

## Samoefikasnost u nastavi engleskog jezika

### Self-efficacy in english language teaching and learning

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#### REZIME

U ovom radu autor se bavi ispitivanjem stavova učenika prema učenju engleskog jezika kao stranog merenjem samoefikasnosti, selfkoncepta, samopouzdanosti i socijalnog poređenja koji predstavljaju psihološke, odnosno, faktore ličnosti koji imaju veliku ulogu u uspešnom učenju stranog jezika. To se naročito odnosi na razvijanje govornih sposobnosti i sticanju komunikativne kompetencije na stranom jeziku kao glavnim ciljevima učenja stranog jezika u formalnom školskom sistemu. Autor ispituje ove varijable na uzorku učenika u populaciji osnovnih i srednjih škola s ciljem utvrđivanje razlika ne samo po pitanju uzrasta učenika nego i u pogledu razlike po polu među vršnjacima, učenicima osnovnoškolskog i srednješkolškog uzrasta. Na osnovu dobijenih rezultata autor izvodi zaključke i daje preporuke koje su veoma važne za buduću koncepciju nastave stranih jezika u osnovnim i srednjim

#### SUMMARY

In this paper the author examines the attitudes of students towards learning English as a foreign language by measuring self-efficacy, self-concept, self-assurance and social comparison, which represent psychological, i.e. personality factors. They play an important role in successful language learning, especially in developing and acquiring speaking skills and communicative competence in foreign language learning, as the main goals of foreign language learning in formal school system. The author measures these variables in a sample population of students in elementary and secondary schools with the aim to determine the difference not only in terms of students' age, but also by gender among both peers and students of primary and secondary schools. Based on findings the author draws conclusions and makes recommendations that are very important for the future conception of foreign language teaching and learning in elementary and secondary schools, for the cre-

školama, za kreiranje programa obuke i stručnog usavršavanja nastavnika i univerzitetskih studijskih programa.

**Ključne reči:** samoefikasnost, selfkoncept, samopouzdanost, socijalno poređenje, strani/engleski jezik

## UVOD

Nastava stranih jezika je veoma složena i na nju deluju brojni faktori koji se međusobno mogu ispreplitati, menjati i delovati različitim intenzitetom u pojedinim fazama učenja jezika. Među ovim faktorima svakako značajno mesto zauzimaju lični faktori učenika u koje možemo, pored ostalih, svrstati: samoefikasnost, selfkoncept i samopouzdanje. Samoefikasnost znači verovanje pojedinca da može postići uspeh/cilj u određenoj oblasti ili u onome što radi (Pajares, 2002). Termin selfkoncept, u opštem smislu, predstavlja sliku koju osoba ima o sebi (Oyserman, Elmore i Smith, 2011; Marsh 1990), a koja podrazumeva naš spoljni izgled, ono što mislimo i osećamo o sebi. Samopouzdanost označava poverenje koje osoba ima u sebe, svoje znanje i sposobnosti (Lewis, 1990). Bez samopouzdanja, pozitivne slike o sebi koja je usaglašena sa idealnim selfom i realnošću, nema uspeha u onome što radimo i želimo da postignemo u životu. Majkl Erdžajl (Argyl, 2008) smatra da postoje četiri glavna faktora koja utiču na razvoj usaglašene slike o sopstvenim sposobnostima: kako drugi ljudi reaguju na nas, način na koji mi sebe poredimo sa drugima, koja je naša uloga u društvu i do koje mere se identifikujemo sa drugim osobama. Ukoliko se u poređenju sa drugima osećamo jednako ili više vrednim, ili ukoliko su ljudi oko nas

ation of teacher training programs and their professional development and for university curricula.

**Key words:** foreign/ English language, self-assurance, self-concept, self-efficacy, social comparison

## INTRODUCTION

Foreign languages teaching and learning is a very complex phenomenon influenced by numerous factors that can be mutually interwoven, eventually can change and have different intensity in different periods in language learning. Among these factors personality factors are certainly of great importance including, among others: students' self-efficacy, self-concept and self-assurance. Self-efficacy means how an individual perceives he/she can achieve success/goal in a particular area or in what he/she is doing (Pajares, 2002). The term self-concept, in general, represents an image that people have about themselves (Oyserman, Elmore & G. Smith, 2011; Marsh 1990), which means outward appearance, what they think and how they feel about themselves. Self-assurance means that a person has confidence in himself/herself, his/her knowledge and abilities (Lewis, 1990). Without self-confidence, positive self-image that are congruent with the ideal self and reality, there is no or little success in what we do and we want to achieve in life. Argyl Michael (2008) believes that there are four main factors that influence the development of congruent image of our own abilities: how other people react to us, the way in which we compare ourselves with others, our role in society and to what extent we identify ourselves with other people. If, in comparison with others, we feel equally or more important, or if people around us are

uspešnji, tada možemo imati negativnu sliku o sebi i svojim sposobnostima i umanjiti svoje samopouzdanje.

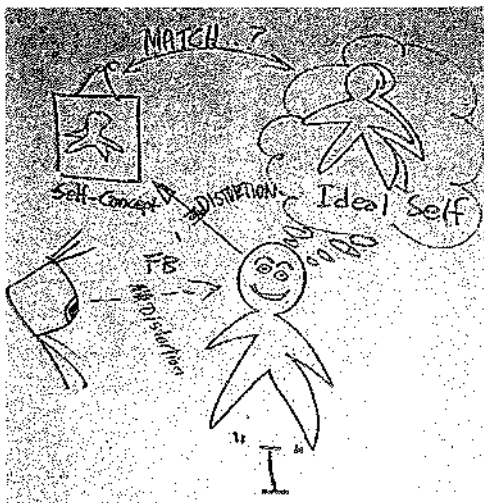
more successful, then we can have a negative image of ourselves and our abilities, and our self-assurance will be weakened.

## SLIKA 1

Selfkoncept

## PICTURE 1

Self-concept



<http://namafigu.tripod.com/pictures-of-self-concept.html>

Svest o sopstvenim sposobnostima, verovaljanost u rezultate učenja, želja za sticanjem novih saznanja, pozitivna slika o sebi i sagledavanje ličnih potreba i mogućnosti su itekako veliki motivacioni faktori za učenje stranog jezika i postizanje dobrih rezultata. Self-koncept oblikuje naše iskustvo u procesu učenja i on može biti nizak ukoliko učenik postiže slabije rezultate u učenju, što direktno utiče i na nizak nivo samopouzdanja. Ovakva (negativna) iskustva se ukorenjuju u mozgu u vidu jake emocije i ukoliko se ponavljaju mogu prouzrokovati ozbiljne emocionalne probleme kod učenika koji dalje, u vidu domino efekta, uzrokuju seriju loših postignuća u učenju ili/i povlačenju učenika

Awareness of one's own capabilities, belief in successful performance, the desire to acquire new knowledge, positive self-image and perception of personal needs and abilities are great motivational factors in foreign language learning and achievements. Self-concept shapes our experience in learning process and it may be low if the student achieves poorer results in learning, which directly affects the low level of confidence. This (negative) experiences are stored in the brain as a strong emotion and, if repeated, can cause serious emotional problems in students which further, in a domino effect, cause a series of poor achievements in learning and/or withdrawal of the student. The

u sebe. Uloga nastavnika je, takođe, važan faktor u nastavi stranih jezika. Nastavnik mora da, pored odličnog poznavanja jezika, teorije i metodike nastave engleskog jezika, bude pripremljen i obučen da se nosi sa ovim problemima, da podstiče i motiviše učenika na rad, da razvija i stimuliše samopouzdanje i pozitivne vrednosne stavove kod učenika, posebno kada dođe do pada motivacije i želje za učenjem zbog doživljenog neuspjeha.

Iz tih razloga autor je odlučio da istraži ovu problematiku kod učenika osnovnih i srednjih škola i da utvrdi da li postoji razlika po ovim parametrima na različitim uzrastima učeničke populacije. Imajući u vidu i činjenicu da bi razlike mogle postojati po svim ili pojedinim varijablama među dečacima i devojčicama, autor je odlučio da ispita i eventualne razlike po polu u celom uzorku i među vršnjacima na istom uzrastu.

U nastavku rada slede hipoteze i zadaci istraživanja, kratak opis instrumenta korištenog u istraživanju, populacije i uzorka i analiza rezultata dobijenih u istraživanju.

## HIPOTEZE I ZADACI ISTRAŽIVANJA

U ovom istraživanju polazimo i od sledećih hipoteza:

1. Nema razlike u stavovima između učenika osnovnih i srednjih škola u pogledu samoeфикаsnosti u nastavi engleskog jezika i govora.

2. Nema razlike u stavovima između učenika u pogledu samoeфикаsnosti u nastavi engleskog jezika i govora s obzirom na pol.

role of teachers is also an important factor in foreign language teaching and learning. Teachers have to, in addition to mastering language skills, theory and methodology in English language teaching and learning, be prepared and trained to deal with these issues, to encourage and motivate students to work, to develop confidence and foster positive values and attitudes in students, especially when motivation and the desire to learn are undermined by the experienced failure.

For these reasons, the author decided to measure this issue in elementary and secondary schools and to determine whether there are differences in these parameters at different age groups of the student population. Bearing in mind the fact that differences may exist in all or some of the variables among boys and girls, the author decided to explore the possible differences by gender in the whole sample and among peers of the same age. A brief description of the instrument, population, sample and the analysis of findings in research are given below.

## HYPOTHESES AND TASKS OF THE RESEARCH

In this research we have started from the following hypotheses:

1. There are no differences in attitudes between primary and secondary schools in terms of self-efficacy in English language teaching and learning and developing speaking skills.

2. There are no differences in attitudes between students in terms of self-efficacy in English language teaching and learning and developing speaking skills by gender.

3. Nema razlike u stavovima između učenika u osnovnim školama u pogledu samoeфикаsnosti u nastavi engleskog jezika i govora s obzirom na pol.

4. Nema razlike u stavovima između učenika u srednjim školama u pogledu samoeфикаsnosti u nastavi engleskog jezika i govora s obzirom na pol.

Zadaci istraživanja su sledeći:

1. Utvrditi da li postoji razlika između stavova učenika osnovnih i srednjih škola u pogledu samoeфикаsnosti u nastavi engleskog jezika i govora.

2. Utvrditi da li postoji razlika između stavova učenika u pogledu samoeфикаsnosti u nastavi engleskog jezika i govora s obzirom na pol.

3. Utvrditi da li postoji razlika između stavova učenika u osnovnim školama u pogledu samoeфикаsnosti u nastavi engleskog jezika i govora s obzirom na pol.

4. Utvrditi da li postoji razlika između stavova učenika u srednjim školama u pogledu samoeфикаsnosti u nastavi engleskog jezika i govora s obzirom na pol.

## OPIS MERNOG INSTRUMENTA

U istraživanju korišten je Upitnik o samoeфикаsnosti u nastavi engleskog jezika (govora) SDQ II – Self Description Questionnaire. Ovaj upitnik sastavio je i primenio Dejvid Marš (Marsh 1992). za nastavu matematike. Mi smo ga preuzeli u celini i prilagodili za nastavu engleskog jezika i razvijanje veštine govora. Na osnovu analize pouzdanosti testa dobili smo  $\alpha=0,96$  za celi

3. There are no differences in attitudes between students in the elementary schools in terms of self-efficacy in English language teaching and learning and developing speaking skills by gender.

4. There are no differences in attitudes between students in secondary schools in terms of self-efficacy in English language teaching and learning and developing speaking skills by gender.

The tasks of the research are as follows:

1. To determine whether there is a difference between the attitudes of students in elementary and secondary schools in terms of self-efficacy in English language teaching and learning and developing speaking skills.

2. To determine whether there is a difference between the attitudes of students in terms of self-efficacy in English language teaching and learning and developing speaking skills by gender.

3. To determine whether there is a difference between the attitudes of pupils in primary schools in terms of self-efficacy in English language teaching and learning and developing speaking skills by gender.

4. To determine whether there is a difference between the attitudes of students in secondary schools in terms of self-efficacy in English language teaching and learning and developing speaking skills by gender.

## DESCRIPTION OF THE MEASURING INSTRUMENT

We applied the SDQ II - Self Description Questionnaire in English language teaching (speaking) in our research. The questionnaire was designed and applied by David Marsh in 1992 in teaching mathematics. We took it over

instrument. Samoefikasnost u našem radu definišemo kao učenikovo viđenje svoje uspješnosti ili produktivnosti u pogledu poznavanja engleskog jezika i sposobnosti govora/izražavanja na engleskom jeziku.

Upitnik SDQ II se sastoji od četiri subtesta: 1) jezički selfkoncept (SEK) ili jezička samosvest/samopoznanje, 2) jezička samoefikasnost (SAE), 3) samopouzdanost u engleskom jeziku (SAP) i 4) socijalno poređenje u engleskom jeziku (SOP). Na pitanja se odgovara skalom u rasponu od 1 = *nije tačno*, 2 = *uglavnom netačno*, 3 = *više netačno nego tačno*, 4 = *više tačno nego netačno*, 5 = *uglavnom tačno*, do 6 = *potpuno tačno*. Subtest *Jezički selfkoncept* (SEK) se sastoji od 19 ajtema na koje učenik odgovara na osnovu gore pomenute skale. Ajtemi pod brojem: 2, 4, 5, 8, 10, 12, 13, 15, 16 i 17 skoruju se obrtanjem skale. Subtest *Jezička samoefikasnost* (SAE) sadrži 10 pitanja i sva pitanja se skoruju po datoj skali. *Samopouzdanost u engleskom jeziku* (SAP) je treći subtest i njega smo morali da sastavimo sami kako bi bio valjan za naše istraživanje. Sastoji se od pet pitanja, a treći i četvrti ajtem skoruju se obrtanjem skale. Subtest *socijalno poređenje u engleskom jeziku* (SOP) sadrži pet ajtema i meri učenikovu sopstvenu procenu poznavanja engleskog jezika i vladanje govornim sposobnostima u odnosu na vršnjake, a skoruje se prema definisanim vrednostima na skali.

## POPULACIJA I UZORAK ISTRAŽIVANJA

S ciljem pravilnog tumačenja rezultata istraživanja neophodno je opisati populaciju i uzorak na kojom je vršeno ispitivanje. S obzirom na to da je istraživanje rađeno u Ba-

and adapted it for teaching English and developing speaking skills. Based on the analysis of the reliability of the test, we obtained  $\alpha = 0.96$  for the whole instrument. In our paper self-efficacy is defined as a student's view of his/her achievements and productivity in terms of English language usage and oral performance in English.

The SDQ II Questionnaire consists of four subtests: 1) linguistic self-concept (SEC) or linguistic self-consciousness, 2) linguistic self-efficacy (SAE), 3) self-assurance in the English language (SAA) and 4) social comparison in the English language (SOP).

The questions are answered on a scale ranging from 1=strongly disagree, 2=mostly disagree, 3=more disagree than agree, 4=more agree than disagree, 5=mostly agree, up to 6=strongly agree.

*Linguistic self-concept* subtest consists of 19 items to which a student responds by using the scale above. Items under numbers 2, 4, 5, 8, 10, 12, 13, 15, 16, 17 are rated in reversal meaning of the scale. *Linguistic self-efficacy* subtest contains 10 questions and all questions are rated on the given scale. *Self-assurance* in the English language is the third subtest, and we had to create it in order to be valid for our research. It consists of five questions, and the third and fourth items are reversals. The subtest *Social comparison in the English language* contains five items.

## POPULATION AND SAMPLE

For the purpose of proper interpretation of findings it is necessary to describe the population and sampling. Given the fact that the survey was done in Banja Luka, we will describe student population of this region. The

njoj Luci, opisaćemo populaciju učenika ove regije. Ukupan broj učeničke populacije u uzrastu sa kojim je rađeno istraživanje i koji uče engleski jezik iznosi 13.650, od toga u osnovnim školama je 5.040: u VII razredu je 1.537, u VIII je 1.777, a u IX razredu 1.726 učenika. U srednjim školama situacija je sledeća: ukupan broj učenika koji uče engleski jezik iznosi 8.610, u prvoj godini je 2.375, u drugoj godini 2.396, u trećoj godini 2.222 i u četvrtoj godini 1.617 učenika.<sup>1</sup>

Uzrast učenika osnovnih škola koji su učestvovali u istraživanju bio je od 12 do 14 godina, odnosno VII, VIII i IX razredi. Ukupan broj učenika osnovnih škola iznosio je 538, od toga 255 muškog i 283 ženskog pola. I ovde moramo naglasiti da je manji uzorak učenika devetog razreda jer su se i oni raspustili ranije zbog upisa u srednju školu, a učenici osmih razreda su bili nedelju dana na ekskurziji.

Uzorak učenika u srednjim školama iznosio je 628, od toga 273 dečaka i 355 devojčica. Ovde moramo napomenuti da je sastav odeljenja i broj učenika u srednjim školama bio različit: neka odeljenja su brojala veliki broj učenika (do 40), drugi su se delili na dve grupe, te je broj učenika bio znatno manji (na primer 18), a u nekima su se spajala po dva odeljenja zbog malog broja učenika u grupama. U istraživanju su učestvovali učenici svih razreda srednje škole (I-IV). Poznato je da se maturanti raspuštaju ranije i iz tih razloga je manji broj učenika IV razreda, kao i završnih razreda trogodišnjih stručnih škola. Zbog već formiranih odeljenja u školama, a zavisno i od vrste škola koju učenici pohađaju, nije se mogla postići ujednačenost po polu. Poznato je da određene škole i

total number of student population learning English in the age group in which research was done is 13,650, out of which the primary school students are 5,040: in the grade VII 1,537, grade VIII 1,777, and 1,726 students in grade IX. In secondary schools the situation is as follows: the total number of students learning English is 8,610, in the first year there are 2,375, in the second year, 2,396, and in III and IV year 2,222 and 1,617 students, respectively.<sup>1</sup>

The primary school students who participated in research are 12-14 of age, i.e. VII, VIII and IX grades. The total number of primary school students is 538, out of which 255 are male and 283 female. We have to emphasize that we have a smaller sample of ninth grade students because the school year finished earlier for them, before the enrollment in secondary school and the eighth grade students were on a week excursion.

The sample of students in secondary schools is 628, out of which 273 are boys and 355 girls. However, we have to note that the composition of classes and number of students in secondary schools were different: some classes had a large number of students (up to 40). Others were divided into two groups, and the number of students was much lower (e.g. 18), and some classes were composed of two classes because of a small number of students in groups. Research involved students of all grades of secondary school (I-IV). It is known that secondary school graduates finish the school earlier and for this reason there is smaller number of fourth-grade students, as well as of the final year of three-year vocational schools. Since classes have already been formed in schools, and depending on the type of school that students attend, we were unable to achieve equalisation by gender. It is known

<sup>1</sup> Podaci Ministarstva prosvjete i kulture Republike Srpske.

<sup>1</sup> Data from the Ministry of Education and Culture of the Republic of Srpska.

smerove uglavnom pohađaju dečaci (tehnička, elektrotehnička), a neke druge devojčice (medicinska, ekonomska, gimnazija).

U Tabeli 1 prikazan je broj učenika po polu i uzrastu obuhvaćenih istraživanjem.

that mainly boys attend certain schools (technical, electrical) and girls some others (medical, economic, gymnasium).

Table 1 shows the number of students by gender and age group.

## TABELA 1

Broj učenika u uzorku

### TABLE 1

Number of students in the sample

Grade	PRIMARY SCHOOLS				SECONDARY SCHOOLS					
	VII	VIII	IX	Total	I	II	III	IV	Total	Total
Male	123	85	47	255	123	42	90	18	273	528
Female	129	91	64	283	137	86	90	42	355	638
Total	252	176	110	538	260	128	180	60	628	1166

Kako bismo utvrdili da li je uzorak reprezentativan izračunali smo standardnu grešku proporcije uzorka. Standardna greška proporcije uzorka učenika na osnovnom skupu izračunata je prema obrascu (Mužić, 1977, str. 549):

$$Sp = \sqrt{\frac{p \cdot q}{N-1}} = \sqrt{\frac{0.085 \cdot 0.915}{13650-1}} = \sqrt{\frac{0.0778}{13649}} = \sqrt{0.0000057} = 0.0023$$

Vrednost  $Sp = 0,0023$  ukazuje da će se nalazi ovog istraživanja odnositi na više od 99% učenika. Na osnovu rečenog možemo zaključiti da naš uzorak može biti reprezentativan za Banju Luku.

To determine whether the sample is representative, we calculated the standard error of sample proportion. Standard error of sample proportions of students in the basic group was calculated according to the formula (Mužić, 1977, p. 549):

The value of  $Sp = .0023$  indicates that the findings of this research is valid for more than 99% of student population. Therefore, we can conclude that our sample is representative for Banja Luka.



## STATISTIČKA ANALIZA REZULTATA O SAMOEFIKASNOSTI U NASTAVI ENGLESKOG JEZIKA

S obzirom na to da smo imali dve kategorije učenika u celokupnom ispitanom uzorku po uzrastu: učenici osnovnih i srednjih škola, odlučili smo da utvrdimo da li postoji razlika u skorovima učenika na testu Samoefikasnost u nastavi engleskog jezika/govora – SDQ II. Nalazi u Tabeli 2 pokazuju da su učenici osnovnih škola postigli viši skor u odnosu na učenike srednjih škola na subtestu selfkoncept, a što je statistički značajno ( $t = 4,01$ ) na nivou 0,001, kao i na elementu testa koji meri socijalno poređenje.

### TABELA 2

Razlika aritmetičkih sredina i njihova značajnost na testu SDQ II po školama

### TABLE 2

Mean differences and their significance on SDQ II by schools

Variables	School	N	M	SD	t	p
SEC	PS	538	86.2361	20.7955	4.011	.000
	SS	628	81.3551	20.6425		
SAE	PS	538	43.4517	12.9483	3.165	.002
	SS	628	41.0446	12.9447		
SAA	PS	538	21.1766	5.1579	2.516	.012
	SS	628	20.3487	5.9547		
SOC	PS	538	21.7361	6.9250	4.878	.000
	SS	628	19.7755	6.7707		

*Legenda:* OŠ – osnovne škole; SŠ – srednje škole; N – broj učenika; M – aritmetička sredina; SD – standardna devijacija; t – vrednost; df – stepen slobode; SEK – selfkoncept; SAE – samoefikasnost; SAP – samopouzdanost; SOP – socijalno poređenje

## STATISTICAL ANALYSIS OF FINDINGS ON SELF- EFFICACY IN ENGLISH LANGUAGE TEACHING AND LEARNING

Given that we had two categories of students in the overall sample: primary and secondary school students, we decided to measure whether there is a difference in students' scores on tests of self-efficacy in English language teaching and learning – SDQ II. Based on Table 2 we can see that primary school students achieved a higher score compared to secondary school students on subtests self-concept, which is statistically significant ( $t = 4.01$ ) at .001, and on the test element that measures social comparison.

*Legend:* PS–Primary School, SS–Secondary School, N–number of students; M–arithmetic mean, SD–standard deviation, t– value, df–degree of freedom; SE –self-concept; SAE–self-efficacy; SAA–self-assurance, SOC–social comparison

Uopšteno gledano, na osnovnoškolskom uzrastu učenici imaju pozitivnije stavove prema učenju engleskog jezika i nastavi govora u odnosu na učenike srednjih škola. Isto tako, kada je u pitanju samoeфикаsnost u nastavi engleskog jezika, učenici osnovnih škola smatraju da postižu bolje rezultate u odnosu na učenike srednjih škola. Statistički, ova razlika je značajna na nivou 0,001. Kod samopouzdanosti učenici na osnovnoškolskom uzrastu imaju više skorove od srednjoškolaca. I ove razlike su značajne na nivou 0,001.

Ukoliko posmatramo instrument u celini, učenici nižeg uzrasta više vrednuju svoju samoeфикаsnost u nastavi engleskog jezika/govora u poređenju sa uzorkom srednjoškolskog uzrasta. Ovakvi stavovi su i logični jer na višem uzrastu deca imaju kritičniji stav prema sebi i drugima, s jedne strane, a sa druge strane, ove rezultate možemo objasniti i uticajem faktora motivacije koji je veoma bitan u nastavi stranih jezika. Naime, učenici osnovnih škola počinju da uče strani jezik i više su motivisani. Do tada su se svakodnevno susretali sa engleskim jezikom samo putem filma, muzike, kompjutera i žele da ga nauče. Po našem mišljenju, kod učenika srednjih škola dolazi do pada motivacije iz nekoliko razloga: gradivo iz osnovne škole se dobrim delom ponavlja i u srednjoj školi; tradicionalna nastava, koja još uvek dominira u našoj sredini na časovima engleskog jezika, ne može zadovoljiti potrebe učenika na ovom uzrastu i želju za novim saznanjima jer su nužno stavljeni u pasivnu poziciju gde im se „servira” šta će učiti, umesto da budu aktivni kreatori u nastavi stranog jezika. Osim toga, oni su u periodu adolescencije kada ih zanimaju mnoge stvari, preispituju sebe i svoje okruženje, skloni su ka odbacivanju

Generally speaking, younger students have more positive attitudes towards learning English and developing speaking skills compared to secondary school students. Similarly, when we consider self-efficacy in English language teaching and learning, primary school students believe that they achieve better results compared to secondary school students. Statistically, this difference is significant at 0.001 level. With regard to self-assurance, primary school students achieved higher scores than secondary school students. These differences are also significant at 0.001.

If we consider the instrument as a whole, junior students assess their self-efficacy in English language learning higher compared with the sample of senior students. Such attitudes are logical, because older children have more critical attitude toward themselves and others, on one hand, and on the other, these results may be explained by the influence of motivational factors, which are very important in foreign language teaching and learning. Specifically, primary school students are beginning to learn a foreign language and are more motivated. Until then, they were daily exposed to the English language only through film, music, computers and they want to learn it. In our opinion, in secondary school students, motivation weakens for several reasons: teaching content from primary school is repeated in secondary school to great extent. Secondly, traditional teaching still dominates in English lessons in our region, which cannot meet the needs of students and their desire to acquire new knowledge at this age because they are placed in a passive position in which they are “served” what to learn, rather than to be active creators in foreign language teaching and learning. In addition, they are in the period of adolescence when they are interested in many things: they judge themselves and their environment, tend to reject authority, even the

autoriteta, pa i uticaja nastavnika u školama, a moguće je da im se prioriteti menjaju i da im škola, a samim tim i časovi engleskog jezika, postaju manje važni.

Nastavnike bi trebalo upoznati sa ovim rezultatima istraživanja jer oni nedvosmišleno govore da u srednjim školama treba više raditi na motivaciji učenika upotrebom raznih interaktivnih metoda, ali i osluškivanjem potreba učenika na tom uzrastu kako bi odabir tema i materijala za nastavu stimulisao učenike za rad. Potrebno je organizovati nastavu tako da se prilagodi potrebama i željama učenika i njihovom jezičkom znanju, te je moguće organizovati i diferenciranu nastavu s obzirom na različit nivo predznanja koji učenici imaju.

### Statistička analiza rezultata o samoeфикаsnosti u nastavi engleskog jezika po polu

Pored uzrasta učenika, bitan faktor u nastavi stranih jezika i razvijanju veštine govora može biti i pol učenika. U ovom delu razmotrićemo dobijene rezultate na *Testu samoeфикаsnosti u nastavi engleskog jezika/govora* po polu.

U Tabeli 3 dajemo razliku aritmetičkih sredina i njihovu značajnost na testu SDQ II po polu za ceo uzorak učenika.

influence of teachers in schools. It is possible that their priorities are changing and that school, and consequently English lessons, become less important.

Teachers should be familiar with these findings because they clearly show that secondary schools should work more on student motivation by using a variety of interactive methods, and also by listening to the needs of students of this age group so that the selection of topics and teaching materials would stimulate students to work. It is necessary to adapt teaching to the needs and desires of students and their linguistic competence. It is possible to organize differentiated teaching due to different level of knowledge that students have acquired.

### Statistical analysis of findings on self-efficacy in English language teaching and learning by gender

In addition to students' age, an important factor in foreign language teaching and developing speaking skills can be students' gender. In this section we will look at the results obtained on the test of self-efficacy in English language teaching and learning by gender.

In Table 3, the mean differences and their significance on the SDQ II are presented by gender for the entire sample of students.

TABELA 3

Razlika aritmetičkih sredina i njihova značajnost na testu SDQ II po polu na uzorku

TABLE 3

Mean differences and their significance on SDQ II by gender

Variables	Gender	N	M	SD	t	p
SEC	M	528	79.0379	21.3700	-6.945	.000
	F	638	87.3887	19.6311		
SAE	M	528	40.8561	13.6740	-3.117	.002
	F	638	43.2304	12.3151		
SAA	M	528	19.7538	5.3137	-5.472	.000
	F	638	21.5392	5.7303		
SOC	M	528	20.9167	6.9406	1.064	.288
	F	638	20.4843	6.8820		

Legenda: M – muški; Ž – ženski; N – broj učenika; M – aritmetička sredina; SD – standardna devijacija; t – vrednost; df – stepen slobode; SEK – selfkoncept; SAE – samoeфикаsnost; SAA – samopouzdanost; SOP – socijalno poređenje

Legend: M – male; F – female; N – number of students; M – arithmetic mean, SD – standard deviation, t – value, df – degree of freedom; SE – self-concept SAE – self-efficacy; SAA – self-assurance, SOC – social comparison

Na osnovu podataka iz Tabele 4 vidimo da su devojčice postigle viši skor od dečaka na subtestovima *selfconcept* i *samopouzdanje*. Uz t-vrednosti 6,95 i 5,47, možemo zaključiti da su ove razlike statistički značajne na nivou 0,001. Isto tako, devojčice su postigle i više skorove na subtestu samoeфикаsnosti koji su statistički značajni na nivou 0,001. Kada je u pitanju četvrti subtest kojim učenici porede sebe sa drugima, vidimo da nema razlike u skorovima između dečaka i devojčica, što pokazuje i p-vrednost: 0,288. Iz ovoga se može zaključiti da su devojčice samopouzdanije, vrednije i marljivije, te se ovakvi rezultati na prva tri testa selfkoncepta, samopouzdanje i samoeфикаsnosti mogu pripisati ovim atributima. Kada je u pitanju socijalno poređenje, očigledno je da dečaci

Based on data in Table 4, we can notice that the girls achieved higher scores than boys on subtests measuring self-concept and self-assurance. With a degree of freedom of 1164, and t-values of 6.95 and 5.47, we can conclude that these differences are statistically significant at 0.001. The girls also have higher scores on self-efficacy subtest that are statistically significant at 0.001. Regarding the fourth subtest, in which students compare themselves with others, we can see no difference in scores between boys and girls, as shown by the p-value: 0.288. This indicates that girls are more self-confident, more diligent and hard-working, therefore, the findings for the first three subtests: self-concept, self-assurance and self-efficacy can be assigned to these attributes. Regarding so-

žele da sebe predstavu u najboljem svetlu, te da su verovatno njihovi stavovi subjektivni, dok kod devojčica verovatno postoji veća doza objektivnosti.

Nastavnici bi trebalo da budu svesni razlike u stavovima učenika prema nastavi stranog jezika, a i prema životu uopšte, s obzirom na pol učenika, te da u tom smislu nastoje da razvijaju veće samopouzdanje, bolje radne navike kod dečaka i da je to ono po čemu se osoba vrednuje, a ne želja da se predstavimo onakvim kakvim, zapravo, nismo. Kada su u pitanju devojčice, nadograđivati i dalje razvijati sposobnosti koje već poseduju.

S obzirom na to da se radi o izdiferenciranom uzorku po uzrastu, odnosno, učenicima osnovnih i srednjih škola, neophodno je uraditi analizu podataka po ovim kategorijama kako bismo utvrdili da li postoje statističke značajne razlike unutar uzorka po polu.

### Statistička analiza rezultata o samoeфикаsnosti u nastavi engleskog jezika u osnovnim školama po polu

Kao što smo naveli i prethodnim paragrafima, zbog starosne i polne razlike u uzorku morali smo uraditi posebno analizu po osnovnim i srednjim školama.

Na osnovu razlike aritmetičkih sredina na testu SDQ II možemo zaključiti da na osnovnoškolskom uzrastu postoji najveća razlika između dečaka i devojčica na subtestu selfkoncepta u korist devojčica. Većina razlika je statistički značajna na nivou 0,001, ali u korist devojčica (Tabela 4).

cial comparison, it is obvious that the boys want to present themselves in the best light, and that their views are probably subjective, whereas the girls probably possess a higher dose of objectivity.

Teachers should be aware of differences in students' attitudes toward foreign language teaching, and life in general, with regard to the gender of students. In this sense, they should tend to develop greater self-confidence, better work habits in boys. These are the values people respect and not the image a person want to create of himself/herself. When girls are concerned, teachers should build on and further develop the capabilities they already possess.

Given that the sample is differentiated by the age i.e. primary and secondary schools, it is necessary to analyse data by these parameters to determine whether there are significant differences within the sample by gender.

### Statistical analysis of findings on self-efficacy in English language teaching and learning by gender in primary schools

As we have mentioned in the preceding paragraphs, due to age and gender differences in the sample we had to do a separate analysis for primary and secondary schools.

Based on the mean differences on the SDQ II, it can be concluded that at the junior level there are greatest differences between male and female on the subtests self-concept in favor of female. Most of the differences are statistically significant at the 0.001 level, in favor of girls (Table 4).

## TABELA 4

Razlika aritmetičkih sredina i njihova značajnost na testu SDQ II po polu za osnovne škole

## TABLE 4

Mean differences and their significance on SDQ II by gender for primary schools

Variables	Gender	N	M	SD	t	p
SEC	M	255	80.9961	21.7644	-5.709	.000
	F	283	90.9576	18.6988		
SAE	M	255	41.2627	13.9737	-3.768	.000
	F	283	45.4240	11.6255		
SAA	M	255	19.9020	5.2566	-5.592	.000
	F	283	22.3251	4.7936		
SOC	M	255	20.9333	7.3757	-2.565	.011
	F	283	22.4594	6.4198		

Legenda: M – muški; Ž – ženski; N – broj učenika; M – aritmetička sredina; SD – standardna devijacija; t – vrednost; df – stepen slobode; SEK – selfkoncept; SAE – samoeфикаsnost; SAP – samopouzdanost; SOP – socijalno poređenje

Legend: M-male; F-female; N- number of students; M-arithmetic mean, SD-standard deviation, t- value, df-degree of freedom; SE-self-concept SAE-self-efficacy; SAA-self-assurance, SOC-social comparison

Razlike u aritmetičkim sredina veće su nego bilo gde (u poređenju sa srednjim školama -- vidi u nastavku -- i celim uzorkom). Samo ako posmatramo aritmetičke sredine, bez *t*-vrednosti, možemo zaključiti da je razlika među dečacima i devojčicama u osnovnim školama značajna. Ovo možemo objasniti činjenicom, do kojih se došlo u drugim istraživanjima, da na ovom uzrastu devojčice imaju razvijeniju verbalnu sposobnost u odnosu na dečake. Verbalni faktor inteligencije, po kojem su devojčice superiornije, direktno je povezan sa učenjem gramatike engleskog kao stranog jezika (Lukić-Domuz, 2001). S obzirom na to da je predmet našeg istraživanja razvijanje veštine govora u nastavi engleskog jezika, a gramatika predstavlja i nerazdvojni deo ove veštine, te da je veština

Mean differences are greater than anywhere else (as compared with secondary schools - see below - and with all of the sample). If we look only at the arithmetic means, without *t*-values, we can conclude that the differences between male and female in primary schools are significant.

This can be explained by the fact, which have been found in other research, that at this age girls have more developed verbal abilities compared to boys. Verbal factor of intelligence, by which girls are more superior, is directly correlated to English grammar teaching and learning (Lukić-Domuz, 2001). Given that the subject of our research is developing speaking skills in English language teaching and learning, that grammar represents an integral part of this skill, and

govora na engleskom jeziku usko povezana sa verbalnom sposobnošću, možemo izvesti zaključak da su rezultati, dobijeni na *Upitniku o samoefikasnosti u nastavi engleskog jezika/govora* kod učenika osnovnih škola, očekivani.

Osim toga, postignute rezultate možemo objasniti i sa kulturološkog aspekta. Naime, devojčice teže da izražavaju svoje mišljenje otvorenije i da se poveravaju, sklone su objektivnijem posmatranju stvarnosti, a dečaci to nerado čine jer će se, u protivnom, smatrati da su slabiji. I u ovom slučaju nastavnici bi trebalo da rade na razbijanju nekih kulturnih stereotipa što bi u izvesnoj meri moglo da doprinese poboljšanju situacije kada su u pitanju stavovi dečaka o učenju stranih jezika, ali i druge životne okolnosti.

### Statistička analiza rezultata o samoefikasnosti u nastavi engleskog jezika u srednjim školama po polu

Kada su u pitanju rezultati na *Upitniku SDQ II* za srednje škole, a po pitanju razlika između dečaka i devojčica, onda je situacija sledeća: devojčice su uglavnom postigle više skorove na subtestovima, osim na socijalnom poređenju. Na srednjoškolskom uzrastu dečaci imaju viši skor na socijalnom poređenju. Sve razlike u aritmetičkim sredinama su značajne, osim na subtestu kojim učenici procenjuju svoje rezultate u učenju stranog jezika i govora. Samo u elementu samoefikasnosti dečaci i devojčice u srednjim školama jednako procenjuju svoju uspešnost (Tabela 5).

that speaking skill is closely related to verbal ability, we can deduce that the findings obtained on the questionnaire on self-efficacy in English language teaching and learning in elementary school are expected.

In addition, the findings could be also considered from the cultural point of view. Specifically, girls tend to express their opinions openly and confide to others and they tend to be more objective in observing reality. However, the boys are reluctant to do it because, otherwise, they would be considered weak. In this case, teachers should also work to break down some cultural stereotypes which could, to some extent, contribute to improving the situation regarding male attitudes to foreign language learning, as well some other life circumstances.

### Statistical analysis of findings on self-efficacy in English language teaching and learning by gender in secondary schools

Regarding the results on the *SDQ II* for secondary schools, in terms of differences between male and female, the situation is as follows: girls generally achieved greater scores on all subtests, except for social comparison. At senior level, boys have greater scores on social comparison. All mean differences are significant, except for the subtests which measured their assessment of their performance in foreign language learning and developing speaking skills. Only in self-efficacy, boys and girls in secondary schools equally assessed their achievements (Table 5).

## TABELA 5

Razlika aritmetičkih sredina i njihova značajnost na testu SDQ II po polu za srednje škole

## TABLE 5

Mean differences and their significance on SDQ II by gender for secondary school

Variables	Gender	N	M	SD	t	p
SEC	M	273	77.2088	20.8691	-4.481	.000
	F	355	84.5437	19.9158		
SAE	M	273	40.4762	13.4024	-.965	.335
	F	355	41.4817	12.5829		
SAA	M	273	19.6154	5.3724	-2.720	.006
	F	355	20.9127	6.3161		
SOC	M	273	20.9011	6.5216	3.690	.000
	F	355	18.9099	6.8402		

Legenda: M – muški; Ž – ženski; N – broj učenika; M – aritmetička sredina; SD – standardna devijacija; t – vrednost; df – stepen slobode; SEK – selfkoncept; SAE – samoefikasnost; SAP – samopouzdanost; SOP – socijalno poređenje

Legend: M–male; F–female; N– number of students; M–arithmetic mean, SD–standard deviation, t– value, df–degree of freedom; SE–self-concept SAE–self-efficacy; SAA–self-assurance, SOC–social comparison

Ovakve razlike rezultata na testu *Samoeфикаsnost u nastavi engleskog jezika/govora* među polovima učenika srednjih škola možemo objasniti činjenicom da dečaci u našem uzorku prolaze period adolescencije, kada prerastaju u muškarce i imaju veću potrebu za dokazivanjem, a što može biti uzrok višem skor na socijalnom poređenju u odnosu na devojčice. Oni smatraju svoje znanje engleskog jezika i govora jednako dobrim ili čak boljim u odnosu na svoje vršnjake.

Kulturološki gledano, žene na Balkanu su pokorne, što se smatra vrlinom i sebe često vide u podređenom položaju u odnosu na druge, posebno kada je u pitanju suprotni pol. Kulturni stereotip se prenosi i na školstvo, tako da će muškarci pripisati sebi attribute koje možda i ne poseduju, čak i kada

Such differences between the results on self-efficacy test in English language teaching and learning by gender in secondary schools can be explained by the fact that the boys during adolescence, when they grow up into men, have greater need to prove themselves which can cause a higher score in social comparison compared to girls. Boys judge their performance in English and speaking equally efficient or even better in comparison to their peers.

Culturally speaking, women are submissive on the Balkans, which is considered a virtue, and they often consider themselves at a disadvantage compared to others, especially when the opposite sex is concerned. Cultural stereotypes are transferred to education, so that a male will assign to himself the attributes that he may not possess, even in foreign language



je u pitanju učenje stranog jezika i govora, a žene su sklone kirtičnijem odnosu prema sebi, pa i umanjivanju svog znanja. Kada su u pitanju kulturni stereotipi, nastavnik treba da teži njihovom umanjivanju ili uklanjanju. U ovom slučaju, kao i u prethodnom, treba posvetiti ovom problemu određenu pažnju u nastavi, u pogledu ravnopravnosti polova i ulozi muškaraca i žena u društvu.

## REKAPITULACIJA NALAZA ISTRAŽIVANJA

Na osnovu dobijenih rezultata u našem istraživanju, vidimo da postoje razlike na testu SDQ II prema uzrastu učenika. Učenici na osnovnoškolskom uzrastu imaju pozitivnije stavove prema nastavi engleskog jezika i razvijanju veštine govora u odnosu na učenike srednjih škola. Ovo možemo objasniti činjenicom da na osnovnoškolskom uzrastu učenici prilaze sa više entuzijazma učenju stranog jezika i većina njih se, na tom uzrastu, po prvi put susreće sa formalnim učenjem engleskog jezika. Nasuprot tome, učenicima srednjih škola, koji su u periodu sazrevanja, pažnja i interesovanje su usmereni ka nekim drugim stvarima, a verovatno im se pruža više mogućnosti da imaju kontakt sa engleskim jezikom i van škole.

Devojčice su pokazale statistički značajne razlike na tri subtesta: selfkoncept, samoeфикаsnost i samopouzdanost u odnosu na dečake. Nema razlike između dečaka i devojčica osim u delu koji se odnosi na četvrti subtest koji meri socijalno poređenje. Rezultati na ovom subtestu se mogu objasniti sa socio-kulturološkog aspekta. Ovo znači da su dečaci skloniji da predstave sebe i svoje

learning and developing speaking skills. However, women tend to be more critical towards themselves even to diminish their knowledge. When cultural stereotypes are concerned, teachers should tend to reduce them. In this case, as in the previous, this issue should be given particular attention to in the class, in terms of gender equality and the role of men and women in society.

## SUM UP OF THE FINDINGS

Based on the findings in our research, we can note that there are differences on the SDQ II test by students' age. Primary school students have more positive attitudes towards English language teaching and learning and developing language skills in relation to secondary school students. This can be explained by the fact that, at this age, students come up with more enthusiasm for foreign language learning and most of them are faced for the first time with formal English language learning. However, the attention and interest of secondary school students, who are in the period of maturing, are directed towards other things, and they probably have more opportunities to be exposed to the English language outside the classroom.

Girls showed statistically significant differences in relation to boys on three subtests: self-concept, self-efficacy and self-assurance. There are no differences between male and female only on the fourth subtest, which measures social comparison. Findings of this section could be explained by socio-cultural aspect. This means that boys are more likely to present themselves and their knowledge

znanje u boljem svjetlu kako bi dokazali svoju muškost, a devojčice nemaju takvu vrstu potrebe te su kritičnije i objektivnije.

Rezultati istraživanja ukazuju na najveće razlike između dečaka i devojčica u osnovnoj školi na svim subtestovima *Upitnika o samoeфикаsnosti u nastavi engleskog jezika/govora* – SDQ II i u poređenju se celim uzorkom i učenicima srednjih škola. Devojčice na ovom uzrastu imaju izražajniju verbalnu sposobnost koja je u direktnoj vezi sa učenjem stranog jezika, te ove rezultate možemo objasniti tom činjenicom. Osim toga, na ovom uzrastu ne postoji tolika potreba dečaka za dokazivanjem pa su odgovori i dečaka i devojčica objektivniji.

U srednjim školama devojčice su postigle više skorove na subtestovima koji mere selfkoncept i samopouzdanost, a dečaci na testu socijalno poređenje. Jedino na testu samoeфикаsnosti nema razlika između dečaka i devojčica. Uticaj socio-kulturološkog faktora je očigledan, ne samo kada je u pitanju socijalno poređenje, odnosno želja dečaka da se predstave boljim u odnosu na druge nego je to slučaj i kada procenjuju svoju ефикаsnost u učenju engleskog jezika i razvijanju veštine govora.

## ZAKLJUČAK

U ovom radu pokazali smo da u nastavi stranih jezika postoje elementi koji se mogu izmeriti, statistički obraditi i analizirati. Dobijenim nalazima i njihovom interpretacijom može se unaprediti teorija učenja i podučavanja stranih jezika i uvesti nova terminologija na srpskom jeziku. Isto tako primena rezultata istraživanja može značajno poboljšati kvalitet rada na časovima engleskog jezi-

in a better light in order to prove their manhood, and girls do not have that kind of needs, they are more critical and objective.

The research findings indicate the greatest differences between male and female on all subtests of the Self-Description Questionnaire on self-efficacy in English language teaching and learning - SDQ II in primary schools in comparison to the whole of sample and to secondary schools. Girls, at this age, are better in verbal achievements, which is directly correlated to foreign language learning and could explain this finding. In addition, at this age, there is no such need for boys to prove themselves and, therefore, both boys and girls' answers were more objective.

In secondary schools, girls achieved greater scores on subtests measuring self-concept and self-assurance, and the boys on the social comparison scale. There is no difference between boys and girls only on self-efficacy subtest. The impact of socio-cultural factors is evident, not only in social comparison, or the desire of boys to show up in relation to others, but also is the case when they assess their achievements in learning English and developing speaking skills.

## CONCLUSION

In this paper we have showed that in foreign language teaching and learning there are elements that can be measured, statistically processed and analysed. The findings and their interpretations can be used to improve foreign language teaching and learning theories and to introduce new terminology in the Serbian language. Similarly, the application of research findings can significantly improve the

ka u osnovnim i srednjim školama u smislu ostvarivanja osnovnih ciljeva učenja stranog jezika – razvijanje veština govora učenika i sticanje komunikativne sposobnost. Razvijanje pozitivnih vrednosti i stavova kod učenika, svest o humanizaciji polova, razbijanje kulturnih i društvenih stereotipa i predrasuda su pitanja od opšteg društvenog značaja, a na koja se može uticati upravo u nastavi stranih jezika. Mlade generacije ne samo da će na taj način steći komunikativne sposobnosti za strani jezik neophodne za svakodnevni život i profesionalni razvoj, nego će postati i aktivni građani svoje države i doprijeti njenom prosperitetu i razvoju.

quality of English language lessons in primary and secondary schools in terms of achieving basic goals of foreign language learning – developing students' speaking skills and acquiring communicative competence. Developing students' positive values and attitudes, awareness of the humanization of gender, breaking the cultural and social stereotypes and prejudices are issues of general importance which can be influenced in foreign language teaching and learning. Consequently, young generations will not only acquire communicative competence in a foreign language needed for daily life and professional development, but will also become active citizens of their countries and contribute to its prosperity and development.

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