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Research Article

THE IMPACT OF SELF-EFFICACY ON IRANIAN INTERMEDIATE EFL LEARNER'S LISTENING COMPREHENSION

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ABSTRACT
Since the focus of education has shifted from teacher-directed to learner-oriented instruction in recent decades, a growing body of research in the field of EFL/ESL learning involves issues relevant to learners and their individual differences. It should be pointed out that one of the important factors affecting test scores is test takers characteristics. Therefore, the present study concentrated on one of these individual differences; namely self-efficacy. To narrow down the focus of investigation, this study aimed at exploring the role of EFL learner's self-efficacy regarding listening comprehension in their listening test performance. Hence, the main research question addressed by the present study was „ Does self-efficacy has an effect on Iranian Intermediate EFL learner's listening comprehension ability? 80 EFL students both male and female from 2 branches of Mellat English Institute in Rasht. Participants of all classes were all above 16 years old. Data on the learner's self-efficacy were collected through an author-designed questionnaire. The listening proficiency was quantified and extracted based on the student's answers to a listening from paper-based Longman TOEFL (2001). The results of statistical analyses indicated that self-efficacy has an effect on Iranian Intermediate EFL learner's listening comprehension ability.

Key Words: *Self-Efficacy Beliefs, Listening Comprehension, Language Learning Strategies*

INTRODUCTION
There have been numerous studies in the field of English language teaching dealing with the psychological aspects of learning, such as: motivation, anxiety and self-beliefs. Various researchers have shown that both motivation (Clement *et al.,* 1994; Dornyei, 2001; Ehrman, 1996; Gardner and McIntyre, 1993; Schmidt *et al.,* 1996) and anxiety (Horwitz *et al.,* 1986; MacIntyre and Gardner, 1989) are key factors in second language acquisition and affectivity. These studies inquire how and why students approach different tasks in different ways. The studies in these fields are growing in quantity and quality as the psychological factors, such as learner beliefs, perceptions and motivation, are considered as key elements in learning.

It is supposed by many English instructors that the low achievement of EFL learners is basically related to their low general aptitude. They believe that these learners do not have the special abilities required for academic studies in general and for English in particular. While we do not deny the role of intellectual abilities in learning a foreign language, the notion that aptitude is the whole story seems to be controversial. In fact, the relevant literature (Brown, 1987; Chastain, 1988) supports the idea that variation in foreign language learning can be explained by aptitude only to a certain extent. In this connection, Chastain (1988) posits that in addition to linguistic aptitude, there must be another equally important variable determining whether or not a student learns a foreign language. He continues, "The affective domain plays a larger role in developing second-language skills than does the cognitive because the emotions control the will to activate or shut down the cognitive function" (p. 122).

A relevant view comes from Pajares (2000) who asserts that what people know, the skills they possess, or the attainments they have previously accomplished are often poor predictors of subsequent attainments because the beliefs they hold about their abilities and about the outcome of their efforts powerfully influence the ways in which they behave.

Bernhard (1997) defines the concept of 'self-efficacy' as learners‟ beliefs about their abilities to accomplish a task. For Pajares (2000), it is the students‟ judgments of their academic competence. The

concept is also defined by Ehrman (1996) as the degree to which the student thinks he or she has the capacity to cope with the learning challenge (Arnold and Brown, 1999). If people have high positive self-efficacy about learning a second language, then they believe that they have the power and abilities to reach this goal. On the other hand, people with low self-efficacy feel that they do not have the power and abilities to learn a language, thus admitting failure from the start (Bernhardt, 1997).

The major purpose of this study is to determine the effect of English language learner's self-efficacy on their listening comprehension ability and correlate the results with their language proficiency levels. The results of the correlating statistics will reveal the effect of self-efficacy on EFL learner's listening comprehension ability success, as various researchers have predicted and also this study aims to highlight and to determine whether low self efficacy decreases listening ability or high self perception increases the learner's listening comprehension ability. The wider aim is to provide some informed pedagogical considerations for educators in similar settings.

Statement of the Problem

Following the conscious recognition of the learner as an active participant in the foreign language acquisition (EFL) process in Cognitive Theory, learner variables have been the focus of EFL research (Dornyei, 2005). Among learner variables self-efficacy beliefs and language learning strategies are more focused among researchers. In the last past two decades, the research findings support the contention that learner's self-efficacy beliefs strongly affect their performance (Bandura, 1997). Due to the lack of enough information about self-efficacy, which affects learning, storing, retaining and academic performance of learners, results of the present study can be fruitful for Iranian teachers and learners. Oxford (1985) noted that strategies of successful language learners can provide a basis for aiding language learners. Because Iranian learners have less information about strategies and conscious use of language learning strategies, the findings of the present study can help them to be more successful. Furthermore, there is no study showing the existence of a relationship between self-efficacy and language learning strategies in Iran. Therefore, the results of this study can assist teachers to use new information in their teaching program. While there is ample reason to view affective issues as powerful variables, which may strongly predict EFL learner's performance, a little attempt has been made to examine the variables as related to English achievement of Iranian EFL learners. To this being this study tries to ameliorate the effects of self-efficacy regarding a group of Iranian EFL learner's proficiency in listening ability and shed lights for its pedagogical status in curriculum policy if there is any.

To this being, a pilot study done to explore if there would be any problem concerning the variables under investigation. The study showed that students had problems in their listening ability so the present study tries to figure out the variables that have an effect on their listening ability.

Research Questions

In order to tackle the problem of the research in a consolidated way, the following research questions have been formulated as follows:

RQ1: Does self-efficacy have an effect on Iranian Intermediate EFL learner's listening comprehension ability?

RQ2: Does gender have effect on Iranian Intermediate EFL learner's listening comprehension ability?

Research Hypotheses

In order to answer the research questions of the study, the following null hypotheses have been formulated as follows:

H01**:** Self-efficacy does not have any effect on Iranian Intermediate EFL learner's listening comprehension ability.

H02**:** Gender has effect on Iranian Intermediate EFL learner's listening comprehension ability.

Review of Literature

The relevant literature holds practical evidences of strong effects of self-efficacy beliefs on academic performances too. Based on her study on the key variables in language learning, Cotterall (1999) considered self-efficacy as a crucial variable in success of language learners. Wigfield (1994) Pintrich and Schunk, 1996) is one of the scholars who investigated the role of self-efficacy construct in achievement. The subjects in his study were given self-report measures of self-perceptions of ability and expectancy for success in math and English at the beginning of one school year and at the end of that same year. At the same time, the researcher also collected data on the students‟ actual achievement on standardized tests and course grades. The study showed that learners‟ self-perception of ability and their expectancies for success are the strongest predictors of subsequent grades in math and English.

To investigate the links between self-efficacy beliefs and language learning strategies, Magogwe and Oliver (2007) did a study on 480 students from primary schools, secondary schools, and a tertiary institution. A modified version of the Strategy Inventory for Language Learning (SILL) developed by Oxford (1989) for collecting information on strategies and the Morgan-Jinks Student Efficacy Scale (MJSES) developed by Jinks and Morgan (1999) for collecting information on self-efficacy were used in this study. Findings of the research indicated that there is a significant and positive relationship between self-efficacy beliefs and overall use of language learning strategies for the students with the three proficiency levels mentioned.

Chen and Deborah (2007) contributed to this literature by conducting a research on the relationship between EFL learner's self-efficacy beliefs and English listening achievement. The study was conducted within college-level English listening comprehension classes at two large universities in Taiwan. The student's listening course grades were used as the student's listening proficiency level. A survey questionnaire which consisted of two sub-scales of 1) English listening self-efficacy scale constructed by the researcher and 2) English anxiety and perceived English value scale adapted respectively from Betzs (1987) Mathematics Anxiety Scale (MAS) and Eccles (1983) Student Attitude Questionnaire was performed in this study. Results of this study indicated that there was a significant and positive relationship between self-efficacy beliefs and listening achievement. The results also showed that student's self-efficay beliefs were much stronger predicators of language performance in the area of listening than student's anxiety and perceived value were.

Siew and Wong (2005) surveyed the relationship between language learning self-efficacy and language learning strategies and carried out a study on Seventy-four graduate English-as-a-second-language (ESL) pre-service teachers (13 males, 61 females) from a teacher's college in Kuching, Sarawak, Malaysia. Two author-designed questionnaires, one on self-efficacy about English language learning and the other on language learning strategy use were used in this study. Pearson correlation coefficients showed that there was a significant positive relationship between language learning strategies and language self-efficacy. Interview findings were in agreement with the above findings. High self-efficacy pre-service teachers reported more frequent use of more number of language learning strategies than did low self-efficacy pre-service teachers.

As Pajares (2000) assert, the study of the concept of self-efficacy in relation to language achievement is still new and there has been little research in the area in comparison to the work done in other areas. Aim of this study is to explore effects of this salient concept on one of language skills which, here, is listening skill. In accordance with Nunnan (1998), listening is the Cinderella skill in second language learning and all too often, it has been overlooked by its elder sister: speaking (Anderson and Lynch, 1989). In spit of the above-mentioned studies and to our best knowledge there are as yet areas of investigation for which either no or few researches have been conducted to examine this relationship. One such area relates to examining the relationship of self-efficacy in reading and EFL reading achievement and foreign language reading anxiety. In this study, we have tackled to address this relationship.

MATERIALS AND METHODS

Research Article

1. Methodology

1.1. Introduction

The main motivation for this paper is thus methodological, aiming at exploring the effect of foreign language learner's self-efficacy on their listening comprehension ability. Due to the age variations among the Iranian people and feasibility of ways of collecting data, as well as the validity of the subject's responses, this paper adopts an OPT test (Multiple Choice Questionnaire) and a recognition questioner test of self-efficacy to collect the required data for data analysis. In this part, first, the research design is described to demonstrate the nature of the present study. Then, participants and their characteristics and the way of sampling are explained. After describing participants, the researcher comes to describe different instruments employed to conduct the study. Afterwards, the way the researcher applied different instruments to obtain data from the participants are clarified. Finally, statistical analysis employed in this study is presented.

1.2. Design of the Study

This study follows a quasi experimental design. Different materials will be used for the experiments and tests needed in this study, they are field work, and experimental research and also library research and the manipulation of two characteristics: 1) Ss self-efficacy recognition test 2) listening comprehension proficiency test. In this study, there are two variables, the independent variable is self-efficacy and the dependent variable is listening ability in which the effect of the first one on the second one will be investigated.

1.3. Participants

The participants who took part in this study were 80 EFL students both male and female from 2 branches of Mellat English Institute in Rasht. Participants of all classes were all above 18 years old, and they were all Persian natives, they are at the intermediate level of competency. After being combined based on an OPT test then a recognition questioner test of self-efficacy will be administered. Then at the end of the course of listening Ss will sit for the listening test the data obtained from the listening test will be analyzed statistically through SPSS software, then Ss valued added score base on the listening test will be compared to the Ss self-efficacy recognition test. At the end we will check that Ss self-efficacy will have any effect on Ss listening comprehension and not.

1.4. Materials

To conduct the present investigation and to implement the process of data collection, the researcher used various tools including the TOEFL test of English language proficiency, self-efficacy test and Listening comprehension proficiency test.

1.5. Procedure

As it was mentioned in the section of instrumentation, one questionnaire on the student's self-efficacy and a multiple-choice test on listening proficiency were used for collecting data in the current study. Before the administration of the two instruments, some demographical questions, including Name, Age, Major and Semester were added to both of them and, for the sake of clarity, the self-efficacy questionnaire was translated into Persian. Before the subjects started to fill in the questionnaires, the objective of this investigation was explained in detail, as well as how to answer each question.

For the reasons of anonymity and confidentiality, students were advised that their identities would be removed from the questionnaire and the test (by the researcher) prior to data analysis and they would be assigned a code number to protect the student's privacy.

For administration of the listening test, the participants were asked to answer the questions of the test in a time-limitation of 20 minutes after listening to a tape, as well as how to answer each question, and then they were allowed to listen to it again for checking their answers.

1.6. Statistical Analysis

The data will be computed through SPSS, a T-TEST will be powerful enough to handle the significant of the study if there is any.

RESULTS AND DISCUSSION

1. Data Analysis and Result

1.1. Introduction

The purpose of this chapter is to present and analyze the data collected from the participants of the study. In this chapter, data analysis, statistical procedures along with finding and the interpretation of the results are presented. In this chapter, data collected to investigate the probable relationships between self-efficacy and student's listening comprehension ability are presented and summarized. In other words, the researcher managed to demonstrate whether or not there are relationships between self-efficacy and listening comprehension or self-efficacy has an effect on student's listening comprehension ability (in rendering non-core or fringe words).

1.2. Data Analysis and Findings

In analyzing the data, some statistical procedures were carried out in this study: (1) Descriptive statistics including Cronbach alphas, means and standard deviations computed to summarize the student's responses to the self-efficacy questionnaire and listening comprehension test. (2) Pearson correlation was conducted to examine the relationship between the students" self-efficacy and listening proficiency (3) Paired sample T-Tests were done to explore and compare scores of female ad male participants on listening comprehension and self-efficacy test. Finally the linear regression was conducted to investigate and predict the effect of self-efficacy on listening comprehension.

1.3. Descriptive Analysis of the Data

Table below displays the descriptive statistics of the scales. It shows the descriptive analysis of research such as range, mean, standard error of mean, median, standard deviation and variance.

Table 1: Descriptive statistics

		Self-efficacy	**listening**
N	Valid	80	80
	Missing	0	0
Mean		29.1250	65.2000
Median		29.0000	72.0000
Mode		36.00	72.00
Std. Deviation		6.43049	19.45355
Variance		41.351	378.441
Minimum		18.00	16.00
Maximum		40.00	97.00

To assess the efficacious outlook of the participants and their listening comprehension ability, first a self-efficacy test and after that a listening comprehension test was administered to the participants. Data obtained from the self-efficacy test including measures of central tendency and variability is summarized in the table 1.

1.4. Inferential Analysis of the Data

In order to provide enough criteria for rejection or supporting the hypothesis of the present study, two Independent T-*tests, Pearson correlation test and regression linear test* were carried out. The first independent T-test was used on the scores of participants in self-efficacy both male and female groups to compare their means and variances. I need to prove that the two groups are homogeneous and at the same level of self-efficacy (have equal variances and means). Another Independent *T-test* was run in order to compare the scores of two groups on listening comprehension ability. The Independent *T-tests* was used

since I had two separate groups and their scores were compared with each other rather than comparing the pretest and posttest scores of the same groups which is not possible for the design of the present study.
The Pearson correlation test was carried out in order to show there is a relationship between self-efficacy and listening comprehension. The regression test was conducted in order to prove self-efficacy has an effect on Iranian Intermediate EFL learner's listening ability which is related to our first research question and hypothesis.

1.5. Assessing Normality Distribution of the Participants on the Self-Efficacy Test

Test of Kolmogorov-Smirnov was used to assess the normality of the distribution of the learner's scores on the self-efficacy test. Kolmogorov-Smirnov statistic for this test was not significant (p>0/05) indicating that the distribution of scores was normal.

Table 2: Test of normality One-Sample Kolmogorov-Smirnov Test

		Self-efficacy
N		80
Normal Parameters[a,,b]	Mean	29.1250
	Std. Deviation	6.43049
Most Extreme Differences	Absolute	.101
	Positive	.089
	Negative	-.101
Kolmogorov-Smirnov Z		.902
Asymp. Sig. (2-tailed)		.390
a. Test distribution is Normal.		

Table 2 demonstrates that the Significance value for research group is 39. This value of significance is more than that of the selected significance i.e. .05. Accordingly, with high degree of confidence, we can state that the distribution of the scores for self-efficacy test is normal.

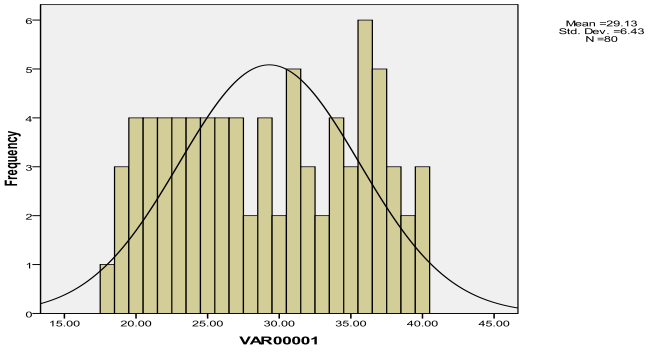

Figure 1: the graph of normal distribution of self-efficacy scores

1.6. Assessing Normality Distribution of the Participants on the Listening Comprehension Test

To assess the normality of the distribution of the learner's scores on the listening comprehension test, Test of Kolmogorov-Smirnov was used. Kolmogorov-Smirnov statistic for this test was not significant (p>0/05) indicating that the distribution of scores was normal.

Table 3: Test of normality for listening comprehension One- Sample Kolmogorov-Smirnov Test

		listening
N		80
Normal Parameters[a,,b]	Mean	65.2000
	Std. Deviation	19.45355
Most Extreme Differences	Absolute	.149
	Positive	.070
	Negative	-.149
Kolmogorov-Smirnov Z		1.334
Asymp. Sig. (2-tailed)		.057
a. Test distribution is Normal.		
b. Calculated from data.		

As you can see in this table since the dots, which are the scores obtained by the students through Kolmogorov-Smirnov Test, are much close to the line, which represents the expected scores, the condition of normality is not violated, p>0/05. As a result, the scores obtained through Kolmogorov-Smirnov Test are normally distributed.

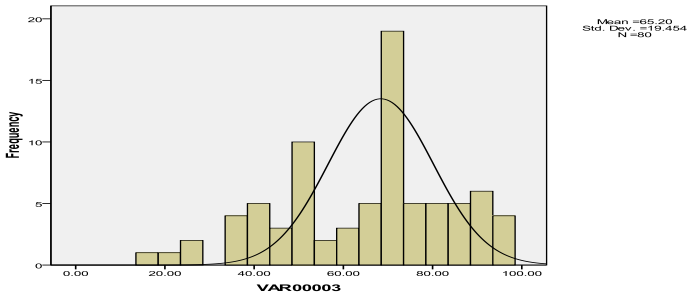

Figure 2: The graph of normal distribution of listening comprehension scores

The Figure 2 represents a histogram showing the distribution of scores obtained from administering a listening comprehension test.

1.7. Pearson Correlation

A Pearson correlation was computed on scores obtained on the self-efficacy scale and those obtained on the listening comprehension test. The said data is summarized in the following Table 4:

Table 4: Pearson Correlations

		Self-efficacy	**listening**
Self-efficacy	Pearson Correlation	1	.793**
	Sig. (2-tailed)		.000
	N	80	80
Listening	Pearson Correlation	.793**	1
	Sig. (2-tailed)	.000	
	N	80	80

***. Correlation is significant at the 0.01 level (2-tailed).*

As it is reported in table 4, findings of data analysis in terms of Pearson correlation showed us that there was a direct and significant correlation between the learner's self-efficacy and their listening comprehension ability(*r=.79،p0/01)*. Based on the above table, the correlation coefficient between the two variables is 0.79 and is significant at p <0.01. We may postulate by further extension that the more self-efficacious the listeners are the higher achievement in listening they have. .Being in agreement with findings of other studies mentioned in the section of Literature Review, this finding supports Bandura's (1997) claim that an individual's level of self-efficacy is thought to relate to the individual's choice of activities, effort in those activities, and perseverance in the activities.

1.8. Analysis of Self-efficacy and Listening comprehension test Scores of Male and Female Participants

In this section the result of self-efficacy test of female and male participants and the result of listening comprehension test of female and male is compared so that the second question of the research is investigated. It is needed to find out whether female learners had a better performance by the end of study or male ones and understand the effect of gender on the performance of participants. In order to do so a round of independent sample t-test was applied to compare scores of male and female participants. An independent sample t test seems to be the best option for this comparison because we have two independent groups with scores normally distributed around mean. Therefore, a parametric test is required. The result is presented in table 5 as follow:

Table 5: Group statistics of the scores of female and male on self-efficacy

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
Self-efficacy	1.00	40	29.8500	7.15237	1.13089
	2.00	40	28.4000	5.61500	.88781

As can be indicated from the table above the mean score of 2 groups are almost the same. There is a slight difference in the means obtained from the groups, which is far too small amount to be considered. So one can infer that the raw scores of the participants do not differ greatly, it can be concluded then that both groups had almost similar performance. For more detailed analysis of the results of the study and considering that this section is the most important part of the study as we can find answer to the main question of research in this section, table 6 of t score between the groups is presented as follow:

Table 6: Independent Samples Test of female and male participants

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Self-efficacy	Equal variances assumed	4.110	.046	1.009	78	.316	1.45000	1.43775	-1.41233	4.31233
	Equal variances not assumed			1.009	73.839	.316	1.45000	1.43775	-1.41488	4.31488

As can be seen in the table above two tailed sig is "0.316" which is considerably higher than the predetermined value of P "0.0.5". So, it can be concluded the difference between the groups is not significant. From another point of view the amount of T which is 1.009 is much less than the critical value for "T" so the null hypothesis of the study is not rejected.

Table 7: Group statistics of the scores of female and male on listening comprehension test

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
Listening	1.00	40	66.2250	18.72950	2.96139
	2.00	40	64.1750	20.33802	3.21572

An independent samples t-test was also conducted to compare the listening comprehension scores for female and male participants. There was no significant difference for experimental group (M = 66.22) and control group (M = 64.17). This implies that the performance of the female and male groups on the listening comprehension test did not differ so much. Table 8 of t score between the groups is presented as follow:

Table 8: Independent Samples Test of female and male participants

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Listening	Equal variances assumed	.141	.709	.469	78	.640	2.05000	4.37158	-6.65315	10.75315
	Equal variances not assumed			.469	77.476	.640	2.05000	4.37158	-6.65408	10.75408

As the above table shows, the difference in female and male participants of listening comprehension test is significant at p>0/05. In other words, it can be concluded that the difference between two groups is not significant.

From another point of view the amount of T which is 1.009 is much less than the critical value for "T" so the null hypothesis of the study is not rejected. Therefore, we can conclude that the answer to the second research question is "No" as gender seems not to have any effect on the result of this research. The performance of both male and female participants improved after the study independent of their gender.

1.9. Assessing the Effect of Self-Efficacy on Listening Comprehension on Linear Regression

To investigate whether the independent variable self-efficacy has an effect on listening comprehension a linear regression was conducted. There for we can predict the effect of independent variables on listening comprehension ability:

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793[a]	.630	.625	11.91663

a. Predictors: (Constant)

As it is represented in the table 9 the multiple correlation coefficients (R) is significant at 793. It means that there is a relation between the independent variable self-efficacy and listening comprehension. Adjusted R Square in this model is significant at 62, so it proves that 63% of all the changes in listening comprehension are due to the effect of the independent variable self-efficacy and only 37% of the changes are related to other variables.

Table 10 represents that in model one, regarding that the amount of F(132.532) is less than 0.01 and it is meaning full. It can be concluded that the regression model was a good model. In other words in regression linear we can clearly explain and analyze the amount of changes and the quality of variance of our dependent variable, finally we can predict the effect of the independent variable self-efficacy on the dependent variable listening comprehension.

Table 10: ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18820.320	1	18820.320	132.532	.000[a]
	Residual	11076.480	78	142.006		
	Total	29896.800	79			

a. Predictors: (Constant), self-efficacy

b. Dependent Variable: listening

As it was reported in the tables 9 and 10 above, findings of data analysis in terms of both Regression linear and T-test in this study revealed that high self-efficacy affected listening test performance significantly and positively, but low self-efficacy affected listening test performance significantly and negatively. Findings of this study support the literature, confirming the importance of EFL learners‟ self-efficacy about language learning. There for our null hypothesis is rejected and the answer to our first research question is “Yes”.

Implication

Since self-efficacy is one of the most influential factors for L2 learning, it appears to be very important for the teacher to help students develop their self-efficacy. Teachers can enhance the level of student’s self-efficacy through several feasible teaching techniques. Performance accomplishment is a key factor for developing self-efficacy. Learners who have repeated experiences of success have higher self-efficacy than those students who experience repeated failure. Teachers should give learners some tasks that they can perform (Dornyei, 2001), hence learners can build successful experiences. As persuasion is one of the four sources of self-efficacy (Bandura, 1986), positive feedback and encouragement from the teachers can enhance student’s self-efficacy. Self-efficacy can also be developed through vicarious experience. Students should be provided with opportunities to observe their friends and classmates do tasks successfully, these opportunities help learners to foster positive beliefs about themselves.

Despite the limitations above, the current study’s findings are of use to both the instructional and second/foreign language research communities. The findings provide valuable information to second/foreign language educators. They indicate that the student’s self-beliefs of language ability can influence their language achievement negatively or positively depending on the strength of their efficacy beliefs. Pajares (2000) holds that “Many, if not most, academic crises are crises of confidence.”

Since studying the relevant literature shows us that self-efficacy is one significant predictor of learners‟ achievement, it is necessary for instructors to help learners believe in their abilities and encourage them to expend greater efforts and time when facing failures rather than to attribute all their failures to their lack of abilities.

The view of considering learner's affect can also offer significant implications for curriculum designers. Through designing a learner-centered language curriculum, which takes affect into account in many ways, they may help language learners develop positive beliefs of their ability. Regarding the role that this kind of curriculum may play in fostering positive self-beliefs, Arnold and Brown (1999) declare:

Participation in the decision-making process opens greater possibilities for learners to develop their whole potential. In addition to the language content, they also learn responsibility, negotiating skills, and self-evaluation, all of which lead to greater self-efficacy and self-awareness.

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