Self-efficacy of English listening skills in Japanese college EFL freshmen: 
Quantitative and qualitative analyses

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The present study is the third in a series of studies on self-efficacy of English listening skills in Japanese college EFL freshmen. Based on our 2014 study, our students were able to improve their English listening skills throughout the academic year at the 95 percent confidence level; however, Usher and Pajares (2008) noted that research into self-efficacy has predominantly relied upon quantitative measures.

The present study therefore employed both quantitative and qualitative analyses to better understand the causes of unmotivated and distracted behaviors among students. Furthermore, the essential development of a cycle of self-regulated learning (Bridges, DiPietro, Lovett, & Norman, 2010) was focused upon to promote better learning strategies and to maintain motivation to study English.

Based upon the quantitative and qualitative analyses, we found that (1) all the students except for advanced students made significant improvements on TOEIC during the first term.; (2) all the students except for intermediate II students made significant improvements on self-efficacy; (3) a positive correlation between English listening skills and self-efficacy was found; (4) the establishment of (new) concrete English study reasons have to be prioritized before English activities targeted to enhance self-efficacy can help Japanese college EFL freshmen sustain their motivation to study English; (5) much more consideration needs to be given to help Japanese college EFL learners understand the importance of study plans to carry out necessary tasks to improve their English listening skills; (6) time management skills to prioritize English study need to be taught to help distracted freshmen set a time to improve their English listening skills; and (7) individualized educational guidance sessions need to be re-implemented in our English curricular activities to help Japanese college EFL freshmen understand the significance of time management skills, and of self-regulated skills. Based on the findings, suggestions for further studies will be made.

Keywords: concrete English study reasons, time management skills, self-efficacy.