

Exploring Self-Efficacy of Undergraduates on Pursuing English as a Second Language

J.M.P.V.K. Jayasundara

*Department of English Language Teaching, Uva Wellassa University, Badulla,
Sri Lanka*

Being the most popular means of international communication, English has obtained its own value and power where Sri Lanka is not exclusion. Hence, most of the universities offer English as a Second Language (ESL) having the prime objective of equipping students with communication and language skills necessary in future world of work. Thus, it is significant to explore their self-efficacy on pursuing ESL at the tertiary level education. Current study intended to explore undergraduates' self-efficacy on pursuing ESL at the university. To achieve the prime objective of this study, a sample of 100 undergraduates of a state university in Sri Lanka who pursue English as a second language was selected using stratified sampling technique. The primary data were collected implementing a questionnaire survey and interviews focusing on seven criteria. As results revealed, except one, majority of respondents have demonstrated higher level of self-efficacy on all the other six criteria. Among them, the highest number of respondents (96%) has recorded their self-efficacy on having attempts on acquiring difficult contents in ESL. Moreover, in relation with criteria: understanding the content of ESL courses, performing well in ESL tests and entailing in activities conducted in ESL courses, more than 80% of the participants from each have shown their self-efficacy. In contrast, 38% of the respondents have recorded neutral viewpoint on dependency of putting their effort on studying English and acquiring the requisite skills where the self-efficacy was indicated only with one fourth of the participants. When considering the confident of understanding the difficult pedagogical concepts in ESL, only 11% of the respondents have manifested strong self-efficacy. Hence, the results of this study are beneficial in designing activities for effective ESL teaching and learning. In conclusion, effective motivational strategies can be applied to make the teaching and learning process a success.

Keywords: English, Self-efficacy, Tertiary, Undergraduates, Learning