

**THE INFLUENCE OF PERSONAL COMPETENCE BELIEF ON ENGLISH  
LANGUAGE PROFICIENCY AMONG HIGH LEVEL LEARNERS****Latipov Bobur Bakhromovich**

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**Annotation**

There are several factors playing an important role in second language acquisition. As an English teacher we have to consider all the perspectives of our students, especially personality factors. Self-efficacy is one of them . It has a great impact in academic success. Bandura (1977) stated that self-efficacy could be a personal judgement of value that's communicated within the attitudes that one hold toward himself. He defined it as a one's beliefs judging his completion of a task and believed that has an impact in the learning process by developing a learner's progress (Bandura, 1984). Self-system plays a very important role in how a person comprehends situations and how he or she acts in response to difficult situations. Believing in your ability is the key to succeed in any situation forms and it is vital in the self-system.

**Key words**

self-efficacy accuracy, academic success, learning process , feedback, SLA teacher's goal., Learners' ability, comprehension skill, personality factors, teachers, self-system.

Self efficacy has an impact on SLA process. There have been numerous researches about the role of self-efficacy and its impact on learning the English language. Second language acquirers' personality factors, such as self-efficacy, play a significant role in the learning process. Those who have enough self-efficacy can succeed in language learning , while people with low self-efficacy see the things through a negative filter which may cause failure in learning a new language.

According to Huang and Chan (1996), students who have high self-efficacy actually performed better in foreign language learning. In my case study I aimed to analyze the impact of students' self-efficacy in enhancing English oral proficiency in one of the high schools situated in Rishtan district. I explored high school students' self-efficacy level and their oral production in school. Self-efficacy was analyzed as having some contribution to the students' English speaking skills. My decision was to do a case study about student's self-efficacy because self-efficacy did affect the students' psychology in learning it. It is clear that students with low self-efficacy can be the reason for the failure of the teacher's goal. Therefore , I decided to focus on the students' self-efficacy and select two students with high and low self-efficacy levels from class 10“A” of the school № 34 . This case study will include the literature review, the learner's profile, the research design and data collection along with the outcomes and the conclusion with further suggestions. There have been many researches conducted on the impact of self-efficacy in second

language acquisition.

Self-efficacy has been defined as the “belief in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3) Brown (1987) assumed that self-efficacy is the most inescapable aspect of human psychology. He stated that every successful cognitive activity can’t be carried out successfully without some degree of self-efficacy, self-esteem, and faith in one’s own capacities.

Mahyuddin, Elias, Cheong, Muhamad, Noordin and Abdullah (2006); Schunk & Swartz, (1991) researched the connection between ESL Malaysian learners' self-efficacy with English language achievement. The consequences showed a remarkable correlation between self-efficacy and oral proficiency. This confirms the fact that students with high self-efficacy are more willing to speak a foreign language with confidence not only inside, but also outside of the classroom. Wong (2005) found that the learners’ self-efficacy also has significant impact in their writing quality, students with high self-efficacy level show a better degree of writing development in writing than students with low self-efficacy for writing. Kim and Lorshbach (2005) also explored the connection between self-efficacy and English proficiency level in the EFL classroom and findings showed a strong correlation between them. They found that high self-efficacy belief contributes to the students’ self-confidence in their oral speech and their oral proficiency are better than those with low self-efficacy.

Margolis and McCabe (2006) said that giving difficult tasks build self-confidence and increase attention in students in the classroom. Williams (1994) also investigated the impact of self-efficacy to the students' English proficiency and the results showed a positive and considerable connection between self-efficacy and students’ oral proficiency in English language. The findings also showed that girls exhibited higher self-efficacy in areas related to language than boys.

Rahimi and Abedini (2009) indicated that the students’ self-efficacy beliefs can influence their language achievement negatively or positively. Mahar (2016) stated that using different learning strategies may help students to sustain their interest in the lesson. Margolis and McCabe (2006) found that self-efficacy directly contributed to academic achievements of students.

Başaran and Cabaroğlu (2014) revealed that self-efficacy does influence the process of foreign language learning in the classroom. Tanaka and Ellis (2003) reported that learners’ self-efficacy or their beliefs about self as a language learner has an impact on their EFL achievements. Many researches have been investigated about the role of self-efficacy in improving English skills such as listening, reading, writing and speaking. Bonyadi, Nikou and Shahbaz (2012) explored the impact of high self-efficacy beliefs on Iranian students’ speaking skills who were learning English language. The results showed that it had positive relationship with the learners’ English speaking skills. They concluded that self-efficacy and language learning strategies are worthy of exploring as it has a clear impact on SLA. Zimmerman(2000) investigated the connection between students'

speaking skills.

## Conclusion

In summary, one can infer that the level of self-efficacy is very crucial to help students to enhance their English proficiency effectively. It is interesting to see how a learner can be energized to strive for success and achieve good results with impact of self-efficacy. I suppose watching and listening to motivational videos are extremely helpful in improving our self-efficacy level, because they assist a learner to develop their self-confidence and self-esteem which makes them to change their position to the challenges. Developing students' self-efficacy helps us avoid mistakes that we don't want to make and teachers can help with a positive mood which can boost student's beliefs in self-efficacy. It can be seen that self-efficacy affects not only speaking but also reading, writing and listening. It is also important to know how to develop self-efficacy.

As a teacher, we have to know how to use the right techniques. Specific short-term goals are viewed as attainable in order to improve self-efficacy. (Schunk and Pajares, 2002) Self-efficacious students has better academic achievements than inefficacious students. Self-efficacy needs to be measured specifically because self-efficacy is task-specific. We should pay more attention to how our students develop their self-efficacy and we should also consider what factors can effect their self-efficacy in second language contexts.

Many linguists have suggested that learners' self-efficacy would likely influence the way they use their learning strategies and learn a second language. Language teachers must be aware of personal factors that would contribute to the perceived speaking ability of his or her students and the reasons behind them. English teacher should use moderately- difficult tasks which are slightly above the students' current ability level. Additionally, Self-efficacy has an impact not only on learning a second language, but also on the process of teaching language.

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