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## AN INVESTIGATION ON LISTENING SKILL SELF-EFFICACY PERCEPTIONS OF REFUGEE STUDENTS STUDYING IN SECONDARY SCHOOL IN TÜRKİYE<sup>1</sup>

### TÜRKİYE'DE ORTAOKULDA ÖĞRENİM GÖREN MÜLTECİ ÖĞRENCİLERİN DİNLEME BECERİSİ ÖZ-YETERLİK ALGILARI ÜZERİNE BİR İNCELENMESİ

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#### Abstract

The aim of this study is to determine the self-efficacy perceptions of refugee students attending secondary school in Türkiye regarding their Turkish listening skills. For this purpose, descriptive survey model, one of the quantitative research approaches, was used in the study. The participants of the study consisted of 200 refugee students learning Turkish at Mezitli İmam Hatip Secondary School in Mezitli district of Mersin province in the 2023-2024 academic year. The data of the study were collected with "Personal Information Form" and "Turkish Listening Self-Efficacy Scale for Foreigners" developed by Tulumcu (2014). Descriptive statistical techniques and t-test for independent samples and one-way analysis of variance (ANOVA) for variables with more than two groups were used to analyze the collected data. At the end of the study, it was determined that refugee students' self-efficacy perceptions towards Turkish listening skills were at a moderate level. In addition, it was determined that there was a significant difference according to gender, mother tongue, place of birth and reason for being in Türkiye, but there was no significant difference according to age level and length of stay in Türkiye. Based on these results, suggestions were made.

**Keywords:** Turkish Language, Turkish, Self-Efficacy, Listening Skills, Refugee Students

#### Özet

Bu çalışmanın amacı, Türkiye'de ortaokula devam eden mülteci öğrencilerin Türkçe dinleme becerilerine ilişkin öz yeterlik algılarını belirlemektir. Bu amaçla çalışmada nicel araştırma yaklaşımlarından betimsel tarama modeli kullanılmıştır. Araştırmanın katılımcılarını 2023-2024 eğitim-öğretim yılında Mersin ili Mezitli ilçesinde bulunan Mezitli İmam Hatip Ortaokulunda Türkçe öğrenen 200 mülteci öğrenci oluşturmaktadır. Araştırmanın verileri "Kişisel Bilgi Formu" ve Tulumcu (2014) tarafından geliştirilen "Yabancılar İçin Türkçe Dinleme Öz Yeterlik Ölçeği" ile toplanmıştır. Toplanan verilerin analizinde betimsel istatistik teknikleri ve bağımsız örneklem için t-testi, ikiden fazla grubu olan değişkenler için tek yönlü varyans analizi (ANOVA) kullanılmıştır. Çalışma sonunda mülteci öğrencilerin Türkçe dinleme becerisine yönelik öz

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yeterlik algılarının orta düzeyde olduğu tespit edilmiştir. Ayrıca cinsiyet, ana dili, doğum yeri ve Türkiye'de bulunma nedenine göre anlamlı bir farklılık olduğu ancak yaş düzeyi ve Türkiye'de bulunma süresine göre anlamlı bir farklılık olmadığı tespit edilmiştir. Bu sonuçlara dayanarak önerilerde bulunulmuştur.

**Anahtar Kelimeler:** Türk Dili, Türkçe, Öz Yeterlik, Dinleme Becerisi, Mülteci Öğrenciler

## INTRODUCTION

The listening process, which starts in the womb, develops throughout life and continues until death. Listening is an important activity that individuals with healthy hearing organs use throughout their lives to meet their needs such as obtaining information, communicating and interacting, and that forms the basis of other skills. Listening, which is one of the comprehension skills, plays a critical role in a large part of the knowledge and experiences that individuals who make up a society gain throughout their lives (Kardaş & Tunagür, 2020). In addition, listening is an activity that prepares the ground for the formation of a healthy trust environment, improves self-esteem, increases the self-worth of the individual, provides commercial gain in the business world, provides peace and order in family life, and maximizes professional and academic success (Gündüz & Şimşek, 2014). Listening is a multidimensional process that involves not only hearing the message, but also interpreting, evaluating and responding accordingly (Wolvin & Coakley, 1996). Having good listening skills is critical in social and professional relationships in daily life (Iwankovitsch, 2001). It is difficult to say that there is a common view on the conceptualization of listening skill, which has such an important place in individual and social terms. The lack of consensus on basic concepts has made it difficult to determine the boundaries of the research area (Witkin & Trochim, 1997). Therefore, many definitions and explanations have been made in the literature on the concept of listening. Some of these definitions and explanations are as follows:

Listening is “the ability to understand and respond effectively in the process of verbal communication” (Johnson, 1951:58); the ability to pay attention to, perceive and make sense of one of the sounds one has heard (Mackay, 1997); “a psychological process that begins with being aware of and paying attention to sounds and speech images, if any, and continues with the recognition and recall of certain auditory signs and ends with making sense of them” (Ergin & Birol, 2000:115); the ability to make a connection between what is said and what will be said later and to fulfill the task of understanding in communication (Temur, 2001:61); “one of the basic ways of communicating and learning and the ability to correctly understand, interpret and evaluate the message given” (Milli Eğitim Bakanlığı [MEB], 2006:5); the activity of correctly understanding what a speaking individual expresses verbally (Özbay, 2006:42).

Listening is the most dominant way of learning regardless of the type of formal or informal, formal, distance, non-formal teaching (Şahin & Aktar, 2020:10). In other words, a large part of the activities related to learning at all levels of education are carried out based on listening activity. Listening, which constitutes the first step of an effective and healthy communication, has been the most neglected skill by both researchers and practitioners, despite being the first activity and the first field in the world (Dilidüzgün, 2013; Field, 2013; Gündüz & Şimşek, 2014; Nation & Newton, 2008; Tabak & Göçer, 2014; Vandergrift, 2007). It is known that basic language skills are interrelated. In his study, Bozorgian (2012) found that listening skill is highly related to other language skills. Based on this result, he stated that listening affects other language skills and therefore listening skill is the basic building block of language acquisition. In this context, an individual who

understands what he/she listens and reads and interprets what he/she understands is expected to express himself/herself more comfortably and successfully (Güneş, 2013).

Whether in mother tongue education or foreign language teaching, listening skills are very important. Because language learners need to make sense of what they hear. Therefore, listening skill, which constitutes the first step of foreign language learning, is critical for successful and effective communication. According to Melanlıoğlu (2015:391), listening constitutes the first step in learning a foreign language. The more solid foundations the learner creates in this first step, the more his/her prior knowledge for other skills and learning develops. Güzel and Barın (2013:268) state that the main purpose of listening skill in foreign language teaching is “to ensure that the learner correctly understands a message in the target language. Then, the learner's ability to recognize the words he/she hears and to perceive the pronunciation features of the words correctly are also among the goals of listening instruction”.

There are some points that educators should pay attention to for successful communication in teaching Turkish as a foreign language. For example, an educator who wants to gain listening skills should pay attention to the planning of the activities to be done before, during and after listening, the suitability of the listening text to be selected to the target objectives and the characteristics of the target audience. Because the language trainer should use a standard Turkish language in the lesson in order for the students to realize full comprehension and pronounce the words correctly. Otherwise, factors such as different accents, speaking speed and pronunciation, lack of discourse, insufficient vocabulary, the quality of audio and video materials used in the listening process, physical conditions of the classroom and cultural differences cause some problems in teaching listening skills (Bingöl, Celik, B., Yıldız & Mart, 2014; Carroll, 1977; Hamouda, 2013; Underwood, 1989). In this regard, Arslan and Adem (2010) stated that teachers should use a Turkish that is far from the local dialect since they are the ones who are listened to and imitated the most in the lesson. In teaching Turkish as a foreign language, the characteristics of the target audience should also be taken into consideration. As a matter of fact, it is known that there is a parallel relationship between the success of educational activities and students' personal characteristics (Yaman & Tulumcu, 2016). Therefore, the success of the teaching programs implemented by taking into account the individual characteristics (affective, cognitive and physical) of the students will be higher (Kuzgun & Deryakulu, 2006).

One of the characteristics that have an impact on an individual's professional and academic success is self-efficacy belief. According to the “Social Learning Theory” developed by Albert Bandura, self-efficacy is the belief that an individual has developed about whether he/she is sufficient in any actual situation. According to Bandura (1986), self-efficacy is an individual's self-belief in himself/herself to be able to manage and apply the situations expected of him/her and the necessary activities in the face of a job. Self-efficacy beliefs affect one's success or failure in a job (Bong, 1995). For this reason, individuals with high self-efficacy beliefs are more patient, persistent and make more effort to overcome negativities than individuals with low self-efficacy beliefs (Aşkar & Umay, 2001; Gibson & Dembo, 1984; Pajares, 1996; Senemoğlu, 2005). Based on these statements, it can be said that lesson planning in line with the characteristics of the target audience in educational environments where Turkish is taught as a foreign language will facilitate the achievement of goals and achievements.

In the literature, it is seen that a limited number of studies (Güleç & Kalenderoğlu, 2023; İşçi, 2019; Tulumcu; 2014; Sevim & Varışoğlu, 2024) have been conducted to determine the listening skill self-efficacy perceptions of foreign students learning Turkish. Based on this limitation, it is thought that the current study will contribute to the literature. In this study, it was aimed to determine the Turkish listening skill self-efficacy of refugee students studying at the secondary school level in Türkiye. In line with this purpose, answers to the following questions were sought:

- What are the perception levels of refugee students' Turkish listening skill self-efficacy?
- Do refugee students' Turkish listening skill self-efficacy perception levels differ according to various variables (gender, mother tongue, age, place of birth, length of stay in Türkiye, reason for being in Türkiye)?

## METHOD

### Research Model

In this study, descriptive survey model, one of the quantitative research approaches, was used to determine the Turkish listening skill self-efficacy of refugee students studying in secondary school. The survey model is used to describe the structure of objects, institutions, societies and the functioning of events (Cohen, Manion & Morrison, 2007).

### Working Group

The research was conducted with a total of 200 refugee students studying at Mezitli Imam Hatip Secondary School in the Mezitli district of Mersin province in the 2023-2024 academic year. While determining the sample of the study, convenient sampling method, one of the non-random sampling methods, was used. The study group of the research consists of the participants that the researcher can reach considering the financial means and time available. Socio-demographic information of the refugee students who participated in the study is given in Table 1.

**Table 1.** Frequencies and percentages of socio-demographic information of refugee students

Variables	Variable levels	Frequency (f)	Percentage (%)
Gender	Female	109	54.5
	Male	91	45.5
Mother tongue	Arabic	154	77.0
	Other	46	23.0
Age level	11 age and under	56	28.0
	12 age	43	21.5
	13 age	47	23.5
	14 age and older	54	27.0
Place of birth	Syria	144	72.0
	Türkiye	34	17.0
	Other	22	11.0
Language spoken in the family	Arabic	101	50.5
	Other	99	49.5
Duration of stay in Türkiye	2 years and less	24	12.0
	3-5 between years	36	18.0
	6 years and more	140	70.0
Previous Turkish education	Yes	18	9.0
	No	182	91.0

Variables	Variable levels	Frequency (f)	Percentage (%)
Reason for being in Türkiye	Asylum with war	129	64.5
	For education	49	24.5
	Other	22	11.0
Total		200	100

When Table 1 is analyzed, it is seen that refugee students are close to each other in terms of gender. When their distribution according to age levels is analyzed, it is seen that there are the highest number of students aged 11 and below and the lowest number of students aged 12 and below. The majority of refugee students stated that they were born in Syria. In addition, refugee students born in China, Jordan, Libya, Lebanon, Russian Federation, Ukraine, Kazakhstan, Kyrgyzstan, United States of America, Iraq, Venezuela and Yemen are categorized as “other”. Similarly, it was determined that Arabic was the mother tongue and the most spoken language in the family. When the duration of their stay in Türkiye is analyzed, it is determined that the majority of them have been here for 6 years or more. It is seen that the majority of the students have not received any Turkish education before. When the reasons for their stay in Türkiye are analyzed, it is determined that the majority of them defected due to the war.

### Data Collection Tools

#### *Turkish listening self-efficacy scale for foreigners*

The measurement tool used in the study consists of a five-point Likert type, 3 different dimensions (basic knowledge level, comprehension-synthesis, higher level evaluation) and 18 items. Before using this measurement tool developed by Tulumcu (2014), the necessary legal permissions were obtained and the formula suggested by Uzunboylu and Sarıgöz (2015) was used to determine the perception levels of the scale by the students in the research group. Thus, a scoring standard of the measurement tool was established.

$$SA = \frac{YS-DS}{SS}$$

Here; SA indicates the range of options, YS indicates the highest option, DS indicates the lowest option and SS indicates the number of options. When the grading of the measurement tool was examined, the following formula was used since it is a five-point Likert type and the range was determined as .80.

For a five-point Likert;

1.00 to 1.80 is too low

1.81 to 2.60 low

2.61 to 3.40 medium

3.41 to 4.20 high

4.21 to 5.00 is very high

### Reliability and Normality Analysis of Measurement Tools

The validity and reliability study of the “Turkish Listening Self-Efficacy Scale for Foreigners” was conducted by Tulumcu (2014) (Cronbach's Alpha coefficient “0.941”) and the scale was accepted as usable. Since the average age of the study group of this research was small (9-14), a pre-application was conducted on 60 students studying at the school where the application would be made. In order to provide evidence for the reliability of the measurements obtained within the scope



of the application, Cronbach's alpha ( $\alpha$ ) coefficients for the scale were recalculated and given in Table 2.

Table 2. Reliability values calculated for the measurement tool

Measurement tools	Number of items	Cronbach alfa	Skewness	Kurtosis
Listening self-efficacy perception	18	.974	-0.30	-0.94

When Table 2 is examined, the reliability value of the total score of the measurement tool used in the research was found to be .70 and above. Reliability values of .70 and above are considered sufficient for the measurement tools used in measuring psychological constructs (Büyüköztürk, 2013). Accordingly, it was found that the measurement tool used in the study had sufficient reliability values. When the skewness and kurtosis values of the measurement tool were examined, it was found that the data collection tool was within the range of  $\pm 2.00$ . The fact that the skewness and kurtosis values of the measurement tool are within the range of  $\pm 2.00$  indicates that it has a distribution close to the normal distribution (George & Mallery, 2010:21; Shiel & Cartwright, 2015:28).

#### *Personal information form*

The "Personal Information Form" developed by the researcher was used to determine the socio-demographic characteristics of refugee students. The form consists of 8 questions to determine the basic characteristics of the participants such as "gender, mother tongue, age level, place of birth, language spoken in the family, length of stay in Türkiye, previous Turkish education and reason for being in Türkiye". These variables were used to determine whether they had an effect on the participants' perception of self-efficacy in Turkish listening skills.

After obtaining the necessary permissions, the application was carried out on the days and hours determined in the second semester of the 2023-2024 academic year. At the beginning of the application, the participants were informed that the personal information they provided would not be shared with anyone and that the data to be collected would only be used in the current study. Data collection tools were hand-delivered to the participants and collected.

#### **Data Analysis**

In the data analysis, descriptive statistics measures (frequency and percentages), skewness and kurtosis values, mean and standard deviation values of measurement tools, t-test and (ANOVA) were used, respectively. In the difference analyses, the .05 level was taken into account for statistical significance and all analyses were carried out using the SPSS (version 25) package program.

#### **FINDINGS**

In this section, the findings are given in parallel with the order of the research questions. In this context, firstly, descriptive statistics were calculated to determine refugee students' self-efficacy perception levels in Turkish listening skills and given in Table 3.

**Table 3.** Descriptive statistics of the scores obtained from Turkish listening self-efficacy perception scale

Variable	N	Min.	Max.	$\bar{X}$	SS
Listening skill self-efficacy	200	18.00	90.00	57.30 (3.18)	20.50

When Table 3 is examined, it is seen that the scores obtained from the Turkish listening self-efficacy perception scale, which consists of 18 items and has a five-point Likert scale, range between 18 and 90 points and have a mean of 57.30. The mean value given in parentheses was obtained by dividing by the number of items and Turkish listening self-efficacy perception levels were interpreted using these values. According to the mean of 3.18, it is seen that refugee students' Turkish listening self-efficacy perception levels indicate "medium level".

After examining refugee students' Turkish listening self-efficacy perception levels, the differences of this perception level according to socio-demographic variables were examined. First, an independent samples t-test was conducted to compare Turkish listening self-efficacy perception levels according to gender and the findings are given in Table 4.

**Table 4.** Independent samples t-test results regarding the comparison of refugee students' Turkish listening self-efficacy perception levels by gender

Variable	Gender	N	$\bar{X}$	SS	sd	t	$\eta^2$
Listening skill self-efficacy	Female	109	63.73	16.63	198	5.16*	.12**
	Male	91	49.59	22.07			

Notes: \*  $p < .05$ ;  $*\eta^2$  = small effect;  $**\eta^2$  = medium effect;  $***\eta^2$  = large effect

When Table 4 is examined, it is seen that refugee students' Turkish listening self-efficacy perception levels are statistically significant according to gender ( $t_{198} = 5.16$ ;  $p < .05$ ). When the averages were analyzed, it was determined that the Turkish listening self-efficacy perception levels of female students ( $\bar{X} = 63.73$ ) were higher than male students ( $\bar{X} = 49.59$ ). The effect size was calculated for the practical meaning of the significant difference and it was found to have a moderate effect.

After the comparison of refugee students' Turkish listening self-efficacy perception levels according to gender, an independent samples t-test analysis was conducted to compare them according to their mother tongue and the findings are given in Table 5.

**Table 5.** Independent samples t-test results regarding the comparison of refugee students' Turkish listening self-efficacy perception levels according to their mother tongue

Variable	Mother Tongue	N	$\bar{X}$	SS	sd	t	$\eta^2$
Listening skill self-efficacy	Arabic	154	54.10	19.95	198	4.21*	.08**
	Other	46	68.02	18.77			

Notes: \*  $p < .05$ ;  $*\eta^2$  = small effect;  $**\eta^2$  = medium effect;  $***\eta^2$  = large effect

When Table 5 is examined, it is seen that refugee students' Turkish listening self-efficacy perception levels are statistically significant according to their mother tongue ( $t_{198} = 4.21$ ;  $p < .05$ ). When the averages were analyzed, it was found that the perception levels of non-native Arabic refugee students ( $\bar{X} = 68.02$ ) were higher than those of native Arabic refugee students ( $\bar{X} = 54.10$ ). The effect size was calculated for the practical meaning of the significant difference and it was found to have a moderate effect.

After the comparison of refugee students' Turkish listening self-efficacy perception levels according to their mother tongue, one-way analysis of variance was conducted to compare them according to age level and the findings are given in Table 6.

**Table 6.** ANOVA results regarding the comparison of refugee students' Turkish listening self-efficacy perception levels according to age level

Variable	Age level	N	$\bar{X}$	SS	sd	F	Difference (Tukey)
Listening skill self-efficacy	11 age and under	56	57.41	18.00	3-196	0.30	no difference
	12 age	43	55.05	20.44			
	13 age	47	57.26	21.29			
	14 age and above	54	59.02	22.57			

Notes: \* p < .05;

When Table 6 is examined, it is seen that refugee students' Turkish listening self-efficacy perception levels are not statistically significant according to age level ( $F(3-196) = 0.30$ ;  $p > .05$ ). Accordingly, it is determined that refugee students' Turkish listening self-efficacy perception levels are at a similar level regardless of their age level.

After the comparison of refugee students' Turkish listening self-efficacy perception levels according to age level, one-way variance analysis was performed to compare them according to the place of birth of the student and the findings are given in Table 7.

**Table 7.** ANOVA results regarding the comparison of refugee students' Turkish listening self-efficacy perception levels according to place of birth

Variable	Place of birth	N	$\bar{X}$	SS	sd	F	Difference (Tukey)
Listening skill self-efficacy	Syria (1)	144	53.72	19.99	2-197	9.47*	2 > 1
	Türkiye (2)	34	69.41	18.88			
	Other (3)	22	62.05	18.73			

Notes: \*p < .05.

When Table 7 is examined, it is seen that refugee students' Turkish listening self-efficacy perception levels are statistically significant according to place of birth ( $F(2-197) = 9.47$ ;  $p < .05$ ). As a result of the Tukey test, it was determined that the listening self-efficacy perception levels of refugee students born in Türkiye ( $\bar{X} = 69.41$ ) were higher than those of refugee students born in Syria ( $\bar{X} = 53.72$ ) and this difference was statistically significant.

After comparing the Turkish listening self-efficacy perception levels of refugee students according to their place of birth, one-way analysis of variance was conducted to compare them according to the duration of their stay in Türkiye and the findings are given in Table 8.



**Table 8.** ANOVA results regarding the comparison of refugee students' Turkish listening self-efficacy perception levels according to the length of stay in Türkiye

Variable	Duration of stay in Türkiye	N	$\bar{X}$	SS	sd	F	Difference (Tukey)
Listening skill self-efficacy	2 years and less	24	52.00	20.49		2.99	--
	3-5 between years	36	51.89	21.77	2-197		
	6 years and more	140	59.60	19.87			

Notes: \* $p < .05$ .

When Table 8 is examined, it is seen that refugee students' Turkish listening self-efficacy perception levels are not statistically significant according to the length of their stay in Türkiye ( $F(2-197) = 2.99$ ;  $p > .05$ ). Accordingly, it was determined that refugee students' Turkish listening self-efficacy perception levels were at a similar level regardless of the duration of their stay in Türkiye.

After the comparison of refugee students' Turkish listening self-efficacy perception levels according to the duration of their stay in Türkiye, a one-way analysis of variance was conducted to compare them according to the reason for being in Türkiye and the findings are given in Table 9.

**Table 9.** ANOVA results regarding the comparison of refugee students' Turkish listening self-efficacy perception levels according to the reason for being in Türkiye

Variable	Reason for being in Türkiye	N	$\bar{X}$	SS	sd	F	Difference (Tukey)
Listening skill self-efficacy	Asylum with war (1)	129	52.74	20.41	2-197	9.80*	2 > 1
	For education (2)	49	65.94	19.39			3 > 1
	Other (3)	22	64.77	14.94			

Notes: \* $p < .05$ .

When Table 9 is analyzed, it is seen that there is a statistically significant difference between refugee students' Turkish listening self-efficacy perception levels according to the reason for being in Türkiye ( $F(2-197) = 9.80$ ;  $p < .05$ ). As a result of the Tukey test, it was determined that the listening self-efficacy perception levels of refugee students who are in Türkiye for education ( $\bar{X} = 65.94$ ) and other reasons ( $\bar{X} = 64.77$ ) are higher than those of refugee students who came as refugees due to the war ( $\bar{X} = 52.74$ ) and this difference is statistically significant.

### Discussion and Conclusion

Socio-economic status (SES) is one of the important factors that determine the social, cultural and economic status of an individual or family. As a matter of fact, the definition of social classification in a society is generally made according to SES (İşçi & Nevin, 2021), not according to the mother tongue or faith of individuals (Slavin, 2018). Therefore, SES is one of the important variables that directly affect an individual's professional and academic success (Adler & Ostrove, 1999). When the studies on the effect of SES on education are examined, it is observed that the academic achievement of children from families with high SES is also high (OECD, 2018; Sirin, 2005). The main reasons for this may include receiving education in quality schools, access to better resources, utilization of educational supports and learning support provided by informed parents. Bourdieu (1986) tried to explain the effect of SES on education with cultural capital. He stated that since

individuals in the high SES group have more cultural capital, their children have the opportunity to study in more qualified schools and are more advantageous compared to their peers. Alexander, Entwisle and Olson (1998) stated that school-age children with low SES have a higher dropout rate. This is because children who have to work due to economic difficulties often drop out of school because they attach less importance to school. According to PISA reports (OECD, 2018), children from families with low economic status lag behind their peers in academic achievement and remain in a disadvantaged position throughout their education life. Strategies can be developed to reduce these inequalities when planning education and training activities.

In this study in which the listening skill self-efficacy perceptions of refugee students studying in secondary schools in Türkiye were examined according to various variables: it was determined that refugee students' listening self-efficacy perceptions were at a medium level. In the literature, there are studies investigating the effect of socio-economic status of students who learn Turkish as a foreign language on their academic self-efficacy. In their study to determine bilingual students' perceptions of speaking skill self-efficacy, İsci and Nevin (2021) found that students from low SES had lower self-efficacy than other students from high SES. Boztilki (2016) determined that there is a significant relationship between the academic achievement and self-efficacy of foreign students learning Turkish. Erdem, Altunkaya, and Ateş (2017) examined the reading self-efficacy perceptions of foreign students learning Turkish at "B" level and found that the participants' reading self-efficacy levels were above average as a result of the analyzes. Güleç and Kalenderoğlu (2023) found that the reading self-efficacy perceptions of Kazakh students studying at "C1" level were above average. Rahimi and Abedini (2009) stated in their study that there is a parallel relationship between listening skills and self-efficacy perception.

There are also studies that determine the effect of variables such as gender, mother tongue, age, place of birth, length of stay in Türkiye and reason for being in Türkiye on the academic self-efficacy of foreign students learning Turkish. İşçi (2019) found that the listening self-efficacy perceptions of bilingual 7th grade students differed according to the gender variable and the self-efficacy perceptions of girls were higher than boys. Based on this result, it can be said that gender has an effect on listening self-efficacy perception. One of the reasons for this difference based on gender variable can be shown that girls perform vocabulary, communicative gestures and word combining faster and earlier than boys (Eriksson et al., 2012). In addition, in studies aimed at determining the effects of anatomical brain differences on behaviors, it has been determined that women are better in the field of language skills and tests based on verbal production have been observed to support this situation (Halpern, 1992). Tulumcu (2014) found that there was a significant difference between the number of languages other than mother tongue and Turkish and the level of listening skill self-efficacy perception. Based on this result, it can be said that knowing a language other than mother tongue and mother tongue is effective on listening self-efficacy perception. Güleç and Kalenderoğlu (2023) found that there was a significant difference between the age level of foreign students learning Turkish and their listening skill self-efficacy perception. Onursal (2019) stated that individuals who start learning languages at an early age develop their creativity more and their motivation to learn other languages increases. Kara (1999) stated that learning a foreign language will become more difficult as the individual will be under the influence of the mother tongue more intensely as he/she gets older. In their study, Sevim and Varışoğlu (2024) found that there was a significant difference between students' geography

of origin and their perceptions of receptive language self-efficacy. In the aforementioned study, it was determined that the self-efficacy perception levels of students from the African continent were lower than those from Asia and Europe. This situation can be said to be due to differences in geography and culture. As a matter of fact, Concannon and Barrow (2009) found that the self-efficacy perceptions of foreign nationals coming from different continents and studying in the USA were different from each other. In societies with different cultural elements, self-efficacy perceptions also differ significantly (Scholz, Doña, Sud & Schwarzer, 2002). Therefore, it can be said that cultural elements have an effect on individuals' perceptions of academic self-efficacy.

As a result of the findings, it was determined that refugee students' self-efficacy perceptions of Turkish listening skills were at a medium level. While it was found to be significant according to the variables of refugee students' gender, mother tongue, place of birth and reason for being in Türkiye, no significant difference was found according to the variables of age and duration of stay in Türkiye. Based on these results; High self-efficacy perceptions of foreign language learners can increase their academic success and help them develop socially. Therefore, while preparing the course programs, they should be created in line with the needs of the target audience and in accordance with the contemporary education approach.

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