

## Listening Self-Efficacy Studies Published Between 2013 and 2022

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### Abstract

Listening self-efficacy is about individuals' perception of the realization of listening activities expected from them in their verbal communication processes. Especially in the second language (L2) learning process, the subject of listening self-efficacy is extremely important. This study aimed to examine the studies on listening self-efficacy to provide a comprehensive overview of the characteristics of these studies. For this purpose, the national and international academic studies published in academic journals between 2013 and 2022 were examined, focusing on the year-based distribution, location-based distribution, associated topics, distribution of populations of interest, and methodological tendency in the reviewed studies. These studies are comprehensively analyzed to accurately answer research questions by getting information about the overview, research design, participants, instruments, procedures, and main findings. As a result of the research, it is determined that practices that will increase self-efficacy in education need to be implemented. The importance of listening skills should be understood during the education process, and listening should be accepted as the basis of the development of language skills.

**Keywords:** Listening efficacy, listening self-efficacy, self-efficacy

### Introduction

Language acquisition and development are related to both the development of the speech organ and the society, as well as the interaction experienced by the individual (Oktay, 2002). Mother tongue acquisition is initially learned from the environment associated with the individual, including the family and the immediate environment. Language descends into one's subconscious and forms the strongest bonds with society (Aksan, 1977). According to the Second Language Acquisition Theory by Stephen Krashen, “acquiring the language is more important than learning the language” (Krashen, 1987, p.31). Acquiring the language is

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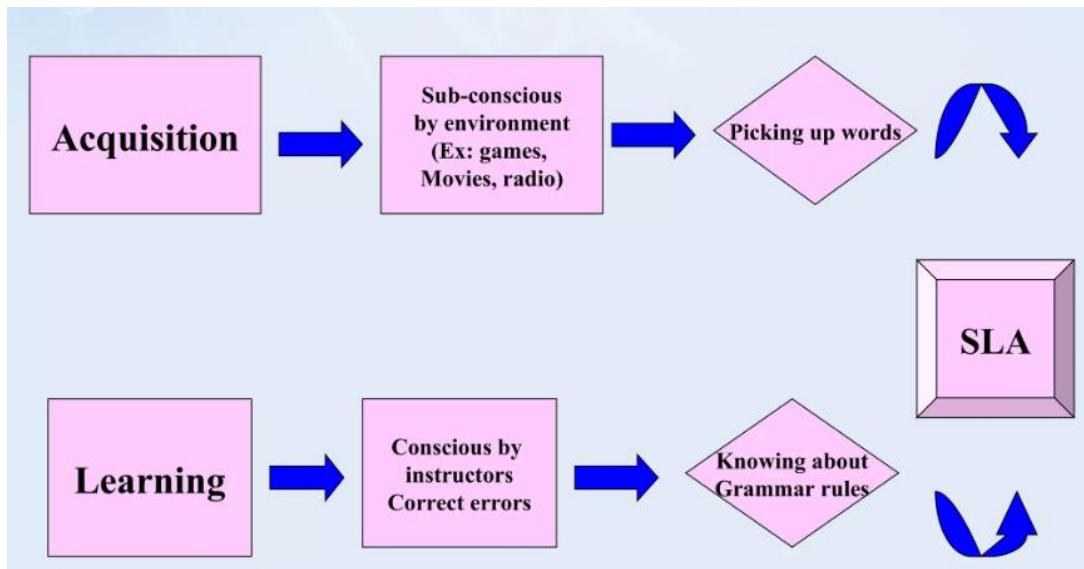
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only possible under two conditions: The first is to give the learner one level above (i+1) comprehensible input from the current level of English. The second is that the "affective filter" is low in order for this understandable input to achieve its purpose, that is, to be acquired by the "language acquisition device" (Krashen, 1987).

**Figure 1**

*The Acquisition – Learning Distinction*



*Note.* From Krashen's theory on L2 acquisition by S. Albertazzi, M. Azofeifa, and G. Serrano, 2011. <https://www.slideshare.net/milaazofeifa/krashens-theory-on-second-language-acquisition>

Following Krashen's initial condition, the learner advances in the "natural order" by receiving L2 input slightly more advanced than their current proficiency level. Listening undoubtedly enhances an individual's innate language development and acquisition. As Özbay (2005) emphasizes, when the foundations of the mother tongue are largely formed, there is only listening as a comprehension skill until the school age. From this point of view, it can be said that listening skill forms the basis of other language skills. Listening is not only an important form of communication but also one of the language activities established in the most correct way for people to convey information and express their ideas (Xiao-yun & Gui-rong, 2011). It can be said that communication and learning in children who start school at an early age are based on listening (Temur, 2010). Yıldırım (2007) stresses that school success strongly depends on the student's listening ability. Aside from what is learnt by seeing in daily life, learning mostly takes place through listening. In educational institutions, approximately 83% of what students learn is through listening. This indicates that a student lacking listening skills

will have an ineffective learning experience even if they are not lacking in intelligence (Çifçi, 2001).

It is important how competent students consider themselves in listening. According to Bandura (1986), the pioneer of Social Learning Theory, the psychological processes that exist in the individual serve to develop and re-establish his/her expectation of competence. The individual's judgments about his/her own abilities to perform the necessary arrangements and practices to achieve a certain success are called self-efficacy belief. Basically, "Can I do this job?" is a related question to self-efficacy. In other words, it is about individuals' belief that they can do activities such as solving a math problem or tying their shoes or riding a bicycle. It includes judgments that the individual can and cannot do these activities (Bandura, 1997). Self-efficacy refers to an individual's conviction in their ability to initiate and sustain actions that can influence their surrounding circumstances, ultimately leading to the attainment of desired outcomes (Bandura, 1994). Self-efficacy is not synonymous with competence but rather relates to the confidence an individual has in their own abilities and resources. An individual with adequate competence in managing a given circumstance, however, experiencing diminished self-efficacy can encounter difficulty in effectively utilizing these skills. As to Bandura (1997), the construct of self-efficacy encompasses various components, including the formulation of action plans, the recognition and arrangement of requisite talents, and the degree of motivation derived from appraising the potential benefits in light of the associated challenges. A robust sense of self-efficacy is associated with achievement, flourishing, and notably, individual growth, and the acquisition of a wide range of competencies. Self-efficacy belief can be nurtured by various sources, such as past successful experiences, instances of success demonstrated by individuals possessing comparable personal attributes, positive feedback received from the surrounding environment, and a positive emotional state (Bandura, 1997). According to Yıldırım and İlhan (2010), individuals with high self-efficacy tend to ascribe failure to the inadequacy of the methods and strategies employed rather than their own personal deficiencies. Bandura (1997) indicates that a significant differentiating factor between individuals with low and high self-efficacy is in the ability of people with high self-efficacy to promptly rebound from failures and persist in their endeavors, displaying resilience, and a lack of discouragement.

Listening self-efficacy refers to an individual's view of their ability to effectively engage in the listening tasks required of them during verbal communication (Mills, Pajares, & Herron, 2006). It is evident that possessing listening self-efficacy is critical for individuals to engage

in comprehensive and efficient communication. Moreover, it is particularly crucial for educators, who play a vital role in equipping individuals with the necessary skills for navigating life, to possess enough levels of listening self-efficacy (Azizoğlu, 2022). Therefore, people with high self-efficacy levels show more determination and motivation when completing tasks. On the other hand, people who have low self-efficacy may face situations that negatively affect their actions and mental abilities, like fear, anxiety, worry, and a lack of belief (Pajares & Schunk, 2001; Pajares, 2002; Tschannen-Moran & Hoy, 2001; Woolfolk Hoy & Spero, 2005). Prospective teachers should also uphold a strong sense of self-confidence by learning and applying the necessary standards for listening skills before starting their careers. Listening skills can affect students' success in their lessons (Dinsa & Gutema, 2017) It can be said that students with a high perception of listening self-efficacy will make more effort to cope with the problems in the listening processes and will trust themselves more to succeed. It can be stated that students with a low perception of listening self-efficacy will avoid coping with the problems in listening processes, will get bored easily from listening activities, and will think that their efforts will not change the result. Teaching through presentation is still the most widely used teaching strategy in schools today. It is very difficult for an individual with low listening self-efficacy to be successful in a teaching environment where this teaching strategy is used. Therefore, it is essential that students have a high perception of listening self-efficacy and have a good listening education. For this reason, good listening training should also be given in schools, starting in the family. In addition, it is possible to say that conducting studies to increase students' listening self-efficacy will contribute to their listening success (Uğur & Türkel, 2021). In short, listening self-efficacy beliefs have been considered quite effective with regard to success and failure in education.

It has been observed that review studies on self-efficacy conducted with different participants, with different methods, and in different contexts have increased gradually in the last 10 years. Raofi, Tan, and Chan (2012) review the empirical literature on self-efficacy in L2 learning. Mata et al. (2021) investigate training programs aimed at improving communication skills and self-efficacy among healthcare professionals. Hughes and colleagues (2022) analyze qualitative studies on the perceived listening abilities of adults with hearing loss (HL). The self-efficacy presentation in the OFSTED 2021 Curriculum Research Review for Languages (OCRRL) is examined by Graham (2022). Almohammadi (2023) reviews empirical research on EFL self-efficacy over the past decade. It is concluded that in all of these review studies, the variables of self-efficacy, listening skills, and L2 learners are included in different contexts.

However, it is noteworthy that a compilation of studies on listening self-efficacy has not been conducted. Therefore, the studies conducted between 2013 and 2022 in the context of the listening self-efficacy variable will be included in this review study. Additionally, this review aims to provide a comprehensive synthesis of the existing research to identify current trends, methodologies, and gaps in the literature. The reviewed studies were carried out in different countries, in different years, with different participants in different age groups, with different methods, different variables, different needs, and different results. All these studies reveal important results that will add a different perspective to listening self-efficacy. Compiling and collating these in detail is expected to contribute greatly to the literature and change researchers' perspectives on listening self-efficacy or contribute to their own studies.

This review seeks to examine the inclusion of listening self-efficacy in academic research. For this purpose, answers to the following research questions were sought:

RQ1. What is the year-based distribution of the research studies on L2 listening self-efficacy conducted between 2013 and 2022?

RQ2. What is the location-based distribution of the research studies on L2 listening self-efficacy conducted between 2013 and 2022?

RQ3. What topics are associated with L2 listening self-efficacy in research studies between the years of 2013 and 2022?

RQ4. What is the distribution of populations of interest in research studies on L2 listening self-efficacy conducted between 2013 and 2022?

RQ5. What is the methodological tendency in research studies on L2 listening self-efficacy conducted between 2013 and 2022?

## Methodology

This study aims to review the current state of listening self-efficacy research to answer the research questions. To achieve this goal, a criteria-based review approach, inspired by previous literature (Jones & Smith, 2017), was used. Criteria-based review involves establishing specific criteria or standards to evaluate the quality and appropriateness of research studies and to ensure consistency in the review process. As noted by Jones and Smith (2017), "Criteria-based review provides a structured and transparent framework for synthesizing research findings, allowing researchers to evaluate the appropriateness and validity of individual studies within a broader context" (p. 324). The inclusion and exclusion

criteria applied in this study and data collection and data analysis procedures are explained in detail in the following sections.

***Inclusion criteria***

The main parts of the articles, namely abstracts, methods and findings, were the focused sections of the process. However, other parts of the articles were also examined if additional information was needed regarding the main topic, research methodology, findings, or conclusions. The following criteria in Table 1 were applied when selecting the studies in the research:

**Table 1**

*The Criteria Applied for the Selection of the Articles*

Specified Indexes	Determined Keywords	Certain Publication Dates	Particular Article Types	Related Themes
<ul style="list-style-type: none"> <li>• Social Sciences Index Retrospective 1907-1983 (SSCI)</li> <li>• Science Direct (SCI)</li> <li>• Eric</li> <li>• Scopus</li> <li>• Director of Open Access Journals (DOAJ)</li> </ul>	Listening Self-Efficacy	2013-2022	Research Paper	Listening self-efficacy Listening skills Listening comprehension Self-efficacy

The following steps were followed to select the studies to be reviewed: First of all, we used the following link “<https://w3.sakarya.edu.tr/vetisbt/?dil=tr&p=0>”, which allows a search among the available resources in VETIS (Database Access, and Statistical System). Secondly, Social Sciences Index Retrospective 1907-1983 (SSCI), Science Direct (SCI), Eric, Scopus, and Director of Open Access Journals (DOAJ) indexed journals were figured in the search. Then, in order to reach the related papers, “Listening Self-Efficacy” was used as a keyword

for the research. Besides, since it would be possible to access articles containing the keyword in question more precisely and easily, the publication date of the papers was specified, and limited to between 2013 and 2022 to reach the recent ones. However, when the search was made in the years in which the study was targeted to be conducted, it was realized that no studies on listening self-efficacy were conducted in 2013, 2014 and 2018. For this reason, this study included 22 articles published between 2015 and 2022 and they were selected in accordance with the determined criteria.

Likewise, another noteworthy criterion in the process of selecting the related sources was that it was a research paper, not a review paper. After adjusting search settings, 26 papers related to the keyword “Listening Self-efficacy” were accessed. Among these, repetitive sources, theoretical sources, and the ones that are not related to listening self-efficacy or not a research paper were removed. Eventually, only 22 research papers remained out of 26 papers. While searching from general to specific, firstly, the total number of keywords, then the year limitation, then the fact that it is a research article, and that it has been studied in the discipline of listening self-efficacy, and finally, the articles in which the method, sample, and research questions of the study are clearly expressed were examined.

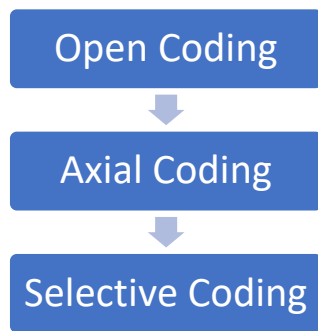
### ***Data Analysis***

The analysis process of the investigates articles in the study employs a grounded theory approach. The process of developing a theory using an inductive approach based on the data collected while addressing a situation is called GT (Corbin & Strauss, 2008). This systematic pattern developed by Corbin, and Strauss utilises categories to link groups with each other, and assumptions to make visuals, and connections clearer. In the systematic pattern, (i) open coding, (ii) axial coding, and (iii) selective coding are utilised (Strauss & Corbin, 1990).

The initial phase of the data collection procedure commences with open coding, which is subsequently succeeded by axial coding, and selective coding (Lee, Chen, & Wang, 2017); the steps are portrayed in the following figure 2.

### **Figure 2**

*The Diagram for the Data Collection Process*



This study aims to understand, evaluate, and interpret listening self-efficacy in line with the information and data obtained from the current research. In the complete analysis, the researchers primarily direct their attention towards three principal components of each article, namely the abstract, methods, and findings. However, in the event that the researchers require additional information pertaining to the specific issue of interest, the research methods, findings, or inferences, they also analyze other sections of the papers.

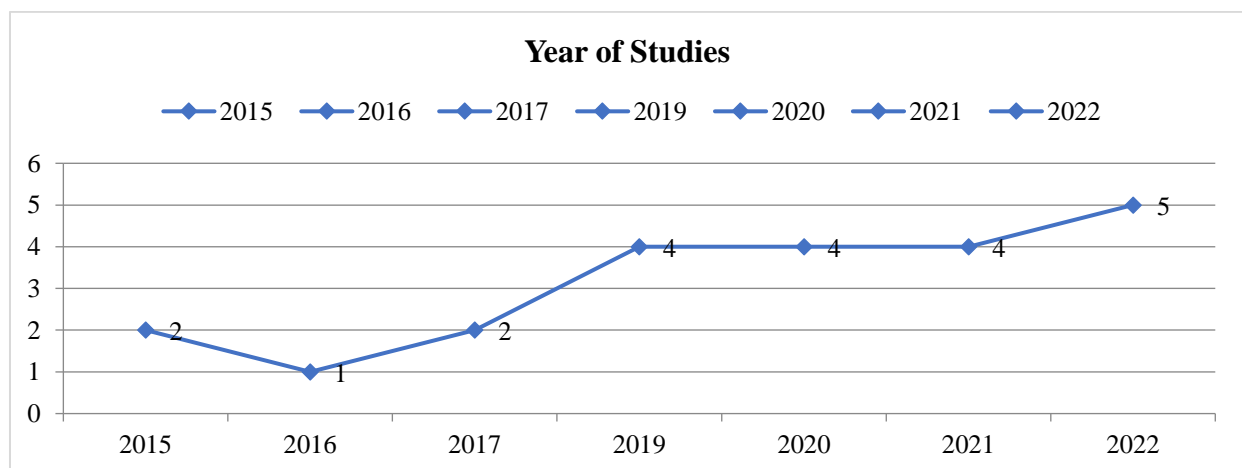
### Findings and Discussion

#### *Yearly distribution of the reviewed studies*

The review of the 22 research articles reveals that the number of articles written on listening self-efficacy has increased steadily between 2015 and 2022. The general trend for the year of the studies is examined, and their distribution is given below in Figure 3. While a maximum of two articles are published between 2015 and 2017, four articles are published in 2019, 2020 and 2021, and five articles are published in 2022, the last year included in the review.

**Figure 3**

*Distribution of the Reviewed Studies across Years*





The steady increase in the number of articles written on listening self-efficacy from 2015 to 2022 reflects the increasing recognition of its importance in language learning and teaching. Several factors contribute to this increasing trend. As supported by the basic research by Bandura (1977) and the work of Graham (2006), it is increasingly recognized that self-efficacy plays a critical role in influencing language learning outcomes, especially listening comprehension. However, there has been an inclination to move towards student-centered approaches and innovative teaching practices, emphasizing the need for more research on self-efficacy and its impact (Aytaç & Kula, 2022; Chen, 2024; Choi, Lee, & Kim, 2018; Choi, Lee, & Kim, 2019; Değirmencioğlu, 2021; Karışan, 2017; Pan, 2023). Additionally, advances in technology have facilitated new research opportunities. Studies by Mayer and Moreno (2003), and Chun and Plass (2000) have demonstrated how digital tools can enhance both the teaching and assessment of listening skills. The integration of technology with a focus on metacognition, self-assessment, and pedagogical strategies has further increased interest in understanding how self-efficacy influences listening performance (Çakmak, 2021; Pei, Suwanthep, & Lu, 2023; Rezai, Namaziandost, & Hosseini, 2023; Shaojie, Abd Samad, & Ismail, 2023). As noted by Gfeller, Oleson, Knutson, Breheny, Driscoll, & Olszewski (2019) and Thomas, Wheeler, Delgado, Nair, & Coulter (2022), the increasing diversity of contexts and populations examined in recent studies also reflects a broader and more inclusive approach to research, highlighting the need for diverse and context-sensitive insights.

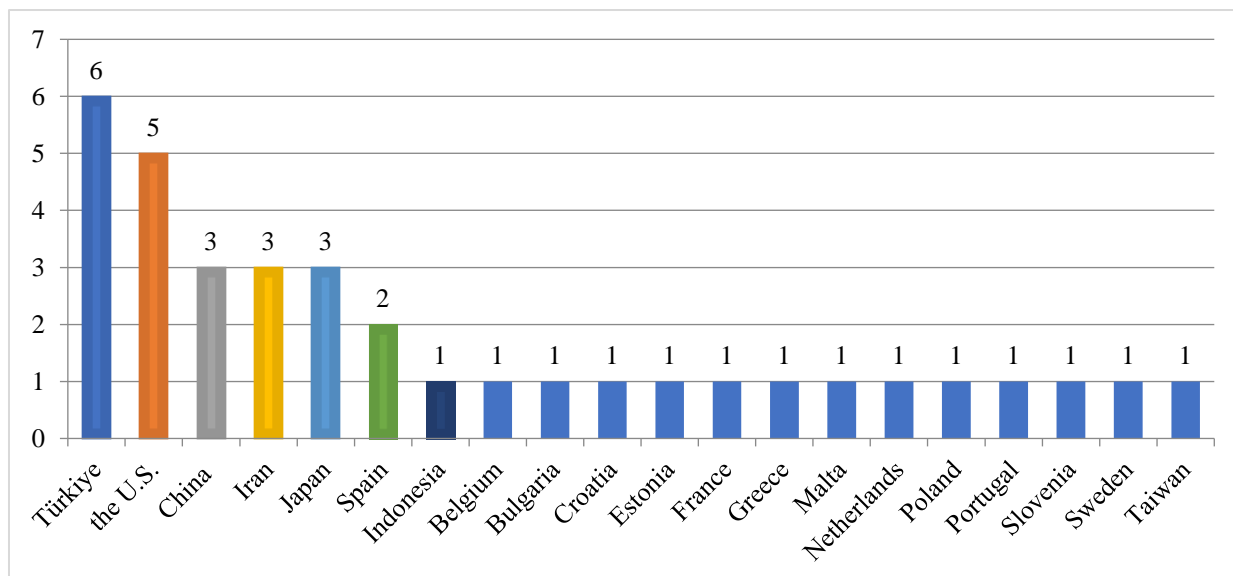
### ***Geographical distribution of the reviewed studies***

The articles were reviewed in detail one by one, focusing on the countries where the research was conducted, and it was determined that a total of 20 countries were included in the research in 22 articles. In some studies, several countries are included in the same research while some countries mentioned here are replicated in different studies. The countries mentioned in these 22 studies are as follows: The United States, Spain, Iran, Türkiye, Japan, Indonesia, Taiwan, Japan, China, Belgium, Bulgaria, Croatia, Estonia, France, Greece, Malta, Netherlands, Poland, Portugal, Slovenia, and Sweden.

The general trend for the year of the studies was examined and their distribution is given below in Figure 4.

### **Figure 4**

#### *Geographical Distribution of the Reviewed Studies*



In these studies, some researchers conducted their studies in the same countries at different times. For example, there are three different studies conducted in Japan in 2020 and 2022. Two of them were run in 2020 by Kabir and Sponseller, as well as Chen, Lake and Padilla. Another one was held in Japan in 2022 by Kabir, Kramer, Koike and Sponseller. These three studies, conducted in Japan, contribute to a better understanding of listening self-efficacy in the context of language learning and intercultural communication. Chen, Lake, and Padilla (2020) compared self-concept and its relationship to L2 achievement motivation in different cultural contexts, revealing relatively lower scores among Japan-based students. Kabir et al. (2022) investigated the relationship between personality traits and self-efficacy in intercultural communication among Japanese undergraduate students and found that personality factors predicted self-efficacy in different aspects of communication. Finally, Kabir and Sponseller (2020) developed and validated a measurement tool in their study and an assessment of intercultural communication competence among English-speaking communities in Japanese universities. Thus, it has provided valuable information for educational practitioners and researchers. These studies highlight the need to consider cultural and individual factors in understanding and improving listening self-efficacy among language learners in various educational settings.

On the other hand, Denies and Janssen (2016) conducted simultaneously in more than one country within the same study. For example, Belgium, Bulgaria, Croatia, Estonia, France, Greece, Malta, Netherlands, Poland, Portugal, Slovenia, Spain, and Sweden are the participating countries included in the same study conducted with 13 European countries. Another example is the study conducted by Chen, Lake, and Padilla in 2020. In this study,

researchers include the countries of the US, Taiwan, and Japan in their study. That is, during the conduct of these two studies, participants from different participants from more than one country were selected for this study and the study was conducted simultaneously for the same purpose. Necessary changes and regulations have been made taking into account the differences in the education system between countries. For example, when selecting the participants to be included in their study, Chen, Lake, and Padilla determined that the participants in Japan would be first-year college students, the participants in Taiwan would be high school students, and the participants in the United States would be community college students. All the participants were learning L2 in school.

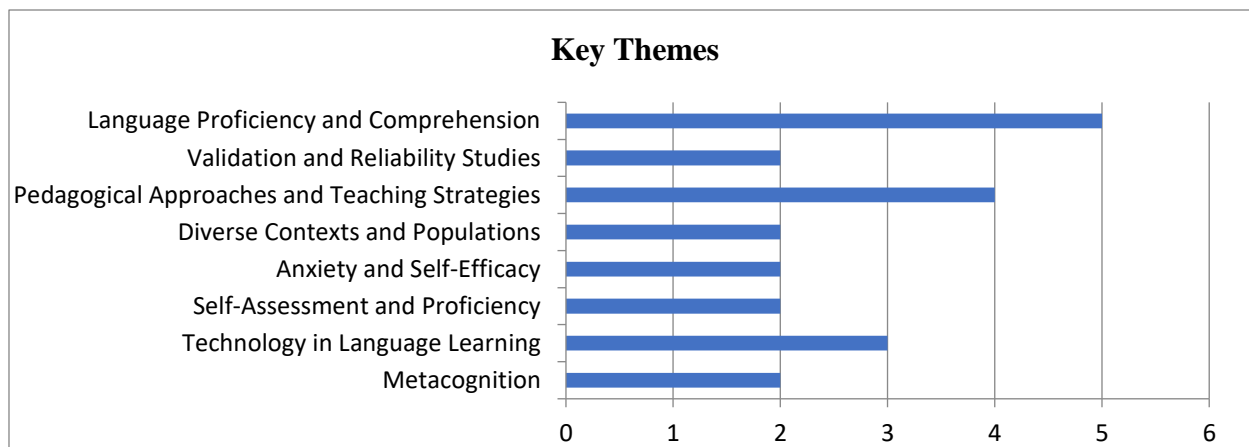
It is recognized that studies on listening self-efficacy are carried out in different countries and that interest in this subject is not limited to certain countries, certain cultures, or certain languages. It is noteworthy that individuals' self-efficacy affects their skills in different contexts, with education and training being the most significant among them.

#### *Topics associated with L2 listening self-efficacy in the reviewed studies.*

The studies in question emphasize the importance and impact of self-efficacy by focusing on various aspects of L2 listening self-efficacy. While examining these studies, it has been determined what other variables interact with listening self-efficacy over the years, what kind of interaction there is between them, and then what importance this interaction has in terms of language learning processes. The studies examined during the review process were on topics related to L2 listening and self-efficacy (see Figure 5). Organizing studies by topic provides a better presentation of the various factors that affect L2 listening self-efficacy and listening comprehension.

#### **Figure 5**

##### *The Topics Associated with L2 Listening Self-efficacy in the Reviewed Studies*



The first of the key topics covered by researchers in the reviewed studies is metacognition. The role and importance of metacognitive strategies in developing listening self-efficacy and comprehension skills among language learners are emphasized in the studies focusing on metacognition and listening in second language. Additionally, examination of the effectiveness of metacognitive strategy teaching and how metacognition mediates the relationship between self-efficacy and listening comprehension are also evident in the reviewed studies. Rahimirad and Zare-ee (2015) and Du and Man (2022b), for example, suggest that there is a continuing interest in exploring the role of metacognition in listening self-efficacy and listening comprehension over time. It is stated that metacognition is important for successful language learning, as it gives students the authority to monitor and regulate their own cognitive processes (Flavell, 1979).

The second key topic focused on in the studies is technology integration in language learning. In studies related to this topic, the impact of technology on language learning is examined, especially in terms of listening skills and self-efficacy. Görgün (2015), Kawaguchi, Miller, and Wu (2019) and Delvand and Heidar (2020) underline the continuous integration of Information and Communication Technology (ICT) into language learning. Incorporating technology into language learning environments expands access to authentic materials and interactive tools, enriches the learning experience and encourages participation (Warschauer, 2002).

Another important key topic focused on in the reviewed studies is self-assessment and proficiency. The studies conducted by Denies and Janssen (2016) and Oliva, Riska, and Smith (2021) indicate an interest in exploring self-assessment tools, and reflect a broader interest in learner autonomy, and self-regulation in language learning contexts. These studies explore the use of self-assessment tools to assess language proficiency and listening self-efficacy. They

investigate the reliability and validity of self-assessment measures based on the CEFR-based I-Can Statements and examine the test-retest reliability of self-efficacy surveys. Self-assessment is not only a measure of proficiency, but also a tool that enables the learner to improve and shows how individuals should become aware of their language learning responsibilities and undertake them (Black & Harrison, 2001).

Besides, issues of anxiety and self-efficacy are found to be another key topic related to listening skills. The relationship between L2 listening anxiety and self-efficacy beliefs, as well as the effect of anxiety on self-efficacy and listening performance, is investigated in these studies. Arslan (2017) and Chen, Lake and Padilla (2020) state that anxiety, self-efficacy, and listening skills are a reflection of ongoing concerns in language education and emphasize the importance of focusing on understanding the relationship between them. Creating supportive learning environments where students feel safe to participate in language activities and can actively participate in activities without hesitation is very important to improve self-efficacy, and for this, it is necessary to understand and address language anxiety (Bandura, 1977).

The studies on diverse contexts and populations examine L2 listening self-efficacy in different countries, in different age groups, and among different populations, such as participants from different language backgrounds or students with specific learning difficulties. Gfeller et al. (2019) and Coulter et al. (2021) point out that studies in language learning research should be conducted in various contexts and with different participants, thus emphasizing the importance of inclusiveness and accessibility in education. Norton (2010) states that language learning should be inclusive and respond to the different needs of students from different cultural backgrounds, and the richness of linguistic diversity should be recognized and valued.

In four of the studies reviewed, the research area is related to pedagogical approaches and teaching strategies. Studies on this topic focus on exploring different teaching methods and strategies aimed at increasing L2 listening self-efficacy. These studies are on instructional interventions, classroom practices, and techniques used to improve students' confidence and skills in L2 listening. Görgün (2015), Fathi, Derakhshan, and Torabi (2020), Delvand and Heidar, (2020), and Coulter et al. (2021) state that the role and impact of pedagogical approaches and teaching strategies in the field of listening self-efficacy and listening comprehension are constantly receiving attention to be studied and explored. Effective language teaching requires a combination of pedagogical approaches and strategies tailored to

students' needs and preferences, providing meaningful and engaging learning experiences (Richards & Rodgers, 2014)

Validation and reliability is another important topic focused on in the reviewed studies. In these studies, researchers evaluate the validity and reliability of instruments used to measure L2 listening self-efficacy. Furthermore, the accuracy and consistency of self-assessment tools or surveys designed to measure students' beliefs about their listening abilities are evaluated. Oliva, Riska, and Smith (2021) and Kabir et al. (2022) state that they focus on validating measurement tools and ensuring the reliability of research findings in their study. Valid and reliable language assessment is essential for fair and accurate assessment, providing educators and students with reliable assessments of language proficiency and progress (Bachman & Palmer, 1982).

Among the studies examined, language proficiency and comprehension are the most frequently emphasized topics. The relationship between L2 listening self-efficacy, language proficiency levels and listening comprehension skills is especially focused on. Also, the studies covering the topic of language comprehension and proficiency explore how self-efficacy beliefs affect language learning outcomes and performance in listening tasks. Bakti, Sofyan, and Elfrida (2019), Kabir and Sponseller (2020), Xu, Fan, and Luo (2021), Anssari-Naim (2021), and Kansizoğlu and Akdoğan Yıldız (2022) stress the ongoing need for research on the role of language proficiency and comprehension with various variables over time. Bachman and Clark (1987) state that language proficiency encompasses more than fluency; it facilitates effective communication and interaction in different contexts and reflects a deep understanding and mastery of the language.

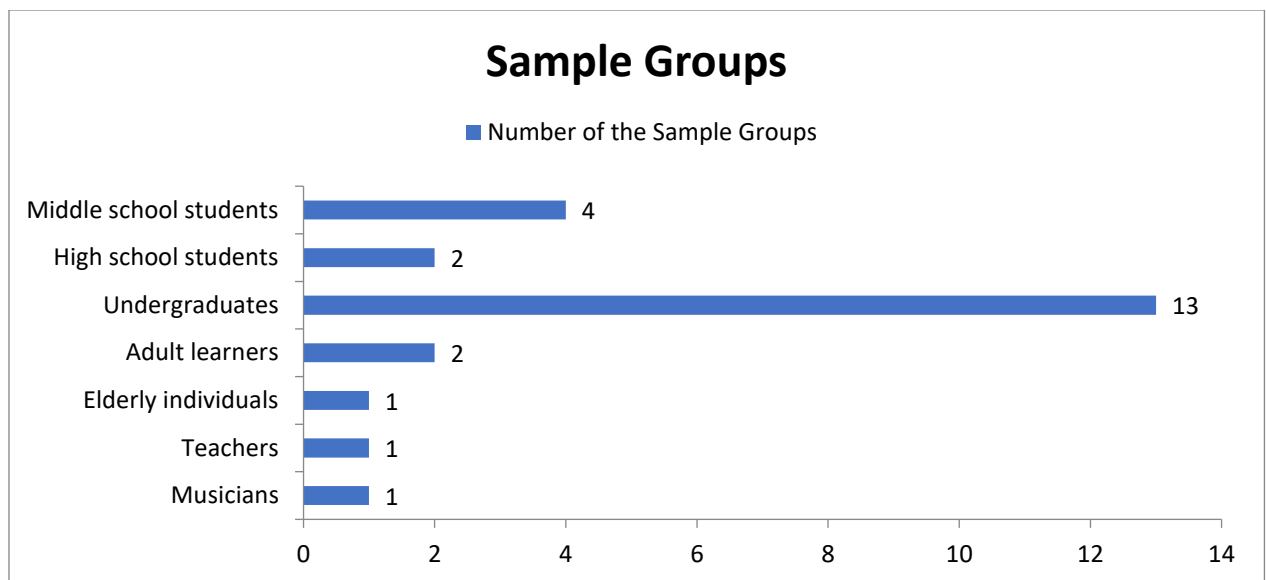
The fact that each of the 22 studies is conducted in a different context underlines the increasing importance of listening self-efficacy in language education. The change of research topics over the years reflects new understandings, methods and contexts in language learning and teaching practices and advances in this field. The studies reviewed highlight the multifaceted nature of listening self-efficacy and its effects on language learning outcomes, from activities performed using technology and their effects to the relationship between listening skills and self-efficacy acquired through the use of audio media. They also highlight individual student characteristics, cultural contexts, and instructional strategies in promoting listening self-efficacy in different populations and settings.

### *Distribution of populations of interest in the reviewed studies*

In the study, the general tendency of the sample group is examined, and their distribution is given in Figure 6. Articles published between 2013 and 2022 and selected in accordance with the specified criteria are examined, and their features are grouped accordingly. The participants included in the research are divided into groups as secondary school students, high school students, undergraduate students, adult learners, elderly individuals, teachers, and musicians.

**Figure 6**

#### *Sample Groups*



Firstly, it is found that middle school students participated in studies exploring listening self-efficacy. Arslan (2017) conducted research with 504 middle school students from nine schools, with participants ranging from 5th to 8th grade. Demircan and Aydın (2019) examined 748 middle school students in İzmir, Türkiye, emphasizing the significance of understanding listening self-efficacy among younger learners.

Additionally, the studies involving high school students have provided information regarding listening self-efficacy among adolescents. A wide variety of undergraduate students have participated in different studies conducted on listening self-efficacy. Chen, Lake, and Padilla (2020) recruited 667 participants from Japan, Taiwan, and the United States, including first-year college students in Japan, high school students in Taiwan, and community college students in the United States. These studies contribute to our understanding of listening self-

efficacy in different educational settings. That is, a diverse range of undergraduate students get involved in various studies examining listening self-efficacy.

Some of the reviewed studies examine undergraduate students' experiences and perceptions regarding listening self-efficacy and teaching approaches. Du and Man (2022b) carry out research with tertiary EFL students, sophomores, and pre-service teachers teaching English as a foreign language, with an average age of 19.93 years. In a similar way, Xu, Fan, and Luo (2021) investigated instructional practices in L2 listening among first-year undergraduate students, and these participants are between the ages of 17 and 21.

Additionally, the studies focusing on adult learners provide valuable information regarding listening self-efficacy in this demographic group. Delvand and Heidar (2020) examined female adult foreign language learners between the ages of 26 and 44, highlighting the perspectives of adult language learners and the specific challenges they have experienced. In their study conducted with native English language teachers, Kabir and Sponseller (2020) examine the importance of understanding teacher perspectives in language education research. The survey results highlight the importance of understanding teacher perspectives in language education research.

As for taking the age-related factors into account in research and practice, Oliva, Riska, and Smith (2021), in their study, collaborate with participants with sensorineural hearing loss, especially from mild to severe, and the average age of the participants is 71.4 years. This study provides valuable information about the effect of ageing and hearing impairment on listening self-efficacy. On the other hand, in the study conducted by Anssari-Naim (2021), there are 20 students who have completed their first French-Spanish interpreting training course, and also the role of teachers is stressed in shaping listening self-efficacy among language learners.

Finally, Gfeller et al. (2019) recruited six musicians with cochlear implants, aged 23 to 64, and examined their musical experiences. These musicians' experiences highlight the intersection between music, technology, and self-perception and provide insight into the listening self-efficacy of deaf individuals. The diversity of participants and research contexts included in studies in the field of listening self-efficacy are revealed, and as a result, it is emphasized that various demographic factors should be taken into account.

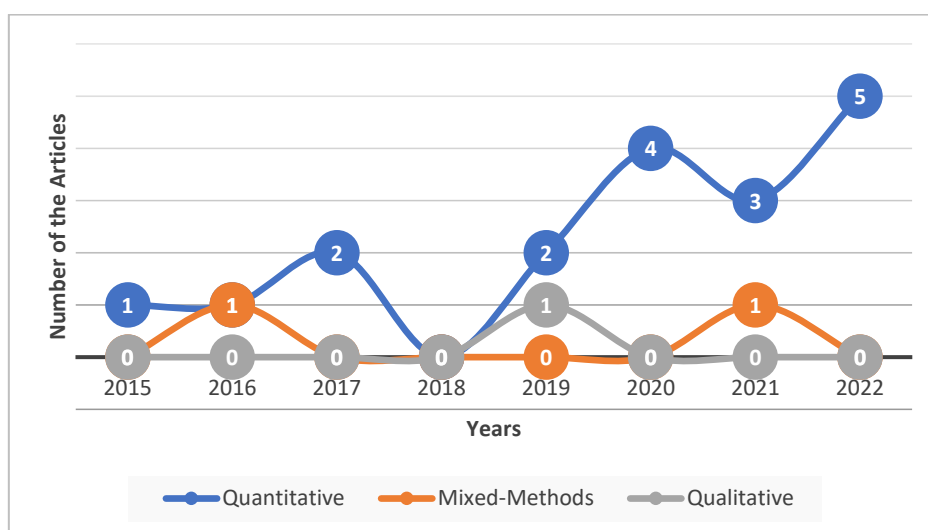


### *Methodological tendencies in the reviewed studies*

When the methodological trends used in listening self-efficacy themed studies are examined in detail, it is realized that the research approach, research designs, and data collection tools used are not very diverse in the reviewed studies on L2 listening self-efficacy between the years of 2013 and 2022.

**Figure 7**

*Distribution of Research Approaches by Years in the Reviewed Studies*



By examining 22 studies, an attempt is made to determine the trend in the research approach of listening self-efficacy research, and it is realized that the quantitative research approach is preferred in listening self-efficacy studies. Quantitative approach is adopted in 19 of the studies. So, this shows that the focus is on numerical data analysis, statistical modelling and hypothesis testing. Quantitative studies are generally preferred because they provide precise measurements, identify patterns, and establish relationships between variables (Creswell, 2014). The fact that quantitative research has been used regularly for years indicates its importance in researching listening self-efficacy and related structures.

Among the articles reviewed, two articles appear to use a mixed methods approach, combining elements of both quantitative and qualitative research. Through mixed methods studies, researchers triangulate their data, corroborate findings, and provide a more holistic understanding of complex events. The choice of mixed methods research indicates that it is accepted that the multifaceted nature of listening self-efficacy can be conveyed by integrating quantitative and qualitative approaches (Johnson, Onwuegbuzie, & Turner, 2007). Only one

article out of 22 reviewed articles utilizes a qualitative approach, which focuses on understanding phenomena through the lens of participant experiences, perspectives, and contexts (Crewell, 2014). While less prevalent in this sample, qualitative studies offer valuable insights into the subjective aspects of listening self-efficacy and can provide a comprehensive understanding that complements quantitative findings. The single qualitative article suggests a potential area for further exploration and the need to incorporate diverse research methods to gain a comprehensive understanding of the topic.

**Table 2**

*Distribution of Research Designs in the Reviewed Studies*

Quantitative	Mixed-Methods	Qualitative
<ul style="list-style-type: none"> <li>• Quasi-experimental,</li> <li>• Cross-sectional,</li> <li>• Non-random sampling,</li> <li>• Correlational,</li> <li>• Descriptive,</li> <li>• PLS-SEM,</li> <li>• SEM,</li> <li>• Relational screening model</li> </ul>	<ul style="list-style-type: none"> <li>• Non-experimental,</li> <li>• Quasi-experimental</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive,</li> <li>• Patient-engaged</li> </ul>

As provided in Table 2, among the research designs employed across the studies, cross-sectional designs and quasi-experimental designs are the most frequently utilized ones. Cross-sectional designs appear in the studies of Denies and Janssen (2016), Kawaguchi, Miller and Wu (2019), Kabir and Sponseller (2020), Lake and Padilla (2020), and Xu, Fan and Luo (2021). Quasi-experimental designs are implemented in multiple studies, with occurrences in Rahimirad and Zare-ee (2015), Fathi, Derakhshan and Torabi (2020), Delvand, and Heidar (2020), and Anssari-Naim (2021), Coulter et al. (2021). Descriptive research designs are also frequently used, occurring in studies of Gfeller et al., (2019), Demircan and Aydın (2019), Oliva, Riska, and Smith (2021), and Azizoglu (2022). Additionally, the PLS-SEM and structural equation modelling (SEM) approach are utilized for statistical analysis in studies of Du and Man (2022a), Kabir, et al. (2022), and Du and Man (2022b) appearing three times throughout the year. Sezgin (2017) and Bakti, Sofyan, and Elfrida (2019) employed correlational designs in their studies. Non-experimental study and non-random sampling

method designs are used once each in the studies conducted in 2016 and 2017, respectively. Finally, in a single study conducted in 2022, the relational screening model is utilized.

**Table 3**

*Distribution of Data Collection Tools in the Reviewed Studies*

Quantitative	Mixed-Methods	Qualitative
Surveys/questionnaires, Assessment instruments, Psychometric tests, Self-report measures, Proficiency assessments, Communication scales, Attitude scales, Comprehension tests, Interpersonal measures, Personality inventories	Surveys/questionnaires, Interviews, Assessments/tests, Self-report scales, Observational methods	Open-ended inquiries, Questionnaires

As shown in Table 3, data collection tools applied in the studies include a wide range of quantitative and qualitative tools. While quantitative data is collected using surveys, scales, achievement tests and online surveys, qualitative data is also collected through methods such as learning diaries, project evaluation interviews and open-ended narratives. Thanks to these tools, researchers have investigated various aspects of language learning, self-efficacy, personality traits, intercultural communication and language proficiency.

**Conclusion, Future Directions, and Limitations**

Self-efficacy, defined by Bandura (1977), is the individuals' belief in how successfully they can implement their plan before taking any action. Therefore, language learners' self-efficacy is a factor that affects whether they will be successful in a task. Mızrak (2013, p.46) states that in order to be successful, the individual's self-efficacy must be high. Students' performance in the learning process also depends on their self-efficacy beliefs. While learning a language, students set goals for themselves according to their self-efficacy levels and achieve these goals depending on their language learning self-efficacy (Graham & Weiner, 1996).

One of the four basic skills in L2 acquisition is listening comprehension skill. This skill plays an important role in improving language proficiency and establishing effective

communication (Vandergrift, 2007). Students' self-efficacy also affects their success in listening comprehension in English (Azizoğlu, 2022). Rahimi and Abedini (2009) state that there is a relationship between listening comprehension and listening self-efficacy. Raoofi et al. (2012) emphasize that various factors increase students' self-efficacy levels, and that listening self-efficacy is a strong predictor of performance on different language skills and tasks.

Listening self-efficacy is the key term in 22 articles reviewed, and various aspects of listening self-efficacy in language learning are investigated in these articles published between 2013 and 2022. It is determined that these studies are focused on different intensities in different years. It is aimed to include studies conducted over a 10-year period in the review, but during the review, it is realized that there are no studies conducted on listening self-efficacy in accordance with the specified criteria in 3 years of this period. As a result, all of the studies included in this review are conducted over a total period of 7 years: 2015, 2016, 2017, 2019, 2020, 2021 and 2022.

When the countries where the studies are conducted are reviewed, it is noticed that there are a total of 20 countries included in all the studies. These countries are the United States, Spain, Iran, Türkiye, Japan, Indonesia, Taiwan, Japan, China, Belgium, Bulgaria, Croatia, Estonia, France, Greece, Malta, Netherlands, Poland, Portugal, Slovenia, and Sweden. Conducting studies in so many different countries shows that significant efforts have been made to understand listening self-efficacy in different cultural and linguistic contexts.

The studies on L2 listening self-efficacy are reviewed considering their subjects, and during this review, it is seen that studies are carried out around quite different themes and areas. The themes mentioned under the relevant heading can be compiled as integration of technology into language learning, validation and reliability studies, pedagogical approaches and teaching strategies, various contexts and participants, anxiety and self-efficacy, self-assessment and proficiency, technology in language learning, and metacognition.

In addition, it is noteworthy that studies are conducted for different groups of participants, and these participants are included in the studies from different countries. In the studies in which the participant population is examined, it is realized that the included population is secondary school students, high school students, undergraduate students, adult students, elderly individuals, teachers and musicians.

Considering the research approaches used in the articles, it is seen that the quantitative method is used in most of the articles, namely 19 articles. Of the remaining 3 articles, 2 use a mixed methods approach and 1 uses a qualitative approach. Notably, various research designs are used depending on the research approaches used in the articles. These research designs can be listed as cross-sectional, quasi-experimental, descriptive, and correlational designs. Partial least squares structural equation modelling (PLS-SEM) and structural equation modelling (SEM) are applied in data analysis. Currently, it can be briefly concluded that these studies contribute to the development of the understanding of L2 listening self-efficacy and its effects on language learning and teaching practices.

### ***Future directions***

In the reviewed studies, it is seen that the limitations of the studies are first emphasized, and then some suggestions are made to eliminate the limitations and enrich the findings. It is highlighted that even if the same study is to be replicated, it can be carried out by changing the variables of the study, differentiating the demographics of the participants, increasing the number of participants, changing the contexts and places, and using different methods in the study.

First of all, some suggestions are made on the topics of the studies. In some of the studies, researchers state that in future studies, different variables besides listening self-efficacy can be used, the effects of the variables and factors influencing self-efficacy can be researched, and if so, it can be investigated why some of the hypotheses presented did not result as expected (Bakti, Sofyan, & Elfrida, 2019; Coulter, Colvin, & Onufer, 2021; Gfeller et al., 2019; Kabir & Sponseller, 2020; Sezgin, 2017). In some studies, it is also recommended to research academic self-efficacy, critical listening self-efficacy, professional self-efficacy and speaking self-efficacy, as well as listening self-efficacy in different contexts (Arslan, 2017; Azizoğlu, 2022; Kawaguchi, Miller, & Wu, 2019; Sezgin, 2017).

Secondly, in the reviewed studies, it has been suggested that larger populations in different education levels and different contexts, with different demographic characteristics might be included in the studies to diversify, clarify and generalize the findings (Azizoğlu, 2022; Du & Man, 2022a; Görgün, 2016). Thirdly, in some of the studies, it is recommended that the future research on certain topics might be conducted by changing the locations. For example, Kabir and Sponsor (2020) emphasize that studies on self-efficacy in intercultural communication (SEIC) might be done in different learning environments, and Delvand and Heidar (2020)

stress that studies on evaluating the effectiveness of dynamic evaluation can be done in different language learning contexts.

Lastly, it is emphasized in some studies that quantitative or mixed-method research designs could be utilised as well as qualitative research. Researchers state that data collection tools such as interview, observation, reflection, and delayed posttest might be employed and that a deeper insight can be obtained by providing complementarity, triangulation, and reflection for the variables to be used in future studies (Chen, Lake, & Padilla, 2020; Du & Man, 2022b; Fathi, Derakhshan, & Torabi, 2020; Kabir, Kramer, Koike, & Sponseller, 2022; Xu, Fan, & Luo, 2021). Furthermore, as suggested by Azizoğlu (2022), applied research might also be conducted on the concepts of critical listening and self-efficacy in future studies. Moreover, longitudinal studies may be conducted to examine the relationships between variables such as listening self-efficacy, language comprehension, listening instruction and metacognition levels (Du & Man, 2022b; Kabir, Kramer, Koike, & Sponseller, 2022; Xu, Fan, & Luo, 2021).

### *Limitations*

While this study offers important contributions to understanding the studies on listening self-efficacy, it is essential to recognize the limitations that may affect the generalizability of the findings. These limitations are as follows:

1. The selection of studies was confined to specific databases (SSCI, SCI, Eric, Scopus, DOAJ). As a result, relevant studies from other databases that were not included in this review may have been excluded.
2. The review was limited to articles published between 2013 and 2022. Consequently, studies published before 2013 and after 2022 were not considered, potentially omitting relevant findings from these periods.
3. This review focused solely on primary research articles, excluding review articles. As a result, theoretical discussions presented in review articles were not included.

Given these limitations, future research could expand the scope by including additional databases, exploring studies published outside the 2013-2022 range, and considering review articles to provide a more comprehensive understanding of the topic.

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**APPENDIX A****Table 2.** List of Reviewed Journals

Name of Journal	Number of Articles
American Journal of Audiology	2
Ana Dili Eđitimi Dergisi	1
Asia-Pacific Education Researcher	1
Frontiers in Psychology	5
Journal of Education for Teaching	1
Journal of English Education and Teaching	1
Journal of Language and Education	1
International e-Journal of Educational Studies	1
International Journal of Instruction	1
International Journal of Contemporary Educational Research	1
Kastamonu Education Journal	1
SAGE Open	1
Sendebare	1
System	1
Turkish Online Journal of Educational Technology	1
Taylor & Francis	1
Universal Journal of Educational Research	1
Total	22