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Perceived Self-efficacy and Opinions of English Language Learners in an Online Platform

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Self-efficacy is one of the important motivational factors that affects the language learning process. Learners with high self-efficacy may be more autonomous and likely to achieve higher goals. Language learning journey takes place in different forms and shapes. Online learning platforms are one method as an alternative to formal, traditional school settings. A great majority of learners who prefer learning English in online platforms show some extent of self-efficacy. Therefore, the instructors and the owners of online language learning platforms aim to improve students' self-efficacy levels. The current study aims at finding the learners' perceived self-efficacy level in an online language-learning platform called BukyTalk. The study also aims to explore the learners' opinions about the platform. BukyTalk is an online platform that aims to provide learners with practicing English skills; especially speaking, without any hesitation of committing errors. Thirty active users in different levels in BukyTalk participated in this study. They were asked to fill out the Questionnaire of English Self-Efficacy (QESE) via Google Forms, which constituted the quantitative data. Then, the obtained data were imported to SPSS and lastly the statistics were calculated. In addition, semi-structured interviews were conducted as a qualitative data collection instrument with the aim of finding out the opinions of the participants about BukyTalk. Six participants whose levels are beginner, intermediate, and advanced are selected for the interviews. The qualitative data were analyzed by color-coding. Through the data analysis process, finding specific reasons for the participants' opinions about BukyTalk was intended. These reasons and points were coded to be able to generate recurring and relevant themes. The recurring themes relevant to the opinions of the participants were grouped. These themes were used to interpret the results of the semi-structured interviews. The study yielded interesting results. Results of the self-efficacy questionnaire demonstrated that the overall self-efficacy level of the learners is 4,7 out of 5, which can be

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interpreted as moderate in the highest cut-off point (3.01-5 is the moderate level). When the self-efficacy level of the learners in four different skills was examined, it was found out that learners have differing self-efficacy levels, speaking as the highest with 4,8. Moreover, learners held positive opinions towards BukyTalk, which were grouped under three major themes: participants' ease, learning by socializing, and opportunities of diversity in learning. This indicated that the learners' perceived self-efficacy level and their opinions of the platform overlapped. Many language learners, especially learners of English in Turkey, may not feel self-efficacious in the target language. As technology evolves throughout the years, it enables learners to use digital gadgets with an Internet connection. The problem addressed by this study was that the self-efficacy levels of the participants who study their English skills in BukyTalk are not the same. They have different self-efficacy levels in four different skills. The implications that opinions of the English language learners in this online platform may be an evidence to study further and design the online language learning platforms according to learners' needs in terms of facilitating their self-efficacy levels.

Keywords: English as a foreign language learners, self-efficacy, online language learning platforms