

Investigation of Arabic Speaking Self-Efficacy of Arabic Undergraduate Students in the Context of Various Variables

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Abstract

This research aims to examine the perceptions of Arabic speaking self-efficacy among undergraduate students enrolled in Arabic Translation and Interpreting, Arabic Language and Literature, and Arabic Language Teaching programs, with reference to demographic characteristics. Self-efficacy is considered a crucial factor influencing language learning success, particularly in speaking skills. This research employed a quantitative approach using a survey design. A total of 159 undergraduate students participated in the study. Data were collected using the Arabic Speaking Self-Efficacy Perception Scale and analyzed using the SPSS 15.0 statistical program. The results revealed statistically significant differences in students' perceptions of Arabic speaking self-efficacy based on class level, type of graduated high school, and university language entrance exam scores. Students with higher academic experience and relevant educational backgrounds tended to demonstrate stronger self-efficacy. In contrast, no statistically significant differences were found based on gender, age, or academic department. These findings suggest that learning experience and educational background play a more influential role than basic demographic factors in shaping students' Arabic speaking self-efficacy. Therefore, adaptive teaching strategies that emphasize practical language use and increased speaking opportunities are recommended to effectively enhance students' self-efficacy in Arabic speaking skills.

Keywords: Arabic language teaching, Self-efficacy, Speaking skills

INTRODUCTION / المقدمة

Arabic Language is a tool that provides understanding between people and allows people to express themselves. "Language, which is one of the most basic



features of human beings that completely distinguishes human beings from other beings on earth, reflects itself mostly with the ability to speak among the skills it contains" (Demir, 2010, 415). It ranks second in terms of acquisition among speech language skills. Speech allows the person to convey their feelings and thoughts to the other party and to communicate in social environments. According to Güneş (Descheneaux, 2007, 4), there is a reaction to sounds in the womb from the fifth month. Based on this information, it is possible to say that a person's speaking skill is a process that starts from the mother's womb.

Based on literature studies, it shows that a person's speech acquisition is acquired by repetition. (Kavcar, Oğuzkan & Sever, 2005). Thus, the person develops his speaking skills in line with the sounds he hears in his family and environment at the moment he is born. Based on this, we can state that babies' speech acquisition progresses gradually. They start this process by repeating the short words addressed to them at first. In this direction, "Speaking is a very important tool that helps a person communicate with those who understand his own language. Being deprived of spoken language is a great disaster for a person. Growing child; If he did not speak, he would not be able to develop easily and receive educational activities easily. In this respect, speaking is a blessing that is incomparably more important to human beings than any other being." (Aytuna, 1949, 73, cited in Pehlivan, 2022).

Speaking is also the second most used skill. For this reason, it is also very important in the foreign language acquisition process. The importance of speaking, especially in the learning and teaching of languages that are different from Turkish in terms of origin, determines the quality of education. The grammatical structure of Turkish also has an important place in the learning and teaching of languages. For example, while Arabic language structures are at the forefront in the learning of Arabic, Turkish grammatical structures are taken into account in Turkish learning. Since Turkish and Arabic come from different language families, the rules

for both languages differ. Turkish is an agglutinative language in the Altaic branch of the Ural-Altaic languages family/group. The main features of the Altaic language family are: It is agglutinative, gender difference is not observed and therefore words do not change shape, the roots of the words are unaffixed and the roots and stems of words are fixed (Aksan, 1971).

Arabic is one of the southern languages in the western branch of the Semitic language family. There are no vowels in Arabic, vowel sounds provide movements. Arabic is an inflected language. Gender difference in Arabic is divided into two as *muzecker* and *müennes* in terms of the gender of the words. The functions of words in sentences emerge according to the form of *siyak* and *sibak*. In Arabic, the main element is found in the beginning (Sancak, 2008). In line with this information, when the two languages are compared, it is seen that they have different grammatical structures. An individual who wants to learn one of these two languages as a source language or target language is likely to have difficulty in constructing sentences in the first place due to the grammatical structure between the two languages.

The Arabic language is the official language of 22 countries and is used as the second official language by many of the member countries of the Islamic Conference. In addition, the Arabic language is accepted as an official language by the United Nations Organization and ranks fifth among the most spoken languages (Yeşilyurt, 2015). Here, it is seen that the Arabic language is among the important languages that are valued in both regional and global contexts.

Arabic is one of the oldest living languages on earth. It is spoken by about four hundred million people. The fact that it is both an old and widely used language has enabled it to have a wide lexical treasure. (Loved, 2023) In addition, the role of Arabic in the spread of the Islamic faith is great in its widespread use. The global value of this faith, the requirements of the belief and its reference to the artistic aspect have been effective in the development of Arabic (Sevdi, 2023). These

examples show how important points such as origin, dissemination, and instrumental aspect are in the development of languages. In other words, it is possible to state that Arabic is a means of spreading Islam and that it is an old and deep-rooted language and has an important place in its enrichment and development. Based on this prevalence of Arabic, it has also enabled the opening of undergraduate departments such as Arabic Language and Literature and Arabic teaching in various countries. In Turkey, these undergraduate programs are offered in various universities. Thus, individuals who graduate from these programs undertake duties in the development and dissemination of Arabic

METHOD / المنهجية

This study at this stage of the research, information about the research model, research group, data collection tools, data collection, and data analysis were included. In this study, which aims to determine the Arabic speaking self-efficacy of students studying in Arabic Translation, Arabic Language Teaching and Arabic Language and Literature undergraduate departments, the survey model of the quantitative research method was used. "Survey models are research approaches that aim to describe a situation that existed in the past or still exists as it exists. The event, individual or object that is the subject of the research is tried to be defined in its own conditions and as it is" (Karasar, 2012, 77).

The research universe was attended by students studying in the departments of Arabic Translation and Interpretation, Arabic Language Teaching and Arabic Language and Literature in higher education institutions. The research sample consists of 159 students studying in the preparatory, first, second, third and fourth grades of Arabic Translation and Interpretation, Arabic Language Teaching and Arabic Language and Literature departments. Students studying in departments other than Arabic teaching also receive formation training.

In order to collect data in the research, a questionnaire consisting of personal information and Arabic Speaking Self-Efficacy draft scale form was used. The Arabic speaking skill self-efficacy perception scale was developed by Yeşilyurt (2015). The scale is a 5-point Likert type scale and consists of 24 items. The draft scale form is of the 5-point Likert type, consisting of 68 items, 14 negative and 54 positive items.

The personal information form was prepared by the researcher. The gender, age, grade level, and departments of the participants constitute the content of the form. The questionnaire was sent to the students via digital media. The data were analyzed with the SPSS program..

RESULT AND DISCUSSION / نتائج البحث و المناقشة

The analysis revealed several critical areas requiring reconstruction to optimize Arabic learning for a diverse student body.

The results of the t-test conducted to examine the self-efficacy perceptions of pre-service teachers regarding Arabic speaking skills in terms of gender variable are given in Table 1.

Table 1. Difference Between Students' Self-Efficacy Perceptions According to Gender Variable

Equality of Variances Levene Lyrics		t Test for Equality of Means								
95% of the difference <u>confidence interval</u>										
	F	Sig.	Sig. (2- df Way)	Aver age difference	Stand ard error difference	Stand error op	T	Bot tom		
1	Tot on Assumpt Variance Homogeneous	4,7	,0 1,43	157	,15	-0,20	0,14	-	0,07	0,47

Variance	29,9	,26	-0,20	0,18	-	0,16
Are Homogeneous Assumption	1,13				0,56	

In Table 1, there is no significant difference between the scores obtained from male teacher candidates and female teacher candidates in the perception of self-efficacy in Arabic speaking skills. According to the scores obtained in the perception of self-efficacy, no significant difference was found between gender and self-efficacy.

Table 2. Arithmetic Mean and Standard Deviations of Students' Arabic Speaking Skills Self-Efficacy Perceptions by Gender

	Gender	N	Location. S.	Std. Hata place.	Std.
Arabic Speaking Skill Self-Efficacy	Girl	133	3,49	0,60	0,05
	Male	26	3,69	0,86	0,16

According to Table 2, the mean perception of Arabic speaking skills and self-efficacy is 3.49 for female teacher candidates, 3.69 for male teacher candidates, and the standard deviation is 0.60 for female teacher candidates and 0.86 for male teacher candidates. The tests conducted to examine the self-efficacy perceptions of teacher candidates regarding Arabic speaking skills in terms of age variable are shown in the tables below.

Table 3. Levene Homogeneity Test Results Regarding the Gender of the Participants

Levene Statistic	df1	df2	Say.
0,845	2	156	0,431

In Table 3, the homogeneity assumption of the variances is provided.

Table 4. Participants' Self-Efficacy and Gender Anova Values

	Sum of Squares	df	Mean Squares	F	Say.
Between Groups	2,202	2	1,101	2,631	0,075

Within Groups	65,263	156	0,418
Total	67,464	158	

In Table 4, there is no statistically significant difference in self-efficacy perception regarding Arabic speaking skills according to the age variable.

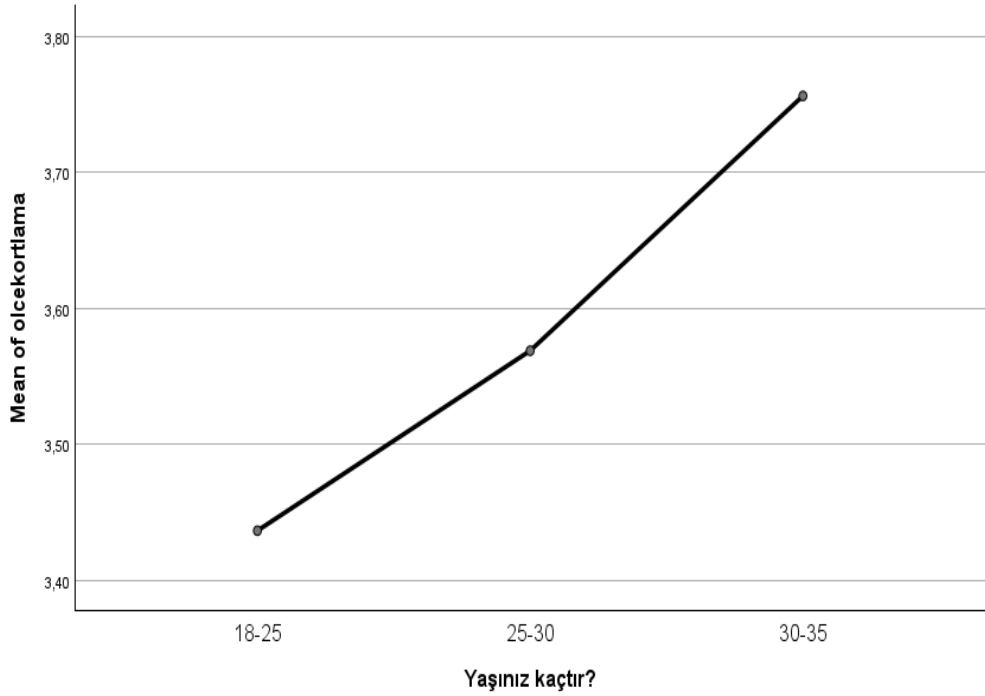
Table 5. Descriptive Data Regarding the Age Variable

	N	Location.	Std. S.	Hrd. Hata	95% ConfidenceInterval of the Difference		Minimum	Maximum
					Lower Limit	Upper Limit		
18-25	86	3,43	,68	,07	3,28	3,58	1,50	5,00
25-30	46	3,56	,61	,09	3,38	3,75	2,17	4,96
30-35	27	3,75	,55	,10	3,53	3,97	2,46	4,83
Total	159	3,52	,65	,051	3,42	3,63	1,50	5,00

According to Table 5; The lowest score of students in the 18-25 age group was 1.50; The highest score is 5.00 and the average is 3.4365. The lowest score of students in the 25-30 age group was 2.17; The highest score is 4.96 and the average is 3.5688.

The lowest score of students in the 30-35 age group was 2.46; The highest score is 4.83 and the average is 3.7562. Regarding this table, it is given that the self-efficacy perceptions of the students between the ages of 18-25 are lower than the perceptions of the Arabic speaking skills of the students between the ages of 25-30. It was statistically given that the self-efficacy perceptions of the students aged 30-35 were higher than the self-efficacy perceptions of the Arabic speaking skills of the students between the ages of 25-30.

The descriptive data given in Table 5 regarding these averages are visualized in Figure1.



As can be seen in Figure 1, it can be stated that as the age range increases, the perceptions of self-efficacy also increase. The tests conducted to examine the self-efficacy perceptions of teacher candidates regarding Arabic speaking skills in terms of class variable are shown in the tables below.

Table 6. Variance Homogeneity Test Related to Participants' Grade Levels

Levene Statistic	df1	df2	Say.
4,308	4	154	0,002

As seen in Table 6, the homogeneity assumption of the variances is provided.

Table 7. Participants' Self-Efficacy and Grade Levels Anova Values

	Sum of Squares	df	Mean of Squares	F	Say.
Between Groups	6,066	4	1,51	3,804	0,006
Within Groups	61,398	154	0,39		
Total	67,464	158			

As seen in Table 7, it was concluded that the self-efficacy perception of Arabic speaking skill showed a statistically significant difference according to the grade variable.

Table 8. Multiple Comparison of Class Variable

		<u>95% Confidence Interval</u>					
(I) Class	(J) Class	Average Difference(I -J)	Hrd. Hata	Say.	Base Frontier	Lower Limit	
Preparatio n	1st Grade	-0,54	0,1	,00	-	-,18	
			2	1	,90		
	2nd Grade	-0,61	0,1	,00	-	-,20	
			4	1	1,03		
	3rd Grade	-0,15	0,1	,91	-	,38	
			8	6	,70		
	4th Grade	-0,36*	0,1	,01	-	-,05	
			0	1	,67		
1st Grade n	Preparatio	0,54*	0,1	,00	,1	,90	
			2	1	8		
	2nd Grade	-0,07	0,1	,99	-	,37	
			5	0	,52		
	3rd Grade	0,38	0,1	,31	-	,96	
			9	0	,18		
	4th Grade	0,17	0,1	,63	-	,54	
			2	0	,18		
2nd Grade n	Preparatio	0,61*	0,1	,00	,2	1,0	
			4	1	0	2	
	1st Grade	0,07	0,1	,99	-	,52	
			5	0	,37		
	3rd Grade	0,46	0,2	,20	-	1,0	
			1	3	,13	6	
	4th Grade	0,25	0,1	,42	-	,66	
			4	2	,16		
3rd Grade n	Preparatio	0,15	0,1	,91	-	,70	
			8	6	,38		
	1st Grade	-,38	0,1	,31	-	,18	
			9	0	,96		
	2nd Grade	-,46	0,2	,20	-	,14	
			1	3	1,06		
	4th Grade	-,20	0,1	,80	-	,33	
			9	7	,75		
4th Grade n	Preparatio	0,36*	0,1	,01	,0	,67	
			1	1	5		
	1st Grade	-,17	0,1	,63	-	,18	
			2	0	,54		
	2nd Grade	-,25	0,1	,42	-	,16	
			4	2	,66		

3rd Grade	,20	0,19	,80	-,33	,75
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* The mean difference is significant at the level of .05.

When Table 8 is examined, a statistically significant difference was found between the students studying in the preparatory class and the students studying in the first year in terms of their perceptions of Arabic speaking ability and self-efficacy. A statistically significant difference was found between the students studying in the preparatory class and the students studying in the second year in terms of their perceptions of Arabic speaking ability and self-efficacy. There was no statistically significant difference between the students studying in the preparatory class and the students studying in the third year in terms of their perceptions of Arabic speaking ability and self-efficacy. A statistically significant difference was found between the students studying in the preparatory class and the students studying in the fourth grade in terms of their perceptions of Arabic speaking ability and self-efficacy. A statistically significant difference was found between the students studying in the first year and the students studying in the preparatory class in terms of Arabic speaking ability and self-efficacy perceptions. There was no statistically significant difference between the students studying in the first year and the students studying in the second year in terms of Arabic speaking ability and self-efficacy perceptions. There was no statistically significant difference between the students studying in the first year and the students in the third year in terms of their perceptions of Arabic speaking ability and self-efficacy. There was no statistically significant difference between the students studying in the first grade and the fourth grade in terms of Arabic speaking ability and self-efficacy perceptions. A statistically significant difference was found between the students studying in the second year and the students studying in the preparatory class in terms of their perceptions of Arabic speaking ability and self-efficacy. There was no statistically significant difference between the students studying in the second year and the students studying in the first year in terms of Arabic speaking ability and self-efficacy perceptions. There was no statistically significant difference between the students studying in the second grade and the students studying in the third grade in terms of Arabic speaking ability and self-efficacy perceptions. There was no statistically significant difference between the students studying in the second grade and

the students studying in the fourth grade in terms of Arabic speaking ability and self-efficacy perceptions. There was no statistically significant difference between the students studying in the third grade and the students studying in the preparatory class in terms of Arabic speaking ability and self-efficacy perceptions. There was no statistically significant difference between the third grade students and the first grade students in terms of Arabic speaking skills and self-efficacy perceptions. There was no statistically significant difference between the students studying in the third grade and the students studying in the second grade in terms of Arabic speaking ability and self-efficacy perceptions. There was no statistically significant difference between the students studying in the third grade and the students studying in the second grade in terms of Arabic speaking ability and self-efficacy perceptions. A statistically significant difference was found between the students studying in the fourth grade and the students studying in the preparatory class in terms of their perceptions of Arabic speaking ability and self-efficacy. There was no statistically significant difference between the fourth grade students and the first grade students in terms of Arabic speaking ability and self-efficacy perceptions. There was no statistically significant difference between the students studying in the fourth grade and the students studying in the second grade in terms of Arabic speaking ability and self-efficacy perceptions. There was no statistically significant difference between the fourth grade students and the third grade students in terms of Arabic speaking ability and self-efficacy perceptions.

It is possible to access information on how to interpret these differences by looking at Table 9.

Table 9. Descriptive Data on Grade Level

95% Trust for Average								
<u>Range</u>								
	N	Location.	Std. S.	Hrd. Hata	Lower Limit	Upper Limit	Minimum	Maximum
Preparation	26	3,20	,37	,07	3,05	3,35	2,63	4,04
1st Grade	18	3,75	,42	,09	3,53	3,96	3,08	4,71
2nd Grade	19	3,82	,52	,12	3,56	4,07	3,08	4,96
3rd Grade	24	3,36	,84	,17	3,00	3,71	1,50	4,92

4th Grade	72	3,57	,68	,08	3,40	3,73	1,92	5,00
Total	159	3,52	,65	,05	3,42	3,63	1,50	5,00

When the scores obtained from the Arabic Speaking Skill Self-Efficacy Scale seen in Table 9 are examined, it is seen that the lowest score of the preparatory class students is 2.63 and the highest score is 4.04, and the average is 3.2035. It is seen that the lowest score of the first year students is 3.08 and the highest score is 4.71, and the average is 3.7500. It is seen that the lowest score of the second year students is 3.08 and the highest score is 4.96, and the average is 3.8224. It is seen that the lowest score of third grade students is 1.50 and the highest score is 4.92, and the average is 3.3611. It is seen that the lowest score of the fourth grade students is 1.92 and the highest score is 5.00, and the average is 3.5700. When these data are examined, it is observed that the self-efficacy perceptions of the preparatory class students in Arabic speaking skills are lower than the self-efficacy perceptions of the first grade students. Likewise, it is seen that the perceptions of Arabic speaking skills of first grade students are lower than the perceptions of Arabic speaking skills of second grade students. The self-efficacy perceptions of the Arabic speaking skills of the second grade students are higher than the self-efficacy perceptions of the third grade students. Third grade students' perceptions of self-efficacy in Arabic speaking skills are lower than their perceptions of self-efficacy in Arabic speaking skills of fourth grade students. The tests conducted to examine the students' self-efficacy perceptions regarding Arabic speaking skills in terms of the language variable they took the exam are shown in the tables below.

Table 10. Difference Between Students' Self-Efficacy Perceptions According to the Language Variable Taken in the Exam

Equality of Variances Levene Lyrics		t Test for Equality of Means								
95% of the difference confidence interval		F	Sig.	df	Sig. (2- Way)	Average difference	Standard error difference	Top	Old	
Total Assumption that Variances Are Homogeneous		4,675	,032	4,655	157	,000	,48856	010496	,28124	0,69587

Variances Are Not Homogeneous Assumption 5,215 126791 ,000 ,4856 0,09369 ,30316 0,67395

In Table 10, a statistically significant difference was determined between those who took the exam in Arabic and those who took the exam in English.

Table 11. Arithmetic Mean and Standard Deviations of Students' Arabic Speaking Skills Self-Efficacy Perceptions According to the Languages They Take the Exam

		Language of Exam	YDTN	Average Std. Deviation	Std. place.	Hata
Arabic Speaking Skill Self-Efficacy	Arabic		109	3,6827	0,66464	0,06366
	English		50	3,1942	0,48603	0,06874

When the values in Tables 10 and 11 are examined, there is a difference between the self-efficacy perceptions of the students who took the exam in English and the students who took the exam in Arabic.

The tests conducted to examine the students' self-efficacy perceptions regarding Arabic speaking skills in terms of the high schools they graduated from are shown in the tables below.

Table 12. Variance Homogeneity Test Related to the High Schools From which the Participants Graduated

Levene Statistic	df1	df2	Say.
0,601	2	156	0,549

Table 12 does not provide the homogeneity assumption of the variances.

Table 13. Participants' Self-Efficacy and Anova Values of the High Schools They Graduated From

	Sum of Squares	df	Mean of Squares	F	Say.
Between Groups	2,334	2	1,167	2,796	0,064
Within Groups	65,130	156	0,418		
Total	67,464	158			

In Table 13, it is concluded that the self-efficacy perception regarding Arabic speaking skills shows a statistically significant difference according to the high schools graduated.

Table 14. Multiple Comparison of Graduated High School Variable

		Average		95% Confidence Interval			
(I) Lise	(J) Class	Difference(IJ)	Hrd. Hata	Say.	BaseFrontier	Lower	Limit
Anadolu Lisesi School	Science High	-0,54647	0,12451	,001	-,9050	-,1880	
	İmamhatip Lisesi	-0,61884	0,14138	,001	-	-,2097	1,0280
Science High School	Anadolu Lisesi	0,54647*	0,12451	,001	,1880	,9050	
	İmamhatip Lisesi	-0,07237	0,15616	,990	-,5219	,3772	
İmamhatip Lisesi School	Anadolu Lisesi	0,61884*	0,14138	,001	,2097	1,0280	
	Science High	0,07237	0,15616	,990	-,3772	,5219	

When Table 14 is examined, a statistically significant difference was found between the students who studied at Anatolian High School and the teacher candidates who studied at Science High School in terms of their perceptions of Arabic speaking skill self-efficacy.

A statistically significant difference was found between the teacher candidates who studied at Anatolian High School and the teacher candidates who studied at Imam Hatip High School in terms of their perceptions of Arabic speaking skill and self-efficacy.

There was no statistically significant difference between the teacher candidates who studied at the Science High School and the teacher candidates who studied at the Imam Hatip

High School in terms of their perceptions of Arabic speaking skills and self-efficacy. It is possible to access information on how to interpret these differences by looking at Table 15.

Table 15. Descriptive Data on Graduated High Schools

95% Trust for Average								
<u>Range</u>								
	N	Average	Std. Deviation	Hrd. Hata	Lower Limit	Upper Limit	Minimum	Maximum
Anadolu Lisesi	37	3,5146	,70876	,11652	3,2783	3,7510	2,04	4,83
Fen High School	3	4,4028	,48293	,27882	3,2031	5,6024	4,08	4,96
İmamhatip Lisesi	119	3,5116	,62829	,05759	3,3975	3,6256	1,50	5,00
Total	159	3,5291	,65344	,05182	3,4267	3,6314	1,50	5,00

When the scores obtained from the Arabic Speaking Skill Self-Efficacy Scale are examined in Table 15, it is seen that the lowest score of the students who graduated from Anatolian High School is 2.04 and the highest score is 4.83, and the average is 3.5146.

It is seen that the lowest score of the students who graduated from the Science High School is 4.08 and the highest score is 4.96, and the average is 4.4028.

It is seen that the lowest score of the students who graduated from Imam Hatip High School is 1.50 and the highest score is 5.00, and the average is 3.5116.

When these data are examined, it is observed that the self-efficacy perceptions of Arabic speaking skills of teacher candidates who graduated from Anatolian high schools are lower than the self-efficacy perceptions of Arabic speaking skills of teacher candidates who graduated from science high schools. It is observed that the perceptions of Arabic speaking skills of teacher candidates who graduated from Anatolian high school are higher than the perceptions of Arabic speaking skills of teacher candidates who graduated from Imam Hatip High School. Arabic speaking skills and self-efficacy perceptions of teacher candidates who graduated from science high school Arabic speaking skills of teacher candidates who graduated from imam hatip high school are higher than their self-efficacy perceptions. The

tests conducted to examine the students' self-efficacy perceptions regarding Arabic speaking skills in terms of the departments they read are shown in the tables below.

Table 16. Variance Homogeneity Test for the Section Studied by the Participants

Levene Statistic	df1	df2	Say.
0,343	2	156	0,710

As seen in Table 16, the homogeneity assumption of the variances is not satisfied.

Table 17. Participants' Self-Efficacy and Anova Values of the Departments They Studied

	Sum of Squares	df	Mean of Squares	F	Say.
Between Groups	0,43	2	0,21	0,510	0,602
Within Groups	67,02	156	0,43		
Total	67,46	158			

In Table 17, it is concluded that the self-efficacy perception regarding Arabic speaking skills shows a statistically insignificant difference according to the chapters read.

Table 18. Multiple Comparison of Reading Section Variable

95% Confidence Interval

(I) Section	(J) Class	Average Difference(I-J)	Hrd. Hata	Say.	Base Frontier	Lower Limit
Arabic Language Literature	Arabic Translation and Interpreting	0,12	0,12	,615	-,18	,42
	Arabic Teaching	0,06	0,13	,882	-,27	,40
Arabic Translation and Interpreting	Arabic Language Literature	-0,12	0,12	,615	-,42	,18
	Arabic Teaching	-0,05	0,15	,946	-,43	,32
Arabic Teaching	Arabic Language Literature	-0,06	0,13	,882	-,40	,27
	Arabic Translation and Interpreting	0,05	0,15	,946	-,32	,43

When Table 18 is examined, there is no statistically significant difference between the pre-service teachers studying in the Department of Arabic Language and Literature and the

pre-service teachers studying in the Department of Arabic Translation and Interpretation in terms of their perceptions of Arabic speaking ability and self-efficacy. There was no statistically significant difference between the teacher candidates studying in the Department of Arabic Language and Literature and the teacher candidates studying in the Department of Arabic Language Teaching in terms of their perceptions of Arabic speaking skills and self-efficacy. There was no statistically significant difference between the teacher candidates studying in the Arabic Translation and Interpreting department and the teacher candidates studying in the Arabic Language Teaching department in terms of Arabic speaking skills and self-efficacy perceptions. It is possible to access information on how to interpret these differences by looking at Table 19.

Table 19. Descriptive Data Regarding Chapters Studied

	95% Trust for Average							
	N	Average	Std. S	Hrd. Hata	Lower Limit	Upper Limit	Minimum	Maximum
Arabic Language Literature	84	3,57	,66	,07	3,43	3,71	1,50	5,00
Arabic Translation and Interpreting	44	3,45	,67	,10	3,24	3,66	1,92	4,96
Arabic Teaching	31	3,50	,60	,10	3,28	3,72	2,21	4,83
Total	159	3,52	,65	,05	3,42	3,63	1,50	5,00

When the scores obtained from the Arabic Speaking Skill Self-Efficacy Scale are examined in Table 19,

It is seen that the lowest score of the teacher candidates studying in the Department of Arabic Language and Literature is 1.50 and the highest score is 5.00, and the average is 3.5759.

It is seen that the lowest score of the teacher candidates studying in the Department of Arabic Translation and Interpretation is 1.92 and the highest score is 4.96, and the average is 3.4555.

It is seen that the lowest score of the teacher candidates studying in the Arabic Language Teaching department is 2.21 and the highest score is 4.83, and the average is 3.5067.

When these data are examined, it is observed that the self-efficacy perceptions of Arabic speaking skills are higher with the teacher candidates studying in the Arabic Language and Literature department than the self-efficacy perceptions of Arabic speaking skills with the teacher candidates studying in the Arabic Translation and Interpretation department. It is observed that the perceptions of Arabic speaking skills with the teacher candidates studying in the Arabic Translation and Interpretation department are lower than the self-efficacy perceptions of the Arabic speaking skills with the teacher candidates studying in the Arabic Teaching department. Arabic speaking skills are higher than self-efficacy perceptions with teacher candidates studying in the Department of Arabic Language and Literature Arabic speaking skills are higher than self-efficacy perceptions with teacher candidates studying in the Department of Arabic Language Teaching. The tests conducted to examine students' self-efficacy perceptions of Arabic speaking skills in terms of the methods in which they improve their speaking skills are shown in the tables below.

Table 20. Variance Homogeneity Test for Methods Improving Speaking Skills

Levene Statistic	df1	df2	Say.
0,317	2	156	0,729

Table 20 does not provide the homogeneity assumption of variances.

Table 21. Anova Values of the Methods in which Participants Developed Self-Efficacy and Speaking Skills

	Sum of Squares	df	Mean of Squares	F	Say.
Between Groups	5,10	2	2,55	6,387	0,002
Within Groups	62,35	156	0,40		
Total	67,46	158			

In Table 21, it is concluded that the self-efficacy perception of Arabic speaking skill shows a statistically significant difference according to the methods that improve speaking skills.

Table 22. Multiple Comparison of Method Variable Improving Speaking Skills

95% Confidence Interval

(I) In what way do you develop language skills?	(J) How do you develop language skills?	Average Difference(I- J)	Hrd. Hata Say.	Base Frontier	Lower Limit
Watching TV series and movies	Attend speaking workshops	-,12	0,12	,615	-,43 ,18
	Making foreign friends	-,39*	0,11	,002	-,66 -,11
Attend speaking workshops	Series-movie Monitoring	0,12	0,12	,615	-,18 ,43
	Making foreign friends	-0,26	0,12	,092	-,57 ,03
Making friends	Series-movie Monitoring	0,39*	0,11	,002	,11 ,66
	Attend speaking workshops	0,26	0,12	,092	-,03 ,57

When Table 22 is examined, there is no statistically significant difference between the teacher candidates who watched TV series and the teacher candidates who participated in the speaking workshops in terms of Arabic speaking skills and self-efficacy perceptions. A statistically significant difference was found between pre-service teachers who watched TV series and pre-service teachers who made foreign friends in terms of their perceptions of Arabic speaking skills and self-efficacy. There was no statistically significant difference between the teacher candidates who participated in the speaking workshops and the teacher candidates who made foreign friends in terms of Arabic speaking skill self-efficacy perceptions. It is possible to access information on how to interpret these differences by looking at Table 23.

Table 23. Descriptive Data on Methods That Improve Speaking Skills

95% Trust for Average								
<u>Range</u>								
	N	Average	Std. Deviation	Hrd. Hata	Lower Limit	Upper Limit	Minimum	Maximum
Watching TV series and movies	64	3,34	,67	,08	3,17	3,51	1,50	4,92
Attend speaking workshops	29	3,46	,53	,09	3,26	3,67	2,21	4,33
Making foreign friends	66	3,73	,63	,077	3,58	3,89	1,92	5,00
Total	159	3,52	,65	,05	3,42	3,63	1,50	5,00

When the scores obtained from the Arabic Speaking Skill Self-Efficacy Scale seen in Table 23 are examined: It is seen that the lowest score of the teacher candidates who improved their speaking skills by watching TV series and movies was 1.50 and the highest score was 4.92, and the average was 3.3444. It is seen that the lowest score of the teacher candidates who improved their speaking skills by participating in speaking workshops was 2.21 and the highest score was 4.33, and the average was 3.4670. It is seen that the lowest score of the teacher candidates who improved their speaking skills by making foreign friends was 1.92 and the highest score was 5.00, and the average was 3.7355. When these data are examined, it is observed that the self-efficacy perceptions of Arabic speaking skills of teacher candidates who improve their speaking skills by watching TV series and movies are lower than the self-efficacy perceptions of Arabic speaking skills of teacher candidates who improve their speaking skills by participating in speaking workshops. It is seen that the perceptions of Arabic speaking skills of teacher candidates who improve their speaking skills by watching TV series and movies are lower than the perceptions of Arabic speaking skills of teacher candidates who improve their speaking skills by making foreign friends. Arabic

speaking skills of teacher candidates who improve their speaking skills by participating in speaking workshops are lower than their self-efficacy perceptions.

CONCLUSION / الخلاصة

The content of the research shows us the importance of language in communicating and the great importance of speaking skills in enabling a person to express their feelings and thoughts. Speech plays an important role in language learning and teaching. Teacher candidates' self-efficacy in speaking Arabic and their ability to speak the language fluently will build self-confidence in them. This situation will also successfully affect the education status of the candidates. Teacher candidates may experience difficulties in the language learning process. The reason for this is that Turkish and Arabic languages are different from each other due to their grammatical structures. Departments such as Arabic language and literature, Arabic teaching and Arabic translation and interpreting are important in teaching the Arabic language. According to the results obtained from this study, which aims to determine the relationship between the speaking self-efficacy of Arabic teacher candidates and demographic variables, it is concluded that the perceptions of Arabic speaking ability and self-efficacy between female and male students participating in the study are very close to each other, and as a result, there is no significant difference. According to the age variable, there was no statistically significant difference between the students in terms of Arabic speaking skills and self-efficacy perceptions. It was concluded that there was a statistically significant difference between the students' perceptions of Arabic speaking skills and self-efficacy according to the grade variable. In terms of the language variable they take the exam, there is a significant difference between those who take the exam in Arabic and those who take the exam in English. It was concluded that the perception of Arabic speaking ability and self-efficacy showed a statistically significant difference according to the high schools graduated. In terms of the methods in

which they developed their speaking skills, it was concluded that their perceptions of Arabic speaking skill self-efficacy showed a statistically significant difference according to their speaking skills. The most important factor for a teacher to communicate with his students is his speaking skills. For this reason, the high self-efficacy perception of teacher candidates will also affect their performance in their profession. Many studies on this subject have been reached. The results of many studies are similar to each other.

According to the gender variable, there is no statistically significant difference between male teacher candidates and female teacher candidates in the perception of self-efficacy in Arabic speaking skills. In the study of Kılıç (2021), a significant difference was found that female teacher candidates had higher perceptions of speaking skills and self-efficacy than male teacher candidates according to the gender variable. In the studies of Yeşilyurt (2015) and Alan (2021), no significant difference was found according to the gender variable. A statistically significant difference was found in the self-efficacy perception of Arabic speaking skills according to the class variable. In the study of Kılıç (2021), no significant difference was found between the self-efficacy of Arabic speaking skills as the grade level of the class variable increased. In the studies of Yeşilyurt (2015) and Alan (2021), a significant difference was found in the perceptions of pre-service teachers in Arabic speaking self-efficacy as the grade level increased. There was no statistically significant difference between the pre-service teachers studying in the Department of Arabic Language and Literature and the pre-service teachers studying in the Department of Arabic Translation and Interpretation in terms of their perceptions of Arabic speaking ability and self-efficacy. Kılıç (2021) found that the Arabic speaking self-efficacy perceptions of the pre-service teachers of the Department of Arabic Language and Literature were at a medium level. There was no statistically significant difference in self-efficacy perception of Arabic speaking skills according to the age variable. In the Kılıç (2021) study, no significant

difference was found on the perception of Arabic speaking ability and self-efficacy of the age variable. In the study of Yeşilyurt (2015), a statistically significant difference was found in the perception of self-efficacy regarding Arabic speaking skills according to the age variable. When the graduated high schools were examined, it was found that there was a statistically significant difference in the perceptions of Arabic speaking self-efficacy of teacher candidates who received Arabic education in high school education.

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