavior that will have a consequent outcome is shown in the figure below.



**Figure 3:** Bandura's model of self-efficacy (Bandura, 1977)

Strecher et al. (1986) believe that in this paradigm, behavior change and maintenance are a function of (1) expectations about the outcomes that will result from one's engagement in a behavior, and (2) expectations about one's ability to engage in or execute the behavior. According to Bandura (1995), self-efficacy makes a difference in how people feel, think, and behave, and also how they motivate themselves. He explains the importance of self-efficacy beliefs as beliefs which function as "an important set of proximal determinants of human motivation, affect, and action" and asserts that "People's self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles" (Bandura, 1989, pp. 1175-1176).

Based on Stern (1991), George Herbert Mead, the American social psychologist, in his “*Mind, Self, and Society*” (1934) developed the theory that the mind of the individual and the individual’s perception of him/herself is formed by the social relations between the individual and his/her social environment. This social learning process accelerates the development of an individual’s emotional and practical skills, perception of self, and acceptance of others. Borrowing from theoretical frameworks such as observational learning, imitation, and modeling, it considers that people learn from one another and states that in fact self-efficacy reflects a persons’ understanding of what skills s/he can master in a socio-collective setting.

In social situations, individuals have varying perceptions of their ability to successfully interact with others. In other words, their self-efficacy beliefs reflect their level of social confidence (Bandura, 1977). Having positive, pleasant, and favorite self-concepts about acting in society and being self-confident about how to deal with interpersonal matters can serve important functions like creating a sense of self-trust and self-actualization, having more tendency to do the tasks in group and better relationships with members, commenting on others’ performance and using theirs’ as well, and showing total educational progress along with satisfaction of the process.

Bandura (1997) further stated that self efficacy may be divided into academic, social, emotional, and physical domains. By definition, Social Self-Efficacy is “an individual’s confidence in his/her ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships” (Smith and Betz, 2000, p. 286). It can be described as learner’s expectations, understandings, and attitudes about him/herself while engaging in social situations.

The construct of *social self-efficacy* stems from the social cognitive theory, with the domain being “perceived self-efficacy in social situations”. Sherer et al. (1982) firstly introduced social self-efficacy as a separate domain during the development of the self-efficacy scale. They developed this scale to measure generalized self-efficacy but found -through factor analysis- that six of the scale items produced a subscale addressing items related to social interactions. As a construct, social self-efficacy has been measured in the scientific literature as researchers began to generalize Bandura’s theory for specific

applications. Social self-efficacy has consistently been related to various personality variables. In the present study, its relationship with psycho-educational variable of “Foreign Language Classroom Anxiety” (Horwitz, 1986) has been investigated.

#### *Purpose of the Study*

The core of what this study looked for has a lot to do with the influences of ‘belief in self to perform well in social atmosphere of the foreign language class’. Mainly, it refers to the role played by what is called ‘social self-efficacy’ in foreign language learners’ anxiety within the classroom. There exist several studies which addressed the relation between *self* concepts (as self-efficacy itself) and language anxiety-related variables (such as foreign language classroom anxiety) (for example: Mehrabizadeh Honarmand, 2000; Yamini and Ghoreishi, 2007; and Yamini and Tahriri, 2006) but it seems almost no attempt has been made to keep the individual self-centered part and relate the vital social others-centered domain of self-efficacy (as *social self-efficacy*) to seemingly related variables like foreign language classroom anxiety with its socio-communicative nature and social/situational essence.

Generally, the research questions of this study can be divided into three groups (A, B and C). At its preliminary level (A), the study seeks to answer the question, below:

1- Is there any relation between Iranian EFL learners’ perceived social self-efficacy and their foreign language classroom anxiety?

At level B, it investigates:

2- What are the Perceived Social Self-Efficacy levels of the Iranian EFL Learners?

3- What are the Foreign Language Classroom Anxiety Levels of the Iranian EFL Learners?

And at level C;

4- What is the effect of Iranian EFL learners’ age, gender, academic seniority, and educational level, on their perceived social self-efficacy *and* foreign language classroom anxiety?

## 2. Literature Review

### *Research on Self-Efficacy*

The decades following the introduction of the concept of “Self-Efficacy” by Albert Bandura (1972) have seen the increasing attention of the researchers and practitioners to the notion and its application in various dimensions of psychology. Most of the works in the area tended to discuss about the relationships between self-efficacy and success in behavior. Likewise, in applied linguistics, there can be seen a great number of works focusing on self-efficacy based on which, self-efficacy perceptions have been detected to be sensitive to changes in students’ performance context, relevant to self-regulated learning processes, and mediate the students’ academic success (Pintrich, 1999; Zimmerman, 2000). Similarly, research in this area has consistently revealed that self-efficacy is positively correlated with general academic achievement (e.g. Schunk, 1981 and 1984; Wood and Locke, 1987; Pintrich and De Groot, 1990; Pajares and Kranzler, 1995; Pajares, 1996; Griffin and Griffin, 1998; Lane and Lane, 2001; Jackson, 2002; Lane, Lane, and Kyprianou, 2004; Caprara, Barbaranelli, Steca, and Malone, 2006; Ferla, Valcke, and Schuyten, 2008) and with performance in several specific scopes, including math (e.g. Pajares and Miller, 1994 and 1995), writing (e.g. Pajares and Johnson, 1996; Pajares, Britner, and Valiante, 2000; Pajares, 2003), homework practices (e.g. Zimmerman and Kitsantas, 2005; Bassi, Steca, Fave, and Caprara, 2007) and sports (e.g. Bond, Biddle, and Ntoumanis, 2001; Chase, 2001).

### *Self-Efficacy, Language Learning and Achievement*

Several researchers investigated the interconnection between self-efficacy, language learning, and language achievement. Mahyuddin et al.’s (2006) study addressed the relationship between students’ self-efficacy and their English language achievement in the ESL setting of Malaysia and revealed positive correlations between self-efficacy and achievement in learning. Rahemi also (2007) dealt with the low English self-efficacy of high school students majoring in humanities in comparison to other majors. The findings showed a strong positive correlation between students’ EFL achievements and self-efficacy. Moreover, Tılfarlıoğlu and Cinkara (2009) worked on self-efficacy of

EFL students and its relation with academic success in English. The analysis of the EFL self-efficacy survey revealed that EFL learners had high sense of self-efficacy in language learning tasks. Therefore, self-efficacy was disclosed to be an influential aspect in students' success in English language learning.

Furthermore, some works investigated the association of self-efficacy and mastery in different language skills. Zimmerman and Reiserberg (1997) stressed the importance of self-efficacy in writing, which is influenced by success or failure of the self-regulatory strategies. They hold that self-efficacy influences the motivation for writing and the further use of self-regulatory processes. Rahimi and Abedini (2009) also examined the interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency and found that listening comprehension self-efficacy was significantly related to the listening proficiency.

#### *Self-Efficacy Studies in Iran*

The studies on self-efficacy in Iran consist of looks to a variety of psychological and educational aspects. The relationship between self-efficacy and the use of self-regulated strategies (Kajbaf, Moulavi and Shirazi Tehrani 2003); sanitation behaviors (Mazloumi, Mehri and Morovati 2006); emotional intelligence, psychological hardiness, and conflict management styles (Esmailkhani, Ahdi, Mazaheri and Mehrbizadeh Honarmand, 2010) and problem solving skills (Zahrakar, Rezazadeh and Ahghar, 2010) were some of the concerns. In harmony with its international version, the research stream on the concept of self-efficacy has been considerably varied in Iran. Issues such as Entrepreneurship self-efficacy (Shamaeizadeh and Abedi, 2005), Internet self-efficacy (Azizi, 2005), Vocational self-efficacy (Ahmadi, Baghban and Fatehizadeh, 2008), self-efficacy in exceptional/brilliant children (Fathi Ashtiani, 1996), Relationship between Population Studies and self-efficacy (Hosseinchari and Kiani, 2009) and the role of self-efficacy in sports behavior (Aziz-zadeh Forouzi et al., 2012) are only some of the works conducted in the scope.

### *Anxiety in EFL/ESL*

Encyclopedia Britannica (2012) defines anxiety as “a feeling of dread, fear, or apprehension, often with no clear justification” and distinguishes it from fear because the latter arises in response to a clear and actual danger, such as one affecting a person’s physical safety. Both due to personality-related reasons and because of its interactional nature, language learning has been potentially considered as “anxiety-provoking”. Guiora (1983) believed that language learning itself is a “profoundly unsettling psychological proposition” because of directly affecting a person’s self-concept and worldview. The tragic side of the story will be intensified if the language to be mastered is not the one normally called Mother Language or Second Language, hence; not familiar to the learner from childhood.

Horwitz (1986) pioneered what he called “Foreign Language Classroom Anxiety” composed of ‘communication apprehension’ (avoiding expression of personal messages), ‘test anxiety’ (fear from the exams) and ‘fear of negative evaluation’ (apprehension about others’ evaluation). She pointed to “anxiety” as the impeding factor for such cases in successful foreign language learning and defined the notion as “the feeling of tension, apprehension, nervousness, and worry associated with the automatic arousal of the nervous system” (pp. 125-128).

There exist a great number of studies done about the interrelation of anxiety and language learning. Bailey et al. (2000)’s study attempted to identify a combination of variables that might be correlated with three corresponding types of anxiety. The correlation results revealed that students with the highest levels of anxiety tend to have lower expectations of their success. Ortega Cebberos (2003) also found four main types of anxiety reactions towards a foreign language classroom: speaking anxiety, listening anxiety, test anxiety, and general anxiety. Moreover, Cubic (2007) reported the eight main sources of anxiety as (a) Presenting before the class, (b) Making mistakes, (c) Losing face, (d) Inability to express oneself, (e) Fear of failure, (f) Teachers, and (g) Fear of living up to the standards. In another research, Hizwari et al. (2008) found strong correlations between the three variables namely ‘communication apprehension’,



‘fear of negative evaluation’ and ‘classroom anxiety’ and concluded that the higher the fear of a person, the higher his/her communication anxiety, and vice versa. Also, Andrade and Williams (2009)’s findings indicated that many students enter their university EFL classes expecting to experience an anxiety-provoking situation, and that anxiety is likely to significantly hinder the performance of some students.

In addition to the mentioned works, some studies have done to see the interrelation between anxiety and language achievement. Horwitz (2001) who considered the literature on language learning anxiety argued that language anxiety is a ‘specific’ anxiety (rather than a ‘trait’ one) and reported that findings concerning anxiety and language achievement have been relatively uniform indicating a consistent moderate negative relationship between anxiety and achievement. Awan et al. (2010)’s results also suggested that what he called “Group A students” (the students whose English achievement fall in the top 1/3 of all participants) experienced lower levels of foreign language anxiety.

By adding to the above-mentioned studies, some scholars have examined the relationship between the so called ‘dimensions’ of FLCA (namely; Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation) and learning (e.g. Rosenfeld, 1995; Rojo-Laurilla, 2007; Honeycutt, Choi and DeBerry, 2009; Samelian, 2009; Aydin, 2006, 2007, 2009, 2010, and 2012).

#### *Language Skills and Language Anxiety*

Horwitz et al. (1986) spoke about the “specific” and situation-based types of anxieties classified by the psychologists. The years after saw the increasing number of the studies addressing different language skills and their relation with foreign language anxiety (e.g. A Y (2010)’s study with addressing the generally examined the FLCA in relation to language skills at different levels and works on oral skills’ anxiety (Listening/Speaking Anxieties) (Kuru-Gonen, 2005; Kimura, 2010; Subaşı, 2010; Tianjian, 2010; Abdul-Rahman, 2010; Sioson, 2011) or written skills’ anxiety (Reading/Writing Anxieties) (Saito, Horwitz and Gharza, 1999; Cheng, 2004; Mat Daud, Mat Daud and Abu Kassim, 2005; Brantmeier, 2005; Kuru-Gonen, 2007 and 2009;

Shariati and Bordbar, 2009; Tysinger, Tysinger and Diamanduros, 2010; Wu, 2011).

*Connecting (Social)Self-Efficacy and (Language)Anxiety*

The core of what is sought in this paper can be stated as “the relationship between self-efficacy and language anxiety”. Similarly, several studies have been conducted by the scholars -either in psychological or educational contexts- on the notions of ‘self-efficacy’ and ‘anxiety’, their various derivations and mutual interconnections. Regarding such a relationship, Treptow (1999) examined Bandura’s four components of self-efficacy verification (enactive attainments, vicarious experience, persuasory experience, and physiological experience) in relation to adults’ social anxiety. The results indicated that recollections of perceived arousal in social settings and of early social experience together best predicted the adults’ social anxiety and distress while recalled perceptions of arousal alone best predicted their social evaluative fears. Also, Mallinckrodt and Wei (2005) studied the elements of the social competencies and interpersonal processes models and their role in social anxiety. According to the results, attachment anxiety and avoidance were both positively associated with the psychological distress and negatively associated with the perceived social support.

In another attempt, Yamini and Tahriri (2006) attempted to investigate the relationship between EFL learners’ Foreign Language Classroom Anxiety (FLCA) and their Global Self-esteem (GSE) the findings of which revealed a significant negative relationship. Studies by Guadiano and Herbert (2006), Yamini and Ghoreishi (2007), Moree (2007), Neisi and Tahriri (2010), Perepiczka, Chandler and Becerra (2011) and Tahmassian and Jalali Moghadam (2011) are other works which also focused on the correlation between self-efficacy and anxiety and found negative coefficients.

### **3. Method**

*Participants*

In total, 151 students of English participated in this study. 127 of them were studying English Language and Literature at the B.A. level and 24 students were studying Teaching English as a Foreign

Language at the M.A. level. More specifically, 17 (11.3%) freshmen, 28 (18.5%) sophomores, 33 (21.9%) juniors, and 49 (53%) seniors in B.A. and 12 freshmen, along with the same number seniors (7.9% each) in M.A. constituted the whole sample. Of them, 23 (15.2%) were male, and 127 (84.1%) were female with ages ranging from 18 to 33 (one participant did not indicate his/her gender).

### *Instruments*

Two standard questionnaires were used in this study. The first instrument was the Scale of Perceived Social Self-Efficacy (SPSSE; Smith and Betz, 2000) consisted of 25 rationally derived items with Cronbach's Alpha value of .95. The items measure the level of confidence in a variety of social situations including (1) making friends, (2) pursuing romantic relationships, (3) social assertiveness, (4) performance in public situations, (5) groups or parties, and (6) giving or receiving help. The other instrument used was the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz, Horwitz and Cope, 1986) consisted of 33 items with Cronbach's Alpha coefficient of .93 with subscales of "Communication Apprehension", "Test Anxiety", and "Fear of Negative Evaluation". The answers to both questionnaires were provided on a Likert scale ranging from 1 to 5.

### *Data Collection*

To collect the data, *the scale of perceived social self-efficacy* and *foreign language classroom anxiety scale* were administered to the participants. To avoid from the possible effects of being familiar with 'social self-efficacy' questionnaire which broadly showed the social confidence level; hence, probably 'face-saving' for some of the students, unlike the nominal cliché, first, the foreign language anxiety questionnaire was administered. Furthermore, due to the students' possible lack of concentration, boredom and lack of care, and especially, to avoid the testing effects, the two questionnaires were administered with a time interval of two weeks. As can be noted, the number of the questions in the second questionnaire (foreign language classroom anxiety) has decreased from 25 to 24 in finalization. This is because of the localization issue. The item number 23 (in the original questionnaire; Smith and Betz, 2000) was "Get a date to a dance that

your friends are going to". After consultation about the construct appropriateness of the decision, it was agreed that this question doesn't work out in the socio-cultural context of Iran because going dancing - in its western mixed terms that is implied by the item- is unwelcomed by many Iranians (In fact, it is considered a *taboo* for many).

#### *Data Analysis*

The collected data were subjected to descriptive and inferential statistical analyses. Pearson Product-Moment Correlation analysis was used and to find if the demographic factors of age, gender, academic seniority, and educational level of the students have effects on their SPSSE/FLCA, the One-Way Analysis of Variance (ANOVA) was applied.

Total scores on the scale of perceived social self-efficacy (SPSSE) were obtained by summing the 25 items. Statistically, the total score of any respondent could possibly range from 33 to 165. As the developers of the scale stated, "higher scores indicate greater perceived social self-efficacy" (Smith and Betz, 2000; p. 288). The same computation procedure was applied to the scores for each item in FLCAS (in the case of negatively worded items (items 2, 5, 8, 11, 14, 18, 22, 28, and 32), reverse scoring was conducted). The scores of FLCAS were obtained by summing the items. Similar to SPPSE, the total score of any participant could possibly range from 33 165.

## **4. Results**

### *Descriptive Statistics for "Perceived Social Self-Efficacy"*

The Scale of Perceived Social Self-Efficacy (SPSSE; Smith and Betz, 2000) measures an individual's degree of perceived social self-efficacy, defined as an individual's level of self-efficacy or confidence involving social behavior. Table 4.1. shows the details of the responses to 24 items of SPSSE.

**Table 4.1.:** *Participants' responses to 24 items of SPSSE*

	N	Mean	Std. Deviation
<b>Item 1-</b> Starting a conversation with someone you don't know very well	151	3.3179	.98232
<b>Item 2-</b> Expressing your opinion to a group of people discussing a subject that is of interest to you	151	3.7483	.98128
<b>Item 3-</b> Working on a school, work, community or other project with people you don't know very well	151	3.13907	.973240
<b>Item 4-</b> Helping to make someone you've recently met feel comfortable with your group of friends	151	3.8411	1.00062
<b>Item 5-</b> Sharing with a group of people an interesting experience you had	151	3.8013	.98671
<b>Item 6-</b> Putting yourself in a new and different social situation	151	3.0662	1.01764
<b>Item 7-</b> Volunteering to help organize an event	151	3.1656	1.15141
<b>Item 8-</b> Asking a group of people who are planning to engage in a social activity (e.g., go to a movie) if you can join them	151	3.1258	1.00866
<b>Item 9-</b> Getting invited to a party that is being given by a prominent or popular individual	151	3.2517	1.04063
<b>Item 10-</b> Volunteering to help lead a group or organization	151	3.2185	1.02563
<b>Item 11-</b> Keeping your side of the conversation	151	3.5232	.89319
<b>Item 12-</b> Being involved in group activities	151	3.0199	1.69104
<b>Item 13-</b> Finding someone to spend a weekend afternoon with	151	3.6291	1.23080
<b>Item 14-</b> Expressing your feelings to another person	151	3.3377	1.19937
<b>Item 15-</b> Finding someone to go to lunch with	151	3.3642	1.22465
<b>Item 16-</b> Asking someone out on a date	151	2.6291	1.44044
<b>Item 17-</b> Going to a party or social function where you probably won't know anyone	151	2.6623	1.03851
<b>Item 18-</b> Asking someone for help when you need it	151	3.2583	.95543
<b>Item 19-</b> Making friends with a member of your class	151	3.7881	.92815
<b>Item 20-</b> Joining a lunch or dinner table where people are already sitting and talking	151	3.0596	1.11494
<b>Item 21-</b> Making friends in a group where everyone else knows each other	151	3.0265	1.09512
<b>Item 22-</b> Asking again someone out after s/he was busy the first time asked	151	2.7351	1.09971
<b>Item 23-</b> Calling someone you've met and would like to know better	151	3.1192	1.10711
<b>Item 24-</b> Asking a potential friend out for coffee	151	3.5894	1.07871
Valid N (listwise)	151		

**Table 4.2.:** *Social Self-Efficacy levels of the participants*

	<b>Low PSSE</b> (Score: 24-48)	<b>Middle PSSE</b> (Score: 49-72)	<b>High PSSE</b> (Score: 73-96)	<b>Very High PSSE</b> (Score: 97-120)
Valid	2	55	80	14
Missing	149	96	71	137

By displaying social self-efficacy levels of the students, table 4.2. - based on the procedure of “one-fourth” count- shows the frequency of the students with *Very Low*, *Low*, *Middle*, *High* and *Very High* perceived social self-efficacy (based on the obtained scores from the SPSSE, their total PSSE could range from 24 to 120).

*Descriptive Statistics for “Foreign Language Classroom Anxiety”*

The Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz et al., 1986) contains 33 items, scored on a five-point Likert scale and focuses on speaking in a classroom context. In table 4.3., details of the answers to FLCA questionnaire are presented.

**Table 4.3.: Participants' responses to 33 items of FLCA**

	N	Mean	Std. Deviation
<b>Item 1-</b> I never feel quite sure of myself when I am speaking in my foreign language class.	151	2.7748	1.13239
<b>Item 2-</b> I don't worry about making mistakes in language class.	151	2.8477	1.23152
<b>Item 3-</b> I tremble when I know that I'm going to be called on in language class	151	2.8013	1.11964
<b>Item 4-</b> It frightens me when I don't understand what the teacher is saying in the foreign language.	151	2.6887	1.13833
<b>Item 5-</b> It wouldn't bother me at all to take more foreign language classes.	151	3.6026	1.12000
<b>Item 6-</b> During language class, I find myself thinking about things that have nothing to do with the course.	151	2.7550	1.16600
<b>Item 7-</b> I keep thinking that the other students are better at languages than I am.	151	2.8477	1.15325
<b>Item 8-</b> I am usually at ease during tests in my language class.	151	3.3444	1.14918
<b>Item 9-</b> I start to panic when I have to speak without preparation in language class.	151	3.0530	1.19325
<b>Item 10-</b> I worry about the consequences of failing my foreign language class.	151	3.22517	1.342496
<b>Item 11-</b> I don't understand why some people get so upset over foreign language classes.	151	3.3907	1.02615
<b>Item 12-</b> In language class, I can get so nervous that I forget things I know.	151	2.8477	1.20967
<b>Item 13-</b> It embarrasses me to volunteer answers in my language class.	151	2.4238	1.24599
<b>Item 14-</b> I would not be nervous speaking the foreign language with native speakers.	151	3.0662	1.30470
<b>Item 15-</b> I get upset when I don't understand what the teacher is correcting.	151	2.9603	1.24836
<b>Item 16-</b> Even if I am well prepared for language class, I feel anxious about it.	151	2.2517	1.28176
<b>Item 17-</b> I often feel like not going to my language class.	151	2.1126	1.12868
<b>Item 18-</b> I feel confident when I speak in foreign language class.	151	3.5364	1.06942
<b>Item 19-</b> I am afraid that my language teacher is ready to correct every mistake I make.	151	2.5033	1.12472
<b>Item 20-</b> I can feel my heart pounding when I'm going to be called on in language class	151	3.0861	1.15436
<b>Item 21-</b> The more I study for a language test, the more confused I get.	151	1.7748	.85769
<b>Item 22-</b> I don't feel pressure to prepare very well for language class.	151	3.2318	1.12809
<b>Item 23-</b> I always feel that the other students speak the foreign language better than do.	151	2.8344	1.13390
<b>Item 24-</b> I feel very self-conscious about speaking the foreign language in front of other students.	151	3.1987	.95233
<b>Item 25-</b> Language class moves so quickly that I worry about getting left behind.	151	2.6093	1.01963
<b>Item 26-</b> I feel more tense and nervous in my language class than in my other classes.	151	2.2384	1.06901
<b>Item 27-</b> I get nervous and confused when I am speaking in my language class.	151	2.2980	1.00528
<b>Item 28-</b> When I'm on my way to language class, I feel very sure and relaxed.	151	3.5099	1.05114
<b>Item 29-</b> I get nervous when I don't understand every word the language teacher says.	151	2.6093	1.24351
<b>Item 30-</b> I feel overwhelmed by the number of rules you have to learn to speak foreign language.	151	2.5563	1.01085
<b>Item 31-</b> I am afraid that the other students will laugh at me when I speak the foreign language.	151	2.3709	1.16971
<b>Item 32-</b> I would probably feel comfortable around native speakers of the foreign language.	151	3.1258	.99535
<b>Item 33-</b> I get nervous when the language teacher asks questions which I haven't prepared in advance.	151	3.3510	1.13254

	N	Mean	Std. Deviation
<b>Item 1-</b> I never feel quite sure of myself when I am speaking in my foreign language class.	151	2.7748	1.13239
<b>Item 2-</b> I don't worry about making mistakes in language class.	151	2.8477	1.23152
<b>Item 3-</b> I tremble when I know that I'm going to be called on in language class	151	2.8013	1.11964
<b>Item 4-</b> It frightens me when I don't understand what the teacher is saying in the foreign language.	151	2.6887	1.13833
<b>Item 5-</b> It wouldn't bother me at all to take more foreign language classes.	151	3.6026	1.12000
<b>Item 6-</b> During language class, I find myself thinking about things that have nothing to do with the course.	151	2.7550	1.16600
<b>Item 7-</b> I keep thinking that the other students are better at languages than I am.	151	2.8477	1.15325
<b>Item 8-</b> I am usually at ease during tests in my language class.	151	3.3444	1.14918
<b>Item 9-</b> I start to panic when I have to speak without preparation in language class.	151	3.0530	1.19325
<b>Item 10-</b> I worry about the consequences of failing my foreign language class.	151	3.22517	1.342496
<b>Item 11-</b> I don't understand why some people get so upset over foreign language classes.	151	3.3907	1.02615
<b>Item 12-</b> In language class, I can get so nervous that I forget things I know.	151	2.8477	1.20967
<b>Item 13-</b> It embarrasses me to volunteer answers in my language class.	151	2.4238	1.24599
<b>Item 14-</b> I would not be nervous speaking the foreign language with native speakers.	151	3.0662	1.30470
<b>Item 15-</b> I get upset when I don't understand what the teacher is correcting.	151	2.9603	1.24836
<b>Item 16-</b> Even if I am well prepared for language class, I feel anxious about it.	151	2.2517	1.28176
<b>Item 17-</b> I often feel like not going to my language class.	151	2.1126	1.12868
<b>Item 18-</b> I feel confident when I speak in foreign language class.	151	3.5364	1.06942
<b>Item 19-</b> I am afraid that my language teacher is ready to correct every mistake I make.	151	2.5033	1.12472
<b>Item 20-</b> I can feel my heart pounding when I'm going to be called on in language class	151	3.0861	1.15436
<b>Item 21-</b> The more I study for a language test, the more confused I get.	151	1.7748	.85769
<b>Item 22-</b> I don't feel pressure to prepare very well for language class.	151	3.2318	1.12809
<b>Item 23-</b> I always feel that the other students speak the foreign language better than do.	151	2.8344	1.13390
<b>Item 24-</b> I feel very self-conscious about speaking the foreign language in front of other students.	151	3.1987	.95233
<b>Item 25-</b> Language class moves so quickly that I worry about getting left behind.	151	2.6093	1.01963
<b>Item 26-</b> I feel more tense and nervous in my language class than in my other classes.	151	2.2384	1.06901
<b>Item 27-</b> I get nervous and confused when I am speaking in my language class.	151	2.2980	1.00528
<b>Item 28-</b> When I'm on my way to language class, I feel very sure and relaxed.	151	3.5099	1.05114
<b>Item 29-</b> I get nervous when I don't understand every word the language teacher says.	151	2.6093	1.24351
<b>Item 30-</b> I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	151	2.5563	1.01085
<b>Item 31-</b> I am afraid that the other students will laugh at me when I speak the foreign language.	151	2.3709	1.16971
<b>Item 32-</b> I would probably feel comfortable around native speakers of the foreign language.	151	3.1258	.99535
<b>Item 33-</b> I get nervous when the language teacher asks questions which I haven't prepared in advance.	151	3.3510	1.13254
Valid N (listwise)		151	



**Table 4.4.:** *Foreign Language Classroom Anxiety levels of the participants*

	<b>Low FLCA</b> (Score: 33-66)	<b>Middle FLCA</b> (Score: 67-99)	<b>High FLCA</b> (Score: 100-132)	<b>Very High FLCA</b> (Score: 133-165)
N Valid	1	107	43	0
Missing	150	44	108	151

As shown for the perceived social self-efficacy, table 4.4. represents the simple frequency of the students with *Very Low*, *Low*, *Middle*, *High* and *Very High* FLCA (based on the obtained scores from the FLCAS, their total FLCA could range from 33 to 165).

*Correlation between Perceived Social Self-Efficacy and Foreign Language Classroom Anxiety*

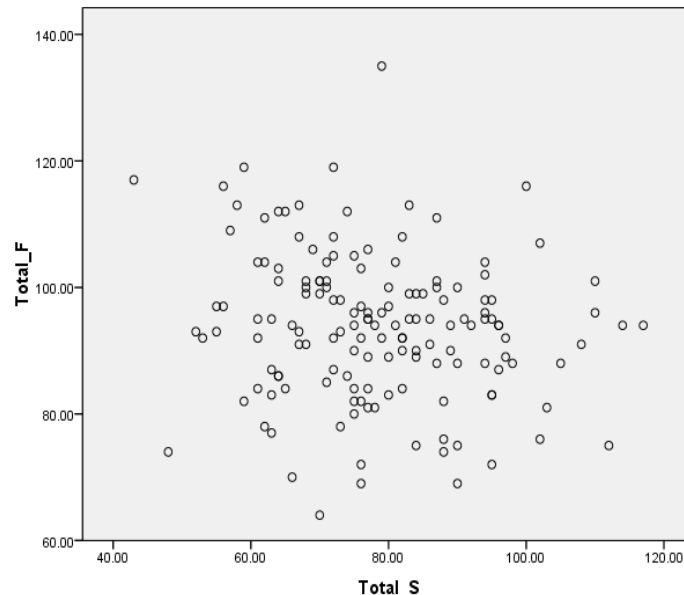
The result of Pearson Product-Moment correlation analysis showed reverse relationship between the variables ( $r = -.164$ , ( $p < .05$ )). Table 4.5. shows the corresponding matrix.

**Table 4.5.** *Pearson Product-Moment correlation on PSSE and FLCA data*

		Total PSSE	Total FLCA
Total PSSE	Pearson Product-Moment correlation	1	-.164*
	Sig. (2-tailed)		.045
	N	151	151
Total FLCA	Pearson Product-Moment correlation	-.164*	1
	Sig. (2-tailed)	.045	
	N	151	151

\*. Correlation is significant at the 0.05 level (2-tailed).

The value of  $-.164$  verified the hypothesis behind the main question of the study.



**Graph 4.1.:** Correlation of Perceived Social Self-Efficacy and Foreign Language Classroom Anxiety in a scatter plot

Graph 4.1. shows the general scatter plot for the correlation between the corresponding values of perceived social self-efficacy (shown as “Total\_S”) and Foreign Language Classroom Anxiety (shown as “Total\_F”) of the participants. Based on mathematical standards, the independent variable went to the horizontal axis and the dependent one; to vertical axis. The slope of the chart is descending which shows the *negative* correlation between the variables.

#### *ANOVA Results (Effects of the Demographic Variables)*

In order to see if age, gender, academic seniority, and educational level would have influence on students’ perceived social self-efficacy, One-Way ANOVA was conducted. Table 4.6. displays the model summary statistics for the perceived social self-efficacy of the respondents. It can be observed that none of the independent demographic variables were recognized statistically ‘significant’ or

meaningful ( $> .05$ ). As a result, none of these demographic factors can be considered as predictors of the participants' perceived social self-efficacy.

**Table 4.6.:** *Co-efficiency between Age, Gender, Academic Seniority, and Educational Level, and Total Perceived Social Self-Efficacy of the students (Total PSSE)*

Coefficients <sup>a</sup>						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	68.646	11.860		5.788	.000
	Age	.088	.480	.017	.083	.855
	Gender	2.315	3.294	.059	.703	.483
	Academic Seniority	-1.204	.719	-.194	-1.674	.096
	Edu. Level	7.068	4.973	.182	1.421	.157

a. Dependent Variable: Total PSSE

Moreover, in order to see if age, gender, academic seniority, and educational level have influenced students' foreign language classroom anxiety, another One-Way ANOVA analysis was conducted. Table 4.7. displays the model summary statistics. Based on the results, none of the demographic factors of age, gender, academic seniority, and educational level influences the participants' foreign language classroom anxiety.

**Table 4.7:** Co-efficiency between Age, Gender, Academic Seniority, and Educational Level, and Total Foreign Language Classroom Anxiety of the students (Total FLCA)

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	105.791	9.675		10.934	.000
Age	-.091	.391	-.022	-.233	.816
Gender	-2.884	2.687	-.090	-1.073	.285
Academic Seniority	-.301	.586	-.060	-.513	.609
Edu. Level	-2.909	4.057	-.092	-.717	.474

a. Dependent Variable:  
Total FLCA

## 5. Discussion and Conclusion

Many believed and still believe that it is the 'self' which not only affects but also defines what exists other than itself. As most of the scientific discussions look from the sides of a coin, the 'society/environment-on-self' aspect emphasizes the opposite side. Socio-constructively, it deals with the issue that environment ('nature', 'society' or so) affects the individual. According to Matthews et al. (2003) Constructivist theories of social psychology suppose that personality is continuously created and recreated through discourse between people. In fact, it is located 'between' rather than 'within' persons.

As noted in the introduction, social self-efficacy encompasses the belief in one's self to act well in social situations. Once we consider the interactional atmosphere of EFL classes, the prominence of developing this crucial type of self-efficacy would reveal its vital importance. By engagement of the interconnectionist *Global Village* of McLuhan (1968), the community-based essence of foreign language class makes a transactional framework in which not only 'self' is the medium and message but also in constant mutual affecting and being affected with the surrounding 'society'. In such a socio-constructive ecosystem, creating an atmosphere in which individualism and

collectivism are in a position of synergistic give and take will increase the efficiency of language teaching and the quality of learning.

Dörnyei and Ushioda (2009) hold that “our concept of self, that is the organized representation we have of our theories, attitudes and beliefs about ourselves, is socially constituted since we encounter and understand ourselves in relation to others; shaped by particular socio-cultural contexts and practices” (p. 336). What we think and feel of ourselves has a prominent role in this regard. In fact, our “self-perception” not only defines who we are but also what we can achieve and to what extent. For Elliot et al. (2005), theoretically, having a high opinion of one’s abilities should have a positive influence upon performance. They say that “Bandura’s self-efficacy theory (1997) ... states that individuals who have positive views of their capabilities should be both highly motivated and high-achievers. Thus, a wide-ranging literature points to a positive correlation between self-perceptions and academic performance” (pp. 90-91).

How we see ourselves also affects how we relate ourselves to others and how we deal with others helps us understand ourselves, better. Research consistently confirms that the sense of attachment security is associated with positive mental representations of others, a stable sense of self-efficacy and self-esteem, and reliance on constructive ways of coping, which in turn facilitate mental health and psychological functioning even in times of stress (Corr and Matthews, 2009, p. 255).

It seems that the results of this research endorse these claims. This study tried to stress the vital role of socio-communicative parameters in language learning and pedagogy. It was done with valuing the somewhat ignored scope of ‘interpersonal self’ and emphasized the importance of the contextual, interactional, and social domain of the famous notion of ‘self-efficacy’.

More than two decades have now passed since Bandura introduced the concept of ‘self-efficacy’ within the social cognitive theory of human behavior in 1986. During this period, a great number of studies have focused on the concept itself, its relation to so many other parameters, and its influence on human life. But what if ‘self-efficacy’ is what human generations simply have called it ‘faith’?

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## Appendices

### Appendix A \*

#### Smith and Bethz's (2000) Scale of Perceived Social Self-Efficacy (SPSSE)

\* (In the applied version, item 23 ("Get a date to a dance that your friends are going to") was deleted.)

Activity	No Confidence at all	Little Confidence	Moderate Confidence	Much Confidence	Complete Confidence
1. Start a conversation with someone you don't know very well.					
2. Express your opinion to a group of people discussing a subject that is of interest to you.					
3. Work on a school, work, community or other project with people you don't know very well.					
4. Help to make someone you've recently met feel comfortable with your group of friends.					
5. Share with a group of people an interesting experience you once had.					
6. Put yourself in a new and different social situation.					
7. Volunteer to help organize an event.					
8. Ask a group of people who are planning to engage in a social activity (e.g., go to a movie) if you can join them.					
9. Get invited to a party that is being given by a prominent or popular individual.					
10. Volunteer to help lead a group or organization.					
11. Keep your side of the conversation.					
12. Be involved in group activities.					
13. Find someone to spend a weekend afternoon with.					
14. Express your feelings to another person.					
15. Find someone to go to lunch with.					
16. Ask someone out on a date.					
17. Go to a party or social function where you probably won't know anyone.					
18. Ask someone for help when you need it.					
19. Make friends with a member of your class.					
20. Join a lunch or dinner table where people are already sitting and talking.					
21. Make friends in a group where everyone else knows each other.					
22. Ask again someone out after s/he was busy the first time you asked.					
23. Get a date to a dance that your friends are going to.					
24. Call someone you've met and would like to know better.					
25. Ask a potential friend out for coffee.					

**Appendix B**  
**Horwitz's (1986) Foreign Language Classroom Anxiety Scale (FLCAS)**

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. I never feel quite sure of myself when I am speaking in my foreign language class.					
2. I don't worry about making mistakes in language class.					
3. I tremble when I know that I'm going to be called on in language class.					
4. It frightens me when I don't understand what the teacher is saying in the foreign language.					
5. It wouldn't bother me at all to take more foreign language classes.					
6. During language class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at languages than I am.					
8. I am usually at ease during tests in my language class.					
9. I start to panic when I have to speak without preparation in language class.					
10. I worry about the consequences of failing my foreign language class.					
11. I don't understand why some people get so upset over foreign language classes.					
12. In language class, I can get so nervous that I forget things I know.					
13. It embarrasses me to volunteer answers in my language class.					
14. I would not be nervous speaking the foreign language with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for language class, I feel anxious about it.					
17. I often feel like not going to my language class.					
18. I feel confident when I speak in foreign language class.					
19. I am afraid that my language teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in language class.					
21. The more I study for a language test, the more confused I get.					
22. I don't feel pressure to prepare very well for language class.					
23. I always feel that the other students speak the foreign language better than I do.					
24. I feel very self-conscious about speaking the foreign language in front of other students.					
25. Language class moves so quickly that I worry about getting left behind.					
26. I feel more tense and nervous in my language class than in my other classes.					
27. I get nervous and confused when I am speaking in my language class.					
28. When I'm on my way to language class, I feel very sure and relaxed.					

29. I get nervous when I don't understand every word the language teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
31. I am afraid that the other students will laugh at me when I speak the foreign language.					
32. I would probably feel comfortable around native speakers of the foreign language.					
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.					