

THE FACTORS AFFECTING TEACHER
EFFICACY PERCEPTIONS OF PRE-SERVICE
ENGLISH LANGUAGE TEACHERS

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MA THESIS

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ABSTRACT**THE FACTORS AFFECTING TEACHER EFFICACY PERCEPTIONS OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS**

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Teacher efficacy is considered to be one of the most important constructs which affect not only teacher practices but also learner performances. It has been asserted that teacher efficacy is also influenced by some factors such as subject areas, motivation, and teaching practice in its developmental phase; that is, in pre-service years. In order to understand the judgments that teachers make about themselves better in these years, what kind of factors affect the perceptions of pre-service teacher efficacy can be explored. This might provide some benefits in terms of the things that can be done to improve teacher efficacy positively early in learning. Indirectly, this may give some insights about the quality of teacher education programs and the practicum. With these in mind, the present study aims to investigate the factors that may have an impact on the efficacy perceptions of pre-service English language teachers. A total of 113 pre-service English language teachers who were at their final year at Anadolu University participated in the study. Since the current study is based on the explanatory design, surveys and focus group interviews were utilized. Descriptive statistics were run to examine the quantitative data, and content analysis was used to examine the qualitative data. The results showed that the sample had a moderate level of perceived teacher efficacy. Moreover, their perceived efficacy in classroom management, instructional strategies

and student engagement were found to be close to each other, though efficacy in classroom management had a little higher mean score than the other two components. Focus group discussions, carried out by 22 representative pre-service ELT teachers, revealed four main factors that affect their efficacy perceptions: ELT education they received at university, their practicum experiences, perceived language proficiency and their affective states. Compared to others, practicum experiences had the biggest role in the development of teacher efficacy. Furthermore, these factors were found to have either positive or negative effects in their perceived teacher efficacy. While classroom practices, students, the view of teaching as a profession, personality characteristics, and motivation contributed positively to efficacy, the content of the teacher education program, cooperating and supervisor teachers, perceived language proficiency and emotions had negative effects. The findings of the study are believed to provide new perspectives into the efficacy perceptions of pre-service ELT teachers.

Key Words: English language teaching, factors, pre-service teacher, teacher efficacy

ÖZ

İNGİLİZ DİLİ ÖĞRETMEN ADAYLARININ ÖĞRETMEN YETERLİĞİ ALGILARINI ETKİLEYEN FAKTÖRLER

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Öğretmen yeterliğinin sadece öğretmenlik uygulamasını değil aynı zamanda öğrenci performanslarını da etkileyen önemli yapılardan biri olduğu düşünülmektedir. Ayrıca öğretmen yeterliğinin, oluşum sürecinde, başka bir deyişle, hizmet öncesi dönemde, konu alanları, motivasyon ve staj gibi bazı faktörlerden etkilendiği öne sürülmektedir. Bu yıllarda öğretmenlerin kendileri hakkındaki görüşlerini daha iyi anlamak için ne tür faktörlerin öğretmen adaylarının yeterlik algılarını etkilediği araştırılabilir. Bu, öğrenim sırasında öğretmen yeterliğini geliştirmek için neler yapılabileceği ile ilgili bazı yararlar sağlayabilir. Dolaylı olarak, bu araştırma öğretmen eğitimi programlarının kalitesi ve staj hakkında bazı görüşler ortaya çıkartabilir. Bu bağlamda, bu çalışma İngiliz dili öğretmen adaylarının öğretmen yeterlik algılarında etkisi olabilecek faktörleri araştırmayı amaçlamaktadır. Toplamda 113 Anadolu Üniversitesi son sınıf İngiliz dili öğretmen adayı bu çalışmaya katılmıştır. Bu araştırma açıklayıcı tasarım modeline dayalı olduğundan anketler ve odak grup görüşmeleri uygulanmıştır. Nicel verileri incelemek için betimleyici istatistik kullanılmış, nitel veriler içinse içerik analizinden yararlanılmıştır. Sonuçlar, katılımcıların algılanan öğretmen yeterliğinin orta düzeyde olduğunu göstermiştir. Ayrıca katılımcıların sınıf yönetimine, öğretim stratejilerine ve öğrenci katılımına yönelik algılanan yeterlikleri birbirine çok yakın

olmasına rağmen sınıf yönetimine yönelik yeterliklerinin diğer iki bileşenden daha yüksek bir ortalamaya sahip olduğu bulunmuştur. Temsili 22 İngiliz dili öğretmen adayıyla gerçekleştirilen odak grup görüşmeleri dört temel faktörün yeterlik algılarını etkilediğini ortaya çıkarmıştır: üniversitede aldıkları İngiliz dili eğitimi, staj deneyimleri, algılanan dil seviyesi ve duyuşsal özellikler. Diğerlerine göre staj deneyimleri öğretmen yeterliği oluşumunu etkilemede en yüksek etkiye sahiptir. Dahası, bu faktörlerin algılanan öğretmen yeterliği üzerinde olumlu ya da olumsuz etkileri olduğu bulunmuştur. Sınıf içi uygulamalar, öğrenciler, öğretmenlik mesleğine bakış açısı, kişisel özellikler ve motivasyonun öğretmen yeterliğine olumlu katkıları varken öğretmen eğitimi programının içeriği, uygulama öğretmeni ve üniversitedeki yürütücü öğretmen, algılanan dil düzeyi ve duygular olumsuz etkilere sahiptir. Çalışma sonuçlarının, İngiliz dili öğretmen adaylarının yeterlik algılarına yönelik yeni bakış açıları sağladığına inanılmaktadır.

Anahtar Sözcükler: İngiliz dili eğitimi, faktörler, öğretmen adayı, öğretmen yeterliği

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THE LIST OF ABBREVIATIONS

CM	: Classroom Management
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ELTSES	: English Language Teachers' Sense of Self-Efficacy Scale
ELT-TEI	: ELT Teacher Efficacy Instrument
ESL	: English as a Second Language
ETCQ	: English Teacher Confidence Scale
GPA	: Grand Point Average
GTE	: General Teaching Efficacy
H	: High
HG	: High Group
IS	: Instructional Strategies
L	: Low
LG	: Low Group
MG	: Moderate Group
MNE	: Ministry of National Education
PTE	: Personal Teaching Efficacy
RAND	: Research and Development Corporation
RSA	: Responsibility for Student Achievement
SE	: Student Engagement
TES	: Teacher Efficacy Scale
TESI	: Teaching Efficacy Sources Inventory
TLC	: Teacher Locus of Control
TSES	: Teacher's Sense of Efficacy Scale

CHAPTER 1

INTRODUCTION

1.1. Background to the Study

The importance of English language as an international language has continued to be appreciated all over the world. Similarly, the studies interested in the factors influencing English language education have also been on the increase in order to provide new insights into how to give a better education to the learners of English. One of the essential factors that have an impact on education is considered to be teachers' own belief systems. Defined as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 233), teacher efficacy has a fundamental role in the confidence and capability of teachers producing desired learning outcomes. In a sense, beside the knowledge of content and pedagogy, teachers' judgments and beliefs about their capabilities and skills play a determining role in the effectiveness of their teaching (Knoblauch & Woolfolk Hoy, 2008). In other words, teachers' beliefs have an impact on "the way they learn to teach, and their perceptions, judgments, decision-making and actions in the classroom" (Yeung & Watkins, 2000) so the beliefs teachers hold about their teaching; namely, teacher efficacy affects their teaching competence. Teacher efficacy consists of three dimensions as efficacy in instructional strategies, efficacy in student engagement and efficacy in classroom management according to the model of Tschannen-Moran and Woolfolk Hoy (2001). They claimed that these dimensions reflect the "teachers' work lives and the requirements of good teaching" best in the literature so it is believed to be the most comprehensive model of teacher efficacy (p.801). However, when the subject areas are taken into consideration, the subject matter knowledge might be highly important; for example, in English language teaching field, language proficiency can be assumed to be a dimension of teacher efficacy in addition to efficacy in instructional strategies, student engagement and classroom management.

On the other hand, not only teacher efficacy influences teaching behaviors and student-related factors, but also it is affected by such factors as proficiency in a

subject matter, teaching tasks, teaching context and motivation. So there is a mutual relationship between the factors affecting teacher efficacy, and the effects of teacher efficacy on those factors. In the literature, the factors that have an effect on the development of teacher efficacy have been identified as enactive mastery experiences, vicarious experiences, verbal/social persuasion and physiological/emotional states (Bandura, 1997), university training, personality characteristics, capabilities/skills, and motivation (Poulou, 2007), teaching practice, competence and beliefs about teaching/learning (Atay, 2007), cooperating teachers (Oh, 2010), teacher training courses (Woodcock, 2011). They were effective in shaping the development of efficacy beliefs, especially the efficacy of pre-service teachers.

In sum, teacher efficacy can be considered indispensable to education because it is one of the “major predictors of teacher’s competence and commitment to teaching” (Silverman & Davis, 2009, para.12).

1.2. Statement of the Problem

Teacher efficacy, being one of the essential factors that have an impact on teachers’ practice as well as learners’ performances, has been studied along with numerous variables, i.e. competence, proficiency, demographic variables, etc. in the literature. Up to now, the research on teacher efficacy has provided us with substantial insights into this complex construct. However, most of the studies have been interested in the already constructed efficacy beliefs of teachers; studies on what triggers teacher efficacy are scarce; that is, what kind of factors affect it have not been investigated much (Henson, 2001; Labone, 2004; Tschannen-Moran & Woolfolk Hoy, 2007). In addition, although there has been a general agreement on the view that teacher efficacy is context specific (Henson, 2001; Tschannen-Moran & Woolfolk Hoy, 2001; Chacon, 2005) because it may change according to different settings (e.g. ESL/EFL, pre-service/in-service, primary/secondary/tertiary), different subjects (e.g. science, maths, language etc. requiring different content knowledge), different task demands (e.g. teaching English to young learners vs. adults), and the characteristics of different learner groups (e.g. managing the classroom, giving instructions according to students’ level), there are not many studies considering these

differences while investigating teachers' judgments about themselves. The efficacy research focused more on general teacher efficacy regardless of specific teaching competencies; most have studied with in-service teachers or done in the USA (Klassen, Tze, Betts & Gordon, 2011). Specifically, there are few studies upon the affecting factors of teacher efficacy in foreign language learning environments (Raofi, Tan & Chan, 2012). Furthermore, most of the studies utilized correlational research design; a few used qualitative methods with quantitative ones in order to search for this construct (Klassen, Tze, Betts & Gordon, 2011). As for the Turkish context, there is an increase in the number of teacher efficacy studies in recent years, especially regarding English language teachers. Nevertheless, almost none of them studied on what kinds of factors are influential in the construction of teachers' beliefs except Atay's (2007) research. However, this study focused on the change of efficacy, not the construction process; that is, what sort of factors causes the change in efficacy beliefs of pre-service ELT teachers during the practicum. Therefore, there might be different factors affecting the development of teacher efficacy of pre-service English language teachers throughout their training years.

Considering all of these, it is clear that there are particular areas requiring research in the literature with respect to the construct of teacher efficacy. First of all, there is a need to do research in subject-specific disciplines, for as mentioned before, teachers' sense of efficacy depends on the context. There is also a need to examine this multidimensional construct with diverse methodologies in order to get a better understanding of it. Beyond all of these, there are few studies on the affecting factors of teacher efficacy which explore other factors that affect this construct apart from Bandura's proposed sources (e.g., Poulou, 2007; Oh, 2010; Oh, 2011; O'Neill & Stephenson, 2012). Especially, in Turkey, comparatively few studies were conducted about what factors are responsible for the development of teacher efficacy with respect to the English language teaching field because such factors are essential to understand teachers' own theoretical and practical judgments about their capabilities and competences (Tschannen-Moran & Woolfolk Hoy, 2007). Moreover, since efficacy beliefs are somewhat unchanging when they are set (Tschannen-Moran & Woolfolk Hoy, 2001), it becomes crucial to find out what kind of factors contribute to its development in early years of its construction. In other words, as teachers

construct their own views and beliefs while studying in teacher training programs, it is highly important to study with pre-service teachers, especially with those who begin to practice teaching because school experience presents them an environment where they combine their content knowledge and pedagogical skills.

All in all, the current study was designed to respond to such needs; a study which investigated what kind of factors affect teacher efficacy beliefs of pre-service English language teachers in an EFL context.

1.3. Purpose of the Study

This research was designed to find out the profile of pre-service English language teachers regarding their perceived teacher efficacy, and also to explore what kind of factors influence their teacher efficacy perceptions. Therefore, the following questions were addressed in the present study:

1. What are the levels of pre-service English language teachers' efficacy perceptions?
2. What are the factors affecting the perceptions of pre-service English language teachers' efficacy?

1.4. Significance of the Study

Teacher efficacy is one of the important elements that influence teachers' performance, and hereby students' performance. Therefore, to do research on teacher efficacy means providing insights both into teacher education and formal education. In particular, to study on pre-service teachers may produce opportunities to find out how to enhance their beliefs or what needs to shape their teaching beliefs because "efficacy beliefs are considered to be most pliable early in learning." (Tschannen-Moran & Woolfolk Hoy, 2007, p.947). If teacher efficacy beliefs were improved positively during teacher training, this would affect not only their effectiveness of teaching but also students' outcomes, motivation and achievement (Aslan, 2013). In this regard, it is asserted that higher level of efficacy beliefs of teachers are steadily found to lead to higher level of student achievement as well as a better performance of teachers in the classroom (Mulholland & Wallace, 2001; Oh, 2011).

The reason why there is a need to support the efficacy beliefs of pre-service teachers is that the improvement of positive efficacy beliefs is fundamental in order to produce effective, capable and motivated teachers (Pendergast, Garvis & Keogh, 2011). Similarly, Duffin, French and Patrick (2012) noted that to have content knowledge and pedagogical skills are not enough for effective teaching, teachers also “need to be confident in their abilities to enact effective instructional practices that result in students’ learning, motivation, and other positive outcomes” (p.827).

To do so, it is necessary to know what factors are accountable for the formation of this multifaceted construct as Mulholland and Wallace (2001) pointed out that to examine the experiences of pre-service teachers is vital to comprehend their effect in teacher efficacy. Therefore, the research into the affecting factors of teacher efficacy in teacher education programs may present us with numerous implications about how to improve pre-service teachers’ efficacy. In the same vein, Usher and Pajares (2008) underlined the fact that to study on the origin of efficacy, and the factors which influence it either positively or negatively would “make substantive contributions to educational theory, thinking, practice, and policy” (p.791). In other words, to investigate the factors that play a role in the development of teacher efficacy perceptions might shed some light on the quality of teacher education programs; i.e., how effective the courses offered and the practicum in a teacher education program are on the improvement of pre-service teachers’ efficacy beliefs in terms of providing them positive vicarious experience, social persuasion or mastery experiences. On this matter, Poulou (2007) commented that to search for teacher efficacy may lead to a better understanding of the quality of the teacher training programs because beliefs of pre-service teachers outweigh their knowledge while experiencing teaching; thus, their beliefs are “stronger indicators for predicting their teaching behaviors” (pp.194-195). Furthermore, the investigation of teacher efficacy in a certain discipline, i.e., English language teaching, may provide insights into what type of things to be done in developing teacher efficacy of pre-service teachers specifically majoring in that discipline because as mentioned before, teacher efficacy is context specific and it may change according to different situations. In the same way, it may vary according to the subject areas such as science, math, and language since each subject necessitates different kinds of knowledge and skills.

Apart from all of these, there are some shortfalls in the literature of teacher efficacy as pointed out before. For instance, there are few studies on what kinds of factors have an impact on teacher efficacy, especially in the pre-service years of students. Moreover, most of the studies on teacher efficacy were carried out in ESL contexts not distinguishing subject areas of teachers, and used correlational designs. Therefore, there is need to do research in EFL contexts on a subject level by using mixed methods designs. First and foremost, in Turkey, there is limited number of research studies with respect to the affecting factors of teacher efficacy perceptions of pre-service English language teachers.

On the whole, the present study was assumed to contribute to the significance of the area that is interested in the factors affecting teacher efficacy in the literature, and to provide insights into the teacher education programs of English language teaching.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Theoretical Background

2.1.1. Self-Efficacy

Firstly theorized by Bandura within social cognitive theory, self-efficacy beliefs have a major impact on people's behaviors. Bandura (1997) defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p.3). In other words, individuals' beliefs, expectations, perceptions or confidence in themselves affect their behaviors to a large extent. So self-efficacy can be accepted as a concept regarding the extent to which individuals believe in themselves when deciding or performing an action.

As far as Bandura's theory of self-efficacy is considered, there are two types of expectations. One of them is outcome expectancy defined as "a person's estimate that a given behavior will lead to certain outcomes", and the other one is efficacy expectation that is "the conviction that one can successfully execute the behavior required to produce the outcomes" (Bandura, 1977, p.193). The reason why there is a distinction between outcome and efficacy expectancy is that beliefs play a bigger role in determining the actions of individuals than the results of those actions. On this point, Henson (2001) stated that people's behaviors are mainly related to their beliefs rather than the outcomes of their course of actions. Tschannen-Moran and Woolfolk Hoy (2007) also agreed with this notion by indicating the motivational nature of self-efficacy built on self-perception of competence rather than the actual performance. Therefore, the execution of control in an action is more important than the outcome that an action produces.

Bandura (1997) emphasized the cognitive nature and variability of self-efficacy. While people shape their lives by making decisions based on their beliefs and perceptions, their beliefs also lead to a change in their actions according to the given tasks in certain situations. Thus, he stated that the construction of self-efficacy beliefs is affected by certain factors. He proposed four sources of efficacy building information as enactive mastery experiences, vicarious experiences, verbal/social persuasion and physiological/emotional states (see Figure 1). Enactive mastery

experiences are related to individuals' own successes and failures. Success leads to higher mastery expectations whereas failure causes them to lower (Bandura, 1997). This source was reported to be the most effective antecedent in terms of self-efficacy beliefs Tschannen-Moran and Woolfolk Hoy's (2007) research. Vicarious experiences are based on the beliefs of others' performances. In other words, people observe others, and then, evaluate their self-efficacy in terms of their successes and failures. As individuals are influenced more by good models, their efficacy enhances and others have strong effect in their beliefs (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Verbal/social persuasion is related others' suggestions; that is, people believe that they can handle some situations with others' encouragement and guide. Finally, physiological/emotional states are about the feelings of successes or failures; i.e., individuals' beliefs in coping with stressful or difficult situations affect their self-efficacy.

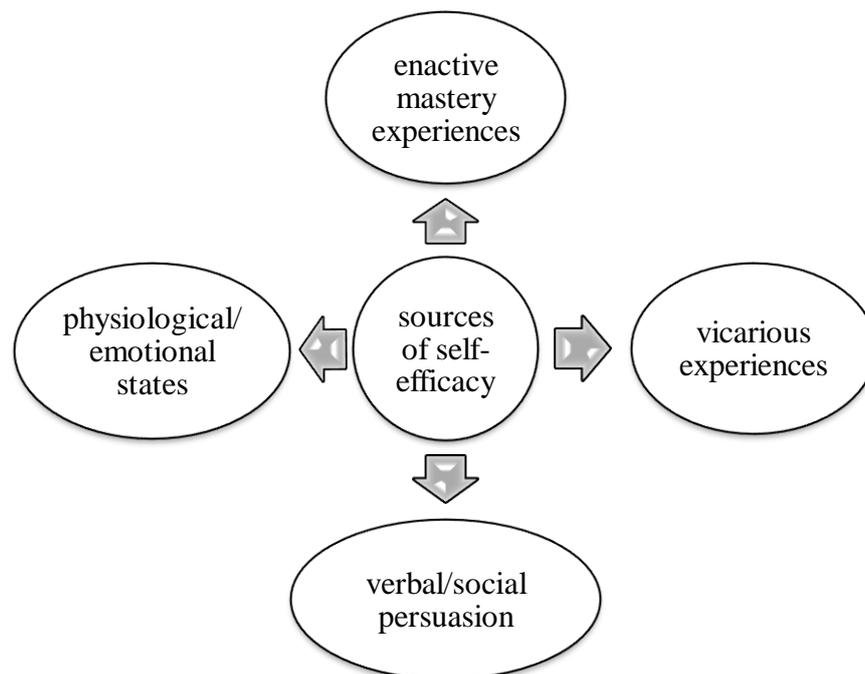


Figure 1. The sources of self-efficacy (Bandura, 1997)

2.1.2. Teacher Efficacy

The concept of teacher efficacy actually evolved from Bandura's theory of self-efficacy (Ghaith & Shaaban, 1999). However, self-efficacy is considered rather as a general term associated with human psychology. So there has been a need to search for a specific efficacy which is directly linked to teacher and teaching context because efficacy beliefs can change according to certain competences, tasks and contexts. Labone (2004) also mentioned this necessity by stating that Bandura's model of self-efficacy lacks the components reflecting teachers' work and teaching context. Upon this, Tschannen-Moran, Woolfolk Hoy and Hoy (1998) developed a comprehensive model which has a direct link to teacher's sense of efficacy. They defined teacher efficacy as "the teacher's belief in his or her capability to organize and execute course of action required to successfully accomplish a specific teaching task in a particular context" (p.233). In other words, teachers' own theoretical and practical judgments about their teaching capabilities or skills, teaching tasks or contexts are influential in their development of efficacy beliefs, which is in turn effective in the execution and control of their actions. Hence, the construct of teacher efficacy is affected by a number of personal and contextual factors while it varies across different teaching situations, subject matters and different tasks.

As far as the level of efficacy is considered, it can be stated that more efficacious teachers are able to cope with difficult situations easily, are good at planning and organization, use instructional strategies more effectively, sustain student engagement and motivation, maintain the continuity of the task, are good at teaching particular subjects, are better in classroom management and are more open to innovations (Tschannen-Moran & Woolfolk Hoy, 2001; Milner & Hoy, 2003; Hansen, 2005; Redmon, 2007; Knoblauch & Woolfolk Hoy, 2008; Oh, 2010; Klassen, Tze, Betts & Gordon, 2011; Duffin, French & Patrick, 2012; O'Neill & Stephenson, 2012). So the greater the efficacy is, the better their own and students' performance are.

Teacher efficacy has an important but a somewhat different role in teacher education because as Tschannen-Moran and Woolfolk Hoy (2001) indicated, once teacher efficacy beliefs are established, they are resistant to change and over the years, they are stabilized; thus, teacher efficacy is most malleable in pre-service

education. Besides, Poulou (2007) pointed out that personal theories and teaching practice are the effective factors in developing pre-service teachers' sense of efficacy. Therefore, the quality of university training has a vital importance on teacher efficacy.

2.1.2.1. The Factors that Affect Teacher Efficacy

As mentioned before, teachers' sense of efficacy affects teacher and student related factors. However, it is also affected by such factors in the phase of its development. In a general sense, the main sources are in accordance with Bandura's sources; however, these should be associated with specific teacher beliefs related to teaching profession, teaching context and so on. For instance, enactive mastery experiences consist of the judgments about teachers' own performances as a success or failure (Tschannen-Moran & Woolfolk Hoy, 2007; Oh, 2010). The comparison of teachers' own capabilities, skills or abilities with other models in the teaching context is about their vicarious experiences (Oh, 2010). Teachers are also influenced by verbal interactions in such activities as feedback, course work, workshops, meetings and opinions of administrators; that is related to verbal/social persuasion (Tschannen-Moran & Woolfolk Hoy, 2007; Oh, 2010). In addition, their physiological and emotional states are effective in their efficacy beliefs; for example, if they feel comfortable or happy in the class, their efficacy will increase and have more confidence in themselves while dealing with the class, but in the contrary case, if they feel anxious and under stress, their performance will decrease due to their lower level of efficacy (Tschannen-Moran & Woolfolk Hoy, 2007).

On the other hand, there has been an orientation to pinpoint what other sources in addition to Bandura's ones are responsible for the development of teacher efficacy in recent years because Bandura's suggested sources for efficacy building information seem to work well with in-service teachers (Tschannen-Moran & Woolfolk Hoy, 2007), there might be other factors effective in pre-service as well as in-service teachers' efficacy. Therefore, there have been some momentous attempts to explore such kind of factors in the literature. For instance, Poulou (2007) indicated that personality characteristics, capabilities/skills, motivation and university training are also effective in teachers' sense of efficacy other than Bandura's findings in a

pre-service environment. Moreover, Knoblauch and Woolfolk Hoy (2008) found cooperating teachers can be another factor in the form of vicarious experience and verbal persuasion. Similarly, Oh (2010) argued that supporting from cooperating teachers; that is, mentor's help during teacher training, is another factor affecting teacher efficacy. Lastly, the performance and support of groups of teachers and administrators as contextual variables are effective in teacher efficacy in in-service teaching (Tschannen-Moran & Woolfolk Hoy, 2007) whereas teacher training components such as teaching practice, methodology and elective courses, lecturers' images and practicum supervisors are influential in the development of teacher efficacy in pre-service education (Yeung & Watkins, 2000).

2.1.2.2. Related Theories and Measurements of Teacher Efficacy

In the literature, teacher efficacy was pioneered by the Research and Development Corporation (RAND) researchers based on Rotter's Locus of Control (Social Learning Theory) (1966) which claims that teachers have the capability of controlling the reinforcement of their actions (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998), and the main sources of this reinforcement are students' motivation and learning performance (Henson, 2001). However, there is another argument by Bandura as Social Cognitive Theory that consists of many factors serving to control the skills (Bandura, 1997). So there are two types of underpinnings of teacher efficacy: Locus of Control and Social Cognitive Theory (Labone, 2004).

When the Rotter's theory is taken into account, there have been certain measures developed for teacher efficacy. For instance, the Rand measure has two items for general teaching efficacy (GTE) and personal teaching efficacy (PTE). While general teaching efficacy refers to external factors, personal teaching efficacy deals with internal factors. Other measure is Responsibility for Student Achievement (RSA) by Guskey (1981) that explains the causes of success and failure as specific teaching abilities, the effort put into teaching, the task difficulty and luck (Tschannen-Moran & Woolfolk Hoy, 2001). Another one is Teacher Locus of Control (TLC) by Rose and Medway (1981) investigating the external and internal factors for students' successes and failures caused by teachers (Tschannen-Moran & Woolfolk Hoy, 2001). The last one is the Webb scale by Asthon, Olejnik, Crocker

and McAuliffe (1982) that measures teachers' negative or positive effects in their teaching (Tschannen-Moran & Woolfolk Hoy, 2001).

As far as Bandura's Social Cognitive Theory is considered, there have also been some measurements constructed for teacher efficacy. For example, the Ashton Vignettes (1984) is related to context that includes the judgment made for task analysis and the comparison of other teachers (Tschannen-Moran & Woolfolk Hoy, 2001). Another one is Gibson and Dembo's Teacher Efficacy Scale (TES) (1984) based on personal teaching efficacy; that is, self-efficacy, and general teaching efficacy; that is, outcome expectancy (Tschannen-Moran & Woolfolk Hoy, 2001). Personal teaching efficacy refers to teachers' beliefs about the impact on student performance whereas general teaching efficacy means the profession itself may lead to student change (Chacon, 2005). The last one is Bandura's Teacher Self-Efficacy Scale (1997) containing seven subscales as decision making, school resources, instructional efficacy, disciplinary efficacy, parental involvement, community involvement and school climate.

As it can be seen, there have been many attempts to measure this complex construct in the literature; however, all of the measurements did not include actual teacher tasks. Therefore, Tschannen-Moran and Woolfolk Hoy (2001) developed Teachers' Sense of Efficacy Scale (TSES) which integrates both Locus of Control and Social Cognitive Theory. Though they pointed out that there are two dimensions in teacher efficacy as personal and general teaching efficacy, they stated that teacher efficacy is one-dimensional construct possessing personal dimension more because of its close relation to the efficacy expectation rather than outcome expectation. Thus, they believed that teacher efficacy is closely connected to self beliefs of teachers about their performances and capabilities when leading behavioral change and learning outcomes. So there arises a need to find out specific dimensions to be considered in teacher efficacy. Upon this, they determined three levels of teacher efficacy as student engagement, instructional behaviors and classroom management that reflect certain teaching tasks and activities (see Figure 2). This scale has been accepted as the most comprehensive conceptual model of teacher efficacy to date, and this model is believed to represent "the richness of teachers' work and the

requirements of good teaching” both in pre-service and in-service contexts (Poulou, 2007, p.199).

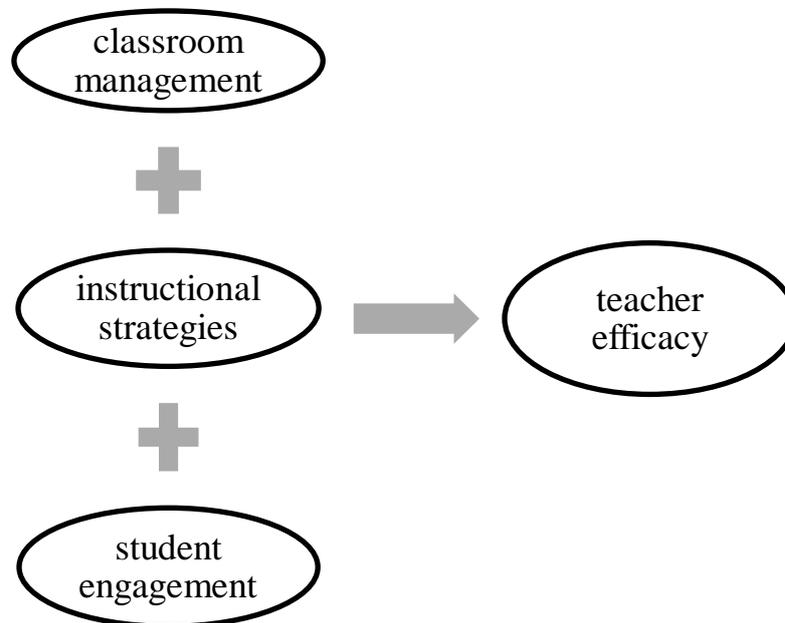


Figure 2. The dimensions of teacher efficacy (Tschannen-Moran & Woolfolk Hoy, 2001)

So far, these scales have been popular while studying on teacher efficacy; however, they lack subject matter knowledge because they measure general teacher efficacy. As far as English language teaching context is considered, there have been significant contributions recently.

For example, Hansen (2005) attempted to develop a questionnaire for measuring English teachers' efficacy. She studied with secondary school English teachers and pre-service English teachers in New Zealand, and included the competencies and subject tasks determined by the country's curriculum in the scale. In the end, four subcategories were formed as confidence in knowledge and teaching, confidence in teaching literacy response, confidence in teaching viewing and presenting, confidence in selection, assessment and expertise under the title "English Teacher Confidence Questionnaire (ETCQ)". This questionnaire proved the importance of content and pedagogical knowledge at a subject specific level.

Likewise, Akbari and Tavassoli (2014) made an attempt to develop an instrument which would measure English language teachers' efficacy. They included certain components related to ELT field; for example, efficacy in teaching language skills, components, dealing with students' age and proficiency level, error correction, assessment, curriculum and syllabus implementation, dealing with critical social aspects, and general teaching efficacy. At the end of their analysis, they found seven categories as efficacy in classroom and management and remedial action, efficacy in classroom assessment and materials selection, efficacy in skill and proficiency adjustment, efficacy in teaching and correcting language components, efficacy in age adjustment, efficacy in social adaptation and core efficacy with a total of 32 items called "ELT Teacher Efficacy Instrument (ELT-TEI)".

When the Turkish context is taken into account, Yaman, Inandi and Esen (2013) designed a study in order to develop a scale measuring Turkish in-service ELT teachers' efficacy. As a result of their study in Mersin, four components related to in-service teachers' efficacy were found out; they were observing and assessing the language development, cooperating with the school personnel, colleagues, family and society, organizing appropriate methods and techniques for a suitable classroom atmosphere, professional development under the title "English Language Teachers' Sense of Self-Efficacy Scale (ELTSES)".

Nonetheless, though such attempts have been very noteworthy, all of the developed tools for ELT context are only for in-service teachers, and they were developed according to their own contexts. So it can be concluded that there has not been a universal scale measuring teacher efficacy of ELT teachers, especially in terms of pre-service context.

When it comes to the sources of teacher efficacy, although there has not been a universal comprehensive scale to find out the effective sources on teacher efficacy, Poulou (2007) made a significant contribution to the literature by developing "Teaching Efficacy Sources Inventory (TESI)". She extended Bandura's sources of efficacy (enactive mastery with social/verbal persuasion, vicarious experiences, and physiological/emotional states) by including personal characteristics, capabilities/skills, motivation and university training specifically related to pre-

service context (see Figure 3). In this way, she found other factors that are effective in teacher efficacy perceptions of pre-service students.

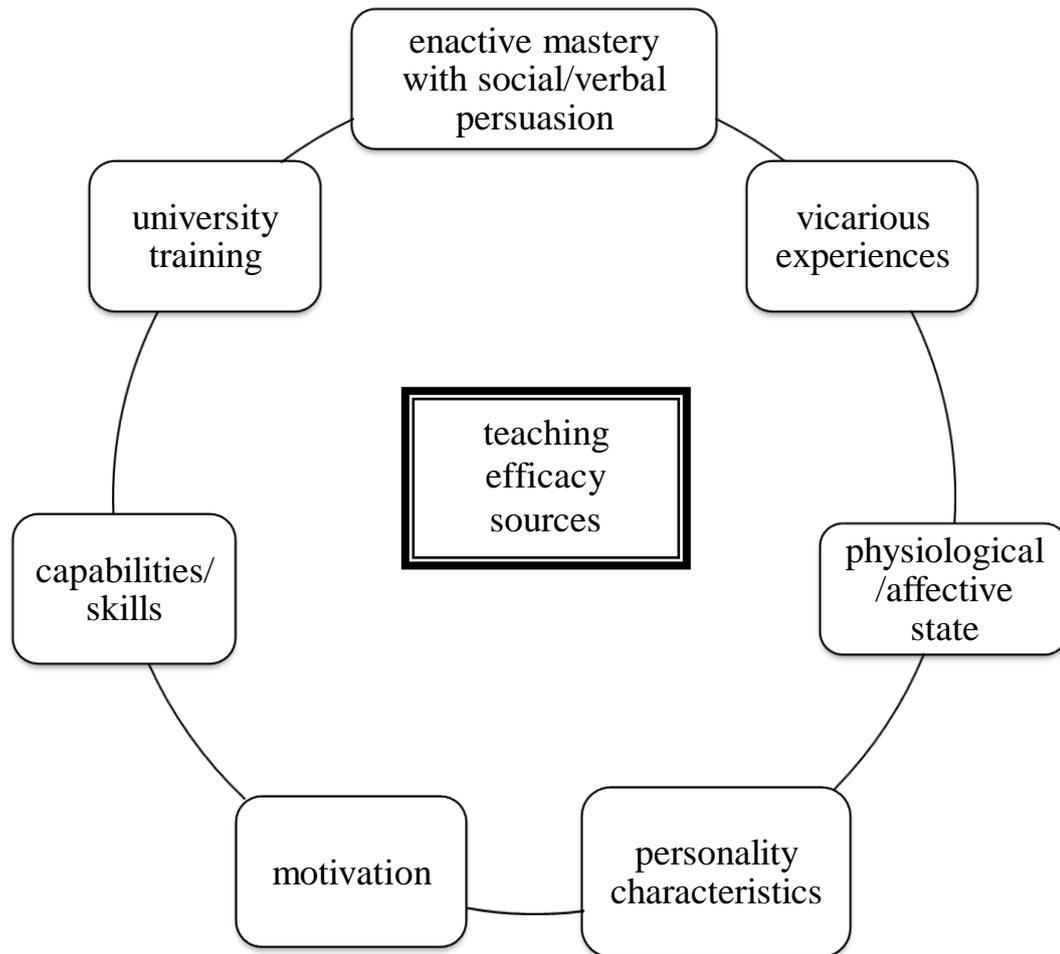


Figure 3. The components of teaching efficacy sources (Poulou, 2007)

2.2. Review of Teacher Efficacy Studies

Teacher efficacy has been one of the most important research topics in the literature because teachers' efficacy beliefs are thought to affect their practice as well as learners' performances (Hansen, 2005; Poulou, 2007). It has been associated with a number of factors such as competence, enthusiasm, behavior, motivation, attitude, students' achievement, and learners' self-efficacy beliefs (Tschannen-Moran & Woolfolk Hoy, 2001; Hansen, 2005; Oh, 2010). Most of the studies dealing with either pre-service teachers or in-service teachers have investigated the relationship

between teacher efficacy and other variables. For example, efficacy beliefs were compared to such demographic variables as gender, age, teaching experience, teacher status, teaching level, educational background, etc. (e.g. Penrose, Perry & Ball, 2007; Senemoglu, Demirel, Yagci & Ustundag, 2009; Karimvand, 2011; Ebrahimi & Moafian, 2012). Besides, the relationship between teachers' sense of efficacy and other constructs such as burnout/stress (e.g. Klassen & Chiu, 2010; Vaezi & Fallah, 2011), job satisfaction (e.g. Klassen & Chiu, 2010), emotional intelligence (e.g. Penrose, Perry & Ball, 2007; Ebrahimi & Moafian, 2012), teacher concerns about professional practice (e.g. Ghaith & Shaaban, 1999), classroom control (e.g. Giallo & Little, 2003; Chambers & Hardy, 2005), student achievement (e.g. Saeidi & Kalantarypour, 2011), knowledge (e.g. Zakeri & Alavi, 2011), teaching style (e.g. Heidari, Nourmohammadi & Nowrouzi, 2012), motivation (e.g. Huangfu, 2012) and academic ability and mentor support (e.g. Moulding, Stewart & Dunmeyer, 2014) has been studied.

2.2.1. Studies on the Factors Affecting Teacher Efficacy

Within teacher efficacy research, there are certain attempts to explore what kinds of factors affect the development of this construct; some dealt with in-service teachers, some others studied with pre-service teachers in a number of settings. However, as far as the field of ELT is considered, there is not much research on this topic.

2.2.1.1. Studies on the Factors Affecting In-Service Teachers' Efficacy

From the point of in-service teaching, mainly professional development activities, teaching experience, university training and school environment have been found among the contributing factors to teacher efficacy.

For example, Cheung (2008) compared Hong Kong and Shanghai primary teachers in terms of their teacher efficacy, and she examined the contributing factors to efficacy. Her analysis showed that Shanghai primary in-service teachers' efficacy was higher than Hong Kong teachers. Besides, the respect by students and parents, university training and teaching experience were the basic contributing factors to teacher efficacy of primary in-service teachers.

Moreover, Guo, Justice, Sawyer and Tompkins (2011) carried out a study with pre-school teachers in the USA to investigate the impact of teacher and classroom characteristics on teachers' self-efficacy. They concluded that teacher efficacy was strongly related to collaboration and student engagement; nonetheless, teaching experience and decision-making influence did not affect efficacy of preschool teachers.

Tschannen-Moran and Johnson (2011) also explored the sources of in-service literacy teachers' efficacy in the USA. According to their research results, teaching experience, quality of university preparation and professional development, resource support and quality of school library influenced the efficacy of literacy instruction of teachers.

Lastly, Zhou (2014) conducted a research study on the factors that might influence college English teachers' efficacy. She discussed two main factors as external and internal. External factors were school environment, social environment and students' learning style; internal factors were specialty accomplishment, teaching ability, and effective pre-post-on-the-job training. She noted that all of those factors influenced efficacy of college English teachers in many ways.

2.2.1.2. Studies on the Factors Affecting Pre-Service Teachers'

Efficacy

In the pre-service environment, there is much more research compared to in-service one because the development of teacher efficacy has been in progress during the pre-service years. Therefore, the affecting factors have become more important in this sense in order to help teacher candidates build strong efficacy beliefs. Nevertheless, some studies combined pre-service and novice year of teaching. In most of such studies, Bandura's sources as enactive mastery experiences, vicarious experiences, physiological/affective states and verbal persuasion have been among the mostly found factors. Besides, teacher education program, practicum, cooperating teachers, personality and motivation have become other primary factors that have a role in the construction of teacher efficacy in pre-service years. Yet, in terms of ELT field, there are not many studies dealing with such factors.

One of the studies about the sources of teacher efficacy was carried out by Yeung and Watkins (2000). They used the repertory grid technique to elicit the construct. Studying with both first year and final year student teachers in Hong Kong, they revealed certain factors such as teaching practice, education studies, teachers' images, courses and electives, supervisors, pupils, form teachers, and lesson plans affecting teacher efficacy. While education studies, methodology, pupils, form teachers, and supervisors were not effective, teaching practice and electives were found to be a significant contributor to teacher efficacy.

In Mulholland and Wallace's (2001) one-person case study with a novice elementary science teacher, the researchers aimed to find out what the potential sources influencing self-efficacy beliefs of the participant were during the transition from pre-service to in-service teaching. At the end of the analyses of the written journals and interviews, the researchers reached that both in pre-service years and in one-year in-service teaching experience, the main sources of self-efficacy were enactive mastery experiences and verbal/social persuasion, and those sources had a positive impact on building self-efficacy. However, self-efficacy was affected negatively by vicarious experiences and physiological/affective states.

Another study on the sources of the first year teachers' efficacy in USA was carried out by Capa (2005). She developed a scale specifically linked to the variables affected the novice teachers' efficacy. According to her scale, personal/school characteristics, self-efficacy, teaching assignment, principal support, mentor support, colleague support, and teacher education program quality were the associated factors with teacher efficacy. The results showed that efficacy was significantly predicted by teacher education program quality, principal support and teaching assignment.

In another research, Tschannen-Moran and Woolfolk Hoy (2007) took the context into account while examining teacher efficacy. They studied with both novice and experienced teachers in the USA in order to find out possible sources for their development of teacher efficacy. In addition to Bandura's efficacy sources as mastery experiences, verbal persuasion, vicarious experiences and physiological arousal, other features such as some demographic variables, school climate and structure, principal leadership and collective efficacy were investigated. Novice teachers were found to have a lower level of teacher efficacy beliefs than career

teachers. Besides, both groups' teacher efficacy was significantly affected by enactive mastery experiences and satisfaction with their performances while demographics, context and verbal persuasion did not contribute to teacher efficacy.

Furthermore, in Malaysian context, Wah (2007) studied with a sample of pre-service science, math and ELT teachers in order to investigate what kind of sources affect teacher efficacy. His research revealed that three of Bandura's sources (mastery experiences, verbal persuasion and physiological arousal), demographics of the participants and the contextual climate directly affected teacher efficacy of pre-service teachers but vicarious experiences did not affect efficacy.

In Turkish and ELT context, the change of teacher efficacy belief of pre-service ELT students over teaching practice period, and the factors affects that change was studied by Atay (2007). Her research revealed that efficacy in classroom management and student engagement increased whereas efficacy in instructional strategies decreased throughout the practicum. The factors affecting teacher efficacy were found as competence, beliefs about teaching and learning, cooperating teachers, established class practices and practicum school itself.

There had not been an attempt to integrate those factors found in such studies, and looked into the relationship between teacher efficacy and its sources until Poulou (2007) executed a study on the sources of teacher efficacy with pre-service teachers at primary education department in Greece. She constructed an inventory specifically designed to measure teaching efficacy sources of pre-service teachers. In this inventory, there were other sources than Bandura's ones such as personality characteristics, capabilities/skills, motivation and university training because these factors were assumed to influence pre-service teachers' efficacy. In the end, she found out that motivation was the top item whereas physiological/affective state was the bottom item for the sources of efficacy. Furthermore, all aforesaid sources were found to be significantly correlated to teachers' sense efficacy and its three categories.

Mostly based on Bandura's and Poulou's sources of teacher efficacy, Oh (2010) investigated teacher efficacy changes within one year in teaching practicum course of pre-service teachers at the department of elementary and early childhood education in the USA. He studied mainly what type of sources affected the change in

teachers' sense of efficacy and also added one more factor as the support from cooperating teacher; that is, mentor's help. Significant correlations were found between student engagement and personality characteristics, capabilities/skills, motivation, enactive mastery experiences with social/verbal persuasion. While motivation was found to be a significant estimator of instructional strategies; vicarious experiences, physiological/affective states and university training were significant predictors of class management efficacy. Cooperating teacher relationship was only predictor of classroom management. However, no significant estimator result was found with regard to student engagement.

In his another study, Oh (2011) focused on the sources of teaching efficacy of pre-service teachers during reading and writing courses in the USA. The findings revealed that only personality characteristics, capabilities, motivation, enactive mastery experiences with social/verbal persuasion and physiological/affective state were found to be significant predictors of classroom management subscale of self-efficacy in the post-test data. However, none of the sources were significant predictors of self-efficacy beliefs in the pre-test data. No significant result was reported over student engagement.

Woodcock (2011) also designed a study to investigate the impact of teacher training courses on efficacy, and whether levels of efficacy changed or not during the preparation program. With a sample of primary and secondary pre-service teachers in Australia, he found that teacher efficacy levels of both primary and secondary pre-service teachers increased. On the other hand, training courses to a great extent influenced only secondary pre-service teachers' efficacy.

In addition, Erawan (2011) studied on the predictors of pre-service teachers' efficacy in Thailand. He included such factors as attitudes towards teaching profession, preparation program effectiveness and practicum experiences. As a result of his analysis, all of the factors had a great impact on pre-service teachers' efficacy, especially preparation program effectiveness had the major effect in stronger efficacy beliefs.

The final research was designed to examine relationship between the sources of teaching efficacy and teachers' sense of efficacy of pre-service teachers at the primary education department in Australia. Specifically, this study focused on

classroom behavior management and related effective factors. The researchers, O'Neill and Stephenson (2012), utilized both teachers' sense of efficacy scale by Tschannen-Moran and Woolfolk Hoy (2001), and an adapted and shortened version of teaching efficacy sources inventory by Poulou (2007). The research results produced that only personality qualities and physiological/affective states were significant predictors of classroom behavior management.

It can be concluded that there are differences in terms of the factors affecting efficacy perceptions of in-service and pre-service teachers. While years of teaching experience, principals/administrators, colleagues, parents and community have been associated with in-service context more, teacher preparation program, practicum, cooperating and supervisor teachers, personality and motivation have been related to pre-service context mostly.

2.2.2. Studies on ELT Teachers' Efficacy

In teacher efficacy research, most studies have been carried out with teachers in general regardless of subject areas in the literature as mentioned before. However, recently to study on a specific discipline has started to draw attention. For example, there are some studies in science (e.g. Mulholland & Wallace, 2001; Gencer & Cakiroglu, 2007), maths (e.g. Gabriele & Joram, 2007; Ross & Bruce, 2007), algebra (e.g. Fox, 2014), physics (e.g. Caliskan, Selcuk & Ozcan, 2010), chemistry (e.g. Aydin, Demirdogan & Tarkin, 2012), agriculture education (e.g. Knobloch & Whittington, 2002), computer education and instructional technology (e.g. Uzun, Ozkilic & Senturk, 2010), literacy (e.g. Tschannen-Moran & Johnson, 2011), arts (e.g. Lummis, Morris & Paolino, 2014), music (e.g. Hauser, 2012), and special education (e.g. Aarsal, 2014).

As far as the ELT field is taken into account, there is a variety of features studied along with teacher efficacy. The relationship between efficacy and other concepts such as emotional intelligence (e.g. Penrose, Perry & Ball, 2007; Klassen & Chiu, 2010; Ebrahimi & Moafian, 2012), teaching style (e.g. Heidari, Nourmohammadi & Nowrouzi, 2012), job stress/burnout (e.g. Klassen & Chiu, 2010; Vaezi & Fallah, 2011), English proficiency (e.g. Chacon, 2005; Eslami & Fatahi, 2008), critical thinking (e.g. Ebrahimi & Moafian, 2012), job satisfaction (e.g.

Klassen & Chiu, 2010), students' language achievement (e.g. Saeidi & Kalantarypour, 2011) and a number of demographic variables like gender, age, experience, teacher status, educational background (e.g. Penrose, Perry & Ball, 2007; Ghanizadeh & Moafian, 2011; Karimvand, 2011; Tajeddin & Khodaverdi, 2011; Ebrahimi & Moafian, 2012) of English language teachers has been investigated. On the other hand, such studies were carried out mostly with in-service teachers in ESL/EFL settings.

For instance, Chacon (2005) investigated the relationships among teacher efficacy, language skills proficiency, pedagogical strategies and demographic variables with Venezuelan middle school EFL teachers. In this study, while instructional strategies were found to be the most rated efficacy dimension, student engagement was the least rated category. Also, positive correlations between proficiency and efficacy in student engagement, and efficacy in instructional strategies were found; however, no correlation between efficacy in classroom management and proficiency was established.

In another study, Eslami and Fatahi (2008) found that there was a relationship between efficacy in student engagement and communicatively oriented strategies of nonnative EFL teachers in Iran. Moreover, efficacy in classroom management and instructional strategies were found to be related to speaking proficiency. Efficacy in instructional strategies was also found to be correlated to listening and writing proficiency and communicatively oriented strategies.

In addition, Liaw (2009) studied with pre-service ELT teachers from a language teaching methods course in Taiwan in order to examine the effect of guided practice and group discussions in teacher efficacy during the teacher training. He found out that teacher efficacy improved at the end of that practice, especially in terms of classroom management thanks to such applications. Pre-service teachers showed positive attitudes towards group discussions because they expressed that they learned each other's experiences. They also stated that those experiences helped them in motivating the students and managing the classroom. In other words, there was support and encouragement among group members, which lead an improvement in their efficacy.

Besides, Lee (2009) investigated the relationship between elementary school ELT teachers' sense of efficacy and perceived language proficiency, attitudes towards English language and teacher characteristics respectively in South Korea. Perceived English language proficiency, especially speaking dimension, and attitudes towards the target language were found to be significant predictors of ELT teachers' efficacy.

Furthermore, Zakeri and Alavi (2011) aimed to find out the relationship between teacher efficacy and teacher knowledge. Studying with novice English teachers in Iran, they reached that the relationship between English language teachers' knowledge and their efficacy in terms of classroom management and instructional strategies was found to be related except student engagement.

Karimvand (2011) examined the effect of teaching experience and gender on self-efficacy beliefs of EFL teachers in Iran. Female EFL teachers' efficacy was found higher than males. Likewise, more experienced teachers were found have higher level of efficacy. Although her research yielded no impact on efficacy in terms of teaching experience, there was a relationship between gender and efficacy.

In another study carried out by Vaezi and Fallah (2011), whether there was a relationship between self-efficacy and stress was examined in Iran. The investigation with EFL teachers working at private institutes showed that there was an inverse relationship between stress and efficacy; that is, the higher the efficacy is, the lower stress is, or vice versa. In terms of classroom efficacy and organizational efficacy, they were found to be predictors of stress among English language teachers in Iran.

In addition, Huangfu (2012) examined the relationship between efficacy and motivational behaviors of EFL teachers in China; the result was that English language teachers were more efficacious in instructional strategies more than classroom management and student engagement. His study also revealed a significant relationship between efficacy and motivation since more efficacious teachers utilized motivational strategies more in order to generate and maintain students' motivation.

Jafarigohar and Ganjabi (2012) also designed a study to find out whether there is a relationship between perceived proficiency and self-efficacy beliefs of EFL teachers working at high schools in Iran. The analysis indicated that more than half

of the participants had a high level of teaching efficacy. On the contrary, perceived proficiency was found at a moderate level. So EFL teachers' efficacy was higher than their language proficiency. The results also produced a low but significant correlation, which means that there was relationship between efficacy and proficiency of EFL teachers.

In the same vein, the research by Ghasemolani and Hashim (2013) focused on the relationship between self-reported English proficiency and self-efficacy of EFL teachers in one Middle-East country. They studied with TESOL teachers working at English language centers, and administered two types of questionnaires to measure perceived proficiency and efficacy. Self-efficacy of English language teachers was found relatively high whereas there were variations regarding proficiency. Teachers reported that they were good at speaking while not stronger in listening. The findings also produced a positive correlation between proficiency and efficacy of the EFL teachers; that is, there was a relationship between English teachers' efficacy and self-reported proficiency.

Moreover, Ghonsooly and Ghanizadeh (2013) explored the relationships among gender, age, teaching experience, self-regulation and self-efficacy with a sample of Iranian EFL teachers working at private institutes. They found a significant relationship between self-efficacy and self-regulation. Specifically, goal setting and mastery goal orientation within self-regulation were significant predictors of efficacy. Although they reached a significant relationship between self-regulation and experience, between self-regulation and age, no relationship was established with respect to gender.

Lastly, Swanson (2013) designed a study in order to examine the changes in efficacy beliefs of ELT teachers from pre-service years to their first-year in-service teaching in the USA. Based on a pre-post design, he measured efficacy in terms of confidence in content knowledge and teacher as facilitator in addition to efficacy in instructional strategies, classroom management and student engagement. The findings indicated that content knowledge and efficacy in instructional strategies increased whereas efficacy in classroom management decreased during that period.

In sum, efficacy of English language teachers have been associated with a number of variables such as proficiency, knowledge, motivation and teacher

characteristics; however, almost all of these studies have focused on the relationships, none has been interested in the effects of such variables on teacher efficacy.

2.2.3. Studies on Teacher Efficacy in Turkey

In recent years, teachers' sense of efficacy has been started to be investigated in Turkey. This construct has been studied along with different factors both in pre-service and in-service teaching regarding numerous subject areas.

2.2.3.1. Studies on In-Service Teachers' Efficacy in Turkey

In terms of in-service teaching, Gur (2008) studied with science, maths, and classroom teachers from elementary schools in Ankara in order to investigate the relationship between efficacy and a number of variables such as gender, teaching field, experience, satisfaction with performance, support from colleagues, parents and administration and teaching resources. He found satisfaction with performance was a significant predictor of teacher efficacy.

In addition, Bumen (2009) analyzed the impact of professional development program on self-efficacy and classroom practice of in-service teachers in Izmir. That professional program intended to improve the knowledge and skills of teachers in order to perform more effective teaching. Various kinds of data, i.e. efficacy scale, evaluation forms, observation reports, focus group discussions were collected during the implementation of the program. The findings showed that the professional program had positive effects on all three levels of teacher efficacy. So the researcher concluded that such a program was useful in changing self-efficacy beliefs of teachers.

Another study focused on the relationship between self-efficacy beliefs regarding teacher behaviors and such demographic variables as gender, experience and achievement levels of schools of elementary school teachers in Ankara (Senemoglu, Demirel, Yagci & Ustundag, 2009). The level of self-efficacy of teachers was found at the good level. While self-efficacy beliefs differed between high and low efficacious teachers in terms of the achievement levels of schools, gender and experience did not affect their beliefs.

Finally, Zararsiz (2012) investigated primary school teachers' efficacy in terms of many variables such as the number of seminars and trainings attended, weekly working hours, graduated school name and branch, type of schools worked, educational level and the like. Briefly, she analyzed the relationship between efficacy and teachers' background characteristics. The results of her study reported that age, teaching experience, graduated school and branch, and education level made significant differences with regard to teacher efficacy. However, gender and the number of seminars and trainings attended made no differences.

2.2.3.2. Studies on Pre-Service Teachers' Efficacy in Turkey

As for pre-service teaching, Cerit (2011) studied the relationship between self-efficacy beliefs and classroom management orientations of pre-service classroom teachers. He also examined the effects of gender and grade level as 1st and 4th year of student teachers on their self-efficacy beliefs. Personal teaching efficacy was found to have higher means than general teaching efficacy. A significant relationship was found between behavior management and grade level and gender respectively. His analysis produced that instructional, people and behavior management factors were found to be significant predictors of personal and teaching efficacy.

Moreover, in Eren's (2009) study on pre-service classroom and Turkish language teachers, the relationships among pre-service teachers efficacy, the conceptions about teaching/learning and the achievement goals were assessed. The results revealed that teacher efficacy, achievement goals and motivational beliefs predicted their teaching and learning conceptions; that is, efficacy, goals, and motivational beliefs played a role in their conceptions of teaching/learning.

In addition, Gurbuzturk and Sad (2009) conducted a study on all the pre-service teachers from different departments of the Faculty of Education in Malatya in order to explore the relationships among efficacy, gender, grade, department, and traditional and constructivist educational beliefs. While there was a significant relationship between efficacy and gender, department and traditional beliefs respectively, there was not a relationship between efficacy and grade.

Another study based on pre-service teacher efficacy beliefs in the department of Computer Education and Instructional Technology was carried out by Uzun,

Ozkilic and Senturk (2010) in Bursa. Their research showed that there was a relationship between educational software development self-efficacy and self-efficacy perception and academic achievement; however, there was not a difference found related to gender.

Furthermore, M. Yavuz (2010) designed a study with pre-service teachers from the Faculty of Education and Technical Education in Konya so as to find out whether faculty type and gender made a difference in their efficacy beliefs. While gender did not make a difference, faculty type made a difference in terms of teacher efficacy beliefs of pre-service teachers. That showed that pre-service teachers in Technical Education felt more efficacious than those in the Faculty of Education.

In another study, the effect of microteaching on pre-service special education teachers' efficacy was examined by Arsal (2014). Based on a pre-post design, the study had an experimental and control group. While microteaching activities in addition to the content of teaching methods course were given in the experimental group, there were no microteaching activities in the control group. The analysis indicated that even though there was an increase in both experimental and control group's efficacy in the post-test data, when the pre-test served as a covariate, there was a significant difference between two groups, favoring experimental group, with regard to teacher efficacy. In short, a positive effect of microteaching was found on efficacy beliefs of pre-service teachers.

Lastly, Kurt, Ekici and Gungor (2014) also based their research on an experimental design. They aimed to find out whether the course about classroom management was effective in the perceptions of pre-service teachers enrolled in Technical Education Faculty. Before the course and at the end of the course, the participants were given a questionnaire about efficacy beliefs towards teaching process. The findings revealed a significant difference between pre- and post-test. This means that classroom management course had an impact on pre-service Technical Education teachers' efficacy.

2.2.3.3. Studies on ELT Teachers' Efficacy in Turkey

As far as the ELT field is concerned, there are certain studies with both in-service and pre-service teachers regarding teacher efficacy. Most of them have been based on the relationships with different variables of teacher efficacy.

When in-service years of ELT teachers are taken into consideration, Ortactepe (2006) examined the effect of a professional development program about communicative language teaching on efficacy of ELT teachers. By using a pre-post design, she collected data from Turkish EFL teachers in Istanbul by means of questionnaires and observations. The findings yielded that the in-service program had a positive effect on both teachers' efficacy and their practices about communicative language teaching. In other words, such a program not only improved their efficacy but also their practices.

Similarly, Ozcalli (2007) analyzed the effect of a professional development program about reflective thinking on efficacy of ELT teachers. She studied with in-service ELT teachers working at private schools in Istanbul by means of questionnaires, interviews, and teacher journals. The results revealed no relationship between teacher efficacy and reflective teaching. However, there was an improvement in reflective thinking of the teachers.

Furthermore, S. Yavuz (2007) focused on the socio-demographic variables such as age, teaching experience, type of institutions worked, education status, professional development and so on that were related to EFL instructors' efficacy beliefs in Istanbul. She found that the number of professional activities, the number of students taught, working position, type of institutions worked and gender predicted the variations in instructors' sense of efficacy.

Concerning the demographics and burnout, another study is about the relationship between age, experience, gender and burnout; between burnout and self-efficacy in social support (Mede, 2009). English language instructors at a Preparatory School in Istanbul took part in the study and significant correlations were found among the variables. When self-efficacy in social support is considered, this study revealed that instructors were influenced by their colleagues and principals mostly in terms of their self-efficacy.

In addition, Tunc Yuksel (2010) carried out a study on teacher efficacy beliefs of primary school English teachers working in Bursa and Mardin. She explored the relations among the subscales of teacher efficacy, English proficiency and demographic variables including gender and the years of experience in teaching. In order to collect the relevant data, she used a background information questionnaire, the teacher efficacy scale by Chacon (2005), and semi-structured interviews. Her research produced that there was a high level of efficacy in classroom management than the other two efficacy dimensions among the participants. Besides, the interviews revealed certain possible reasons for low level of efficacy; the reasons were the set curricula, standardized tests, predetermined teaching methods, uncooperative school environment and the profile of students. Lastly, although efficacy of primary school English teachers did not change with respect to gender and the years of teaching experience, there was a significant relationship between the perceived language proficiency level and efficacy beliefs.

Besides, Solar Sekerci (2011) evaluated ELT instructors' efficacy in terms of teaching experience, English competency, self-reported proficiency and graduate department by means of three scales about efficacy, self-reported proficiency and language teaching methods. Her research showed that instructors felt themselves efficacious in classroom management the most. Teaching experience, English competency and proficiency were also found significant predictors of teacher efficacy.

Yilmaz (2011) also investigated the relationship between self-efficacy beliefs in relation to instructional strategies and perceived English proficiency of English language teachers working in primary and secondary schools in Canakkale. The findings indicated higher efficacy levels in instructional strategies than student engagement and classroom management. The correlations between classroom management and listening and writing proficiency were significant; in addition, the correlations between instructional strategies and listening and writing proficiency were found significant but student engagement was found to be non-significant with other variables.

Finally, Aslan (2013) conducted a research study about the impact of teacher efficacy on English language teaching with high school teachers in terms of their

English proficiency level and use of pedagogical strategies. Efficacy in instructional strategies had the highest rating compared to student engagement and classroom management efficacy. He also found out that teachers' proficiency in reading skills had the highest level while listening skills had the lowest level.

Regarding pre-service ELT teachers, Rakicioglu (2005) examined the effect of epistemological beliefs on teacher efficacy. He also included demographics such as gender, age, and year level. From different universities, many pre-service ELT teachers filled the questionnaire upon the epistemological and efficacy beliefs. The findings indicated that demographics did not affect epistemological and efficacy beliefs. Though both beliefs affected each other either in a positive or negative way, pre-service teachers thought they were not ready to teach.

In another research, Pekkanli Egel (2009) investigated the impact of mentors on student teachers' sense of efficacy at the department of English language teaching in Bursa. There were two groups of students formed according to their GPAs. Teaching efficacy, classroom management and instructional practices did not result in significant differences between two groups whereas personal efficacy and student engagement produced a significant difference between the groups. Mentor's behavior was also found to be influential in student teachers' professional self-esteem and confidence; that is, their efficacy beliefs, and mentors were seen as effective models.

Besides, Cakir and Alici (2009) compared pre-service English teachers' efficacy beliefs with the instructors' assessments of those pre-service teachers' professional competence. In general, they found high levels of efficacy in both groups of participants; nevertheless, pre-service teachers rated themselves higher than the instructors in terms of their competence and efficacy beliefs.

In addition, Kulekci (2011) conducted a study on pre-service English language teachers to examine whether gender, grade, faculty attitude, department preference and academic achievement had an impact on self-efficacy beliefs. The data collected from two universities by means of a teacher self-efficacy scale. The results yielded that only academic achievement and grade were found to affect efficacy of pre-service ELT teachers. The senior pre-service teachers felt more

efficacious than the freshman pre-service teachers, and the higher the academic achievement was perceived, the higher the efficacy was.

In their study, Gungor and Yayli (2012) investigated the relationship between foreign language anxiety and self-efficacy of pre-service ELT teachers. The researchers collected data from three universities in Turkey by using two types of scales: efficacy and foreign language anxiety scale. The correlational analysis of the data produced a negative low correlation between those two constructs. In other words, there was an inverse relationship; the higher the anxiety level was, the lower the efficacy of pre-service ELT teachers was.

Differently from the mentioned studies, Incecay and Dollar (2012) focused on only the efficacy in classroom management. They studied with pre-service ELT teachers in Istanbul with regard to their readiness to manage a classroom and efficacy in classroom management. They used efficacy in classroom management scale, the readiness to manage the classroom behaviors, and an observation form. Though the results of the study produced a significant relationship between readiness and efficacy in classroom management, according to the observation scores, the implementation of classroom management skills in actual teaching environment was not related to efficacy in classroom management.

Lastly, Yuksel and Alci (2012) explored whether critical dispositions and efficacy beliefs of pre-service ELT teachers in Istanbul were related to their success in teaching practice. They administered two scales as teacher efficacy scale and critical thinking dispositions inventory, they also used the scores of the practicum. As a result of comparisons, it was found out that while critical dispositions of the subjects predicted the success of practicum, efficacy did not predict their success; that is, critical dispositions affected the practicum scores whereas efficacy did not affect the success in the practicum.

All in all, teacher efficacy has been linked to a lot of variables in the ELT area in Turkey; however, almost none of them investigated what kinds of factors are influential in the development of teacher efficacy. In that sense, only one exception was met; the research by Atay (2007) with pre-service ELT teachers, mentioned previously, highlighted the effect of competence, beliefs about teaching/learning,

cooperating teachers, practices in classroom and practicum school on teacher efficacy during the teaching experience.

CHAPTER 3

METHODOLOGY

The purpose of the present study was to explore what kinds of factors affected the perceptions of pre-service ELT teachers. To find out those factors, pre-service ELT teachers took part in the study; their perceived efficacy levels were measured, and they were interviewed to pinpoint the factors that might have an impact on their perceptions of efficacy. The procedure of the study was described in the following sections.

3.1. Participants

In Turkey, universities offer a 4-year ELT education program in addition to 1-year of preparatory language program where the language of education is English. Students are enrolled in the preparatory program if their language proficiency does not meet the requirement. At Anadolu University, there are English language skills courses for language improvement, i.e., speaking, writing, reading and listening in the first year. In the proceeding years, there are fundemantel courses about ELT education such as language teaching approaches, methods, techniques, material design, testing and evaluation. The program also includes English literature, linguistics and translation courses. Although all of these courses are carried out in English, there are some general education and pedagogy courses taught in Turkish such as educational psychology, material design, assessment in education, and guidance. In addition to all compulsory courses, ELT students take various elective courses to reach a minimum of 240 credits, and have a minimum grand point average (GPA) of 2.00 to graduate successfully. In their last year, students have teaching practicum courses in which they are assigned to primary, secondary and high schools. Throughout the teaching practicum, they observe their cooperating teachers as well as do practice teaching.

The current study involves a total of 113 pre-service English language teachers who were in their final year of teacher education in 2013-2014 Spring Semester, and who completed the school experience in 2013-2014 Fall Semester at Anadolu University took part in the study by means of convenience sampling. The

reason why this sample was selected is that as Poulou (2007) indicated, pre-service teachers' efficacy beliefs would reflect more realistic perceptions after teaching practice course because the practicum is where pre-service teachers connect their knowledge and practical skills.

Since the research design consists of different stages, the number of participants varied across the phases. First of all, to establish the feasibility of the adapted scale in the given context, 32 students joined in the pilot study. After the pilot study, the scale was administered to all the fourth-year pre-service ELT students ($N=113$). In this number, the participants in the pilot study were also included because both pilot study group and main study group were homogenous. Besides, the pilot study proved the reliability of the scale in the given context, and there was not any change with respect to the items. Concerning the interview phase, the sample of the focus group included 22 pre-service English language teachers who also rated the scale.

3.2. Instruments

The present study utilizes the explanatory sequential design which is one of the mixed methods designs; that is, the researcher collects the quantitative data in the first place, and then, s/he gathers qualitative data in order to expand on the quantitative data results (Creswell, 2012). Therefore, for quantitative data, a teacher efficacy scale was administered, and for qualitative data, the focus group interview was conducted. The scale was used to investigate the first research question while the focus groups were utilized to respond to the second research question. In a way, focus groups were used to get a better understanding of the construct of teacher efficacy in terms of its affecting factors.

The first tool is the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001) (see Appendix B). It was preferred on the ground that it is believed to be the most comprehensive and reliable scale measuring teacher efficacy construct in both pre-service and in-service teaching contexts in the literature. The scale was made up of 24 items for the long form and 12 items for the short form. It has three subscales as efficacy in classroom management, student engagement and instructional strategies. The items are in the

form of questions and the scale is assessed on 9-point Likert scale ranging from nothing (1) to a great deal (9); thus, the higher the mean is, the higher the efficacy level is. The long form in Turkish (Capa Aydin, Cakiroglu & Sarikaya, 2005) was administered in the current study. This Turkish version was formed as a result of the study of 628 pre-service teachers by the cited researchers. Both the construct validity and the internal reliability of this version were found to be high ($\alpha=.93$). However, since the scale was used in pre-service education, the item about the families under the subscale of student engagement (the 22nd item) was excluded due to the fact that pre-service teachers have not dealt with families in teaching practice yet. Due to the same reason, the item about assessment strategies under the subscale of instructional strategies (the 18th item) was omitted. These exclusions were done in accordance with experts' opinions. In addition, the top question "How much can you do?" was turned into "How much can you do while teaching English?" in order to represent the target context. The final Turkish version of the scale consists of 22 items in total (8 items for classroom management, 7 items for instructional strategies, 7 items for student engagement) based on 9-point Likert scale was applied in the current study (see Appendix F). This adapted Turkish version of TSES was found to have a high level of reliability both in the pilot study and the main study ($\alpha=.92$).

Apart from this scale, the focus group interview was utilized in the study because as Atay (2007) pointed out, the focus group is more useful in collecting more information about a certain construct, so the data would provide us with an accumulation of information related to a construct stated by many participants simultaneously. The questions of the focus group interview were constructed from the related literature by the researcher considering teacher efficacy, its subcategories, and its potential affecting factors. Mostly, the framework suggested by Poulou (2007) as teaching efficacy sources was benefited because she developed an inventory called "Teaching Efficacy Sources Inventory (TESI)" specifically designed for pre-service context so as to find out the possible sources of teacher efficacy. Through this inventory, she discovered new affecting factors such as personality characteristics, university training, motivation and capabilities/skills in addition to Bandura's ones (enactive mastery experiences, social/verbal persuasion, vicarious experiences, physiological/affective state) in a primary education context as a result

of her interview findings. However, since the aim of this study was to find out other possible factors that are effective in teacher efficacy perceptions of pre-service English language teachers, the questions that are related to ELT education, practicum and being a language teacher in Turkey were also included in the interview section. Furthermore, the highest mean and the lowest mean score items in TSES were included in the questions (see Appendix D). Since it is acknowledged that 12 questions are reasonable for a two-hour focus group interview (Krueger & Casey, 2009), a total of 6 questions for one hour interview guided the discussion session.

3.3. Data Collection Procedure

The procedure of data collection was divided into two phases because the adaptation of the scale required a pilot study in order to establish the reliability. However, after the results obtained from the pilot study did not require any change in the items, and the findings revealed high Cronbach's alpha values, the pilot study was included in the main study. Nonetheless, it would be better to mention pilot study phase in the first place. In this phase, after the required permissions were granted from the university department, in order to find out whether the adapted instrument is reliable or not, the scale was piloted at the beginning of 2013-2014 Spring Semester with a class of final year ELT students ($n=32$) in one of their regular class meetings as suggested by Lancaster, Dodd and Williamson (2004) that at least 30 participants are required in a general sense for a pilot study. Since the pilot study did not produce any changes, and the scale was established to be reliable, after two weeks, the same scale was administered to the rest of all fourth-year pre-service English language teachers on a voluntary basis in one of the courses the students attended. To do so, there was an information sheet on top of the instruments which explains the purpose and the content of the research, and following that there were consent forms for the subjects to sign in order to participate in the study voluntarily (see Appendix A). Almost 15 minutes were allocated for this procedure. Out of 121 students, 113 surveys were returned.

Afterwards, to collect the qualitative data, the focus group interview was conducted with those who responded to the survey. In the focus groups, the suggested organization is to include 20% of the total number of the sample, to study

with from 3 to 6 different groups, and to consist of from 6 to 12 subjects in each group (Onwuegbuzie, Dickinson, Leeds & Zoran, 2009). Therefore, firstly, considering the distribution of all the participants' efficacy scores in the TSES, three groups as high, moderate and low level of teacher efficacy were determined. Secondly, a total of 25 participants representing each category were invited to take part in the interview session, and 22 participants accepted the invitation. So the required number of focus group according to the sample size was met. The high group consisted of the scores above 7.46; the low group had the scores below 5.74; the moderate group contained the scores between high and low level. As a result, there were 8 students in the high group, 7 students in the moderate group, and 7 students in the low group. Finally, the interview procedure was carried out: The group participants were given appointments in different days and times. When the groups came to the interview, the information sheet and the consent forms were distributed, and the students signed them in order to show their voluntariness in the research (see Appendix C). The language of the focus group was Turkish in order to make the subjects more comfortable while expressing their opinions; that is, to ease communication, to take advantage of linguistic flexibility and in this way, to facilitate discussion. The moderator, that is, the researcher, began the discussion with the guiding questions (see Appendix H), and the participants shared and discussed their ideas in the group. The interviews lasted about an hour, and the whole sessions were recorded.

3.4. Data Analysis

The collected data were analyzed by using different procedures.

Firstly, for the reliability analysis, Cronbach's alpha coefficients were computed for the adapted scale.

Secondly, to analyze the first research question, descriptive statistics (mean and standard deviation) were calculated. For the second research question, in the first place, considering the distribution of all the participants' efficacy scores in the TSES, three groups as high, moderate and low level of teacher efficacy were constructed by using the following formula (Ganschow, Sparks, Anderson, Javorshy, Skinner & Patton, 1994; Aydin, 1999; Tunc Yuksel, 2010):

high	: $M + SD = X$	(the scores higher than X)
moderate	: $M + SD = X$ and $M - SD = Y$	(the scores between X and Y)
low	: $M - SD = Y$	(the scores lower than Y)

After the interview sessions were conducted, the transcriptions of the conversations were written in Turkish but the necessary parts were translated into English while discussing the findings. To analyze the focus group data, content analysis was utilized (Onwuegbuzie, Dickinson, Leeds & Zoran, 2009); that is, in Massey's (2011) term, it is the thematic analysis. By means of this analysis, common patterns were identified as the distinct codes, then, grouped under each categorical theme and counted. The findings were tabulated and the frequency of the communication units was presented. The findings were also checked and evaluated by the researcher herself and an independent rater, who is also a researcher in the field of ELT, in order to determine the degree of consistency. Out of the interrater reliability procedures, percentage agreement was utilized (Huck, 2012). Percentage agreement is calculated according to the formula given below:

$$\frac{\text{the number of agreements}}{\text{the number of agreements} + \text{the number of disagreements}} \times 100$$

Here is the summary of the methodology chapter:

Table 1

The summary of data collection procedure

	<i>Instruments</i>	<i>No. of participants</i>	<i>Language</i>	<i>Time</i>
Pilot Study	TSES	32	Turkish	At the beginning of 2013-2014 Spring semester
Main Study	TSES	113	Turkish	Through the end of 2013-2014 Spring semester
	Focus group	22	Turkish	Through the end of 2013-2014 Spring semester, after the administration of the scale

Table 2

The summary of data analysis

	<i>Instruments</i>	<i>Questions</i>	<i>Type of analysis</i>
Pilot Study	TSES	reliability analysis	Cronbach's alpha coefficient (α)
	TSES	reliability analysis	Cronbach's alpha coefficient (α)
Main Study	TSES	RQ1	descriptive statistics (M , SD)
	Focus group	RQ2	content analysis (f)

CHAPTER 4

RESULTS AND DISCUSSION

The current study intended to find out the influential factors of teacher efficacy beliefs of pre-service English language teachers. To achieve this, the data regarding teacher efficacy and its affecting factors were collected from last-year pre-service English language teachers. Since the obtained data had two origins, the results section consisted of two parts as quantitative and qualitative data preceding the discussion section. In the discussion of the qualitative data (the interview data), to augment the argument, participants' quotations are used. They are English translations but Turkish originals are presented in Appendix J in the order they appear in the main text.

4.1. Results

4.1.1. Reliability of TSES

In the present study, adapted Turkish version of TSES was used. The internal consistency of the instrument was found to be high. The Cronbach's alpha values for each category are shown in Table 3.

Table 3

Cronbach's alpha values of TSES (N=113)

	<i>α</i>	<i>No. of Items</i>
Teachers' Sense of Efficacy Scale (TSES)		
Total	.92	22
Efficacy in student engagement	.80	7
Efficacy in instructional strategies	.80	8
Efficacy in classroom management	.86	7

4.1.2. Results of Quantitative Data

In this section, the data gathered by means of TSES from 113 pre-service English language teachers were analyzed.

In the first place, descriptive statistics were utilized in order to find out the levels of teacher efficacy perceived by pre-service English language teachers. The total mean scores for each variable are shown in Table 4. The mean scores for each item in the scale are presented in Table 5.

As can be seen from Table 4, the sample is found to have a moderate level of overall perceived teacher efficacy ($M=6.60$, $SD=0.86$). When the subcategories of teacher efficacy are taken into account, similar mean scores were reported, which means that the participants felt themselves efficacious in student engagement, instructional strategies and classroom management at an average level.

Table 4

Descriptive statistics of TSES (N=113)

	<i>M</i>	<i>SD</i>
Teachers' Sense of Efficacy Scale (TSES)		
Total	6.60	0.86
Efficacy in student engagement	6.50	0.96
Efficacy in instructional strategies	6.62	0.93
Efficacy in classroom management	6.67	1.01

Concerning the items in teacher efficacy scale, Table 5 shows that almost all the items received close mean scores. Further examination of the results indicated that "...get children to follow classroom rules" ($M=7.01$, $SD=1.40$) under the CM category, "...to get students to believe they can do well in school work" ($M=7.00$, $SD=1.54$) under the SE category, and "...provide an alternative explanation or an example when students are confused" ($M=7.00$, $SD=1.26$) under the IS category got the highest mean scores. On the other hand, the lowest mean score belonged to the item under the SE category "...get through to the most difficult students" ($M=5.78$, $SD=1.52$). Apart from that, "...to help students think critically" ($M=6.12$, $SD=1.40$) under the SE category, and "...establish a classroom management system with each group of students" ($M=6.27$, $SD=1.37$) under the CM category were the other least rated items in teacher efficacy scale.

Table 5

Descriptive statistics of TSES items (N=113)

	<i>M</i>	<i>SD</i>
Efficacy in Student Engagement		
How much can you do to get through to the most difficult students?	5.78	1.52
How much can you do to help your students think critically?	6.12	1.40
How much can you do to motivate students who show low interest in school work?	6.69	1.43
How much can you do to get students to believe they can do well in school work?	7.00	1.54
How much can you do to help your students value learning?	6.66	1.35
How much can you do to foster student creativity?	6.70	1.34
How much can you do to improve the understanding of a student who is failing?	6.57	1.39
Efficacy in Instructional Strategies		
How much can you gauge student comprehension of what you have taught?	6.75	1.36
To what extent can you craft good questions for your students?	6.65	1.30
How well can you implement alternative strategies in your classroom?	6.53	1.39
To what extent can you provide an alternative explanation or an example when students are confused?	7.00	1.26
How well can you respond to difficult questions from your students?	6.67	1.17
How much can you do to adjust your lessons to the proper level for individual students?	6.38	1.42
How well can you provide appropriate challenges for very capable students?	6.39	1.64
Efficacy in Classroom Management		
How much can you do to control disruptive behavior in the classroom?	6.42	1.52
To what extent can you make your expectations clear about student behavior?	6.82	1.28
How much can you do to get children to follow classroom rules?	7.01	1.40
How well can you establish a classroom management system with each group of students?	6.27	1.37
How much can you do to calm a student who is disruptive or noisy?	6.68	1.47
How well can you keep a few problem students from ruining an entire lesson?	6.56	1.37
How well can you respond to defiant students?	6.65	1.50
How well can you establish routines to keep activities running smoothly?	6.90	1.30

4.1.3. Results of Qualitative Data

In this section, the data obtained from 22 pre-service English language teachers by means of focus group interviews were analyzed via content analysis.

First of all, in order to form the interview groups, the categorization of perceived teacher efficacy of the participants were determined. Since the overall mean is 6.60, and the standard deviation is 0.86, the following results were obtained (see Table 6):

Table 6

The categorization and distribution of teacher efficacy level

<i>teacher efficacy level</i>	<i>mean classification</i>	<i>f</i>	<i>%</i>
high	$M > 7.46$	19	16.8
moderate	$5.74 < M < 7.46$	80	70.8
low	$M < 5.74$	14	12.4
total		113	100

Secondly, the volunteers for the interview were invited, and 22 students accepted to participate in the study as discussed in section 3.3. There were 8 students in high group (HG), 7 students in moderate group (MG), and 7 students in low group (LG).

Thirdly, the interviews were carried out. The interrater reliability of the collected data was calculated. According to the percentage measure, 83% of agreement was achieved.

Finally, the analysis of the interview data revealed four main themes (see Figure 4).

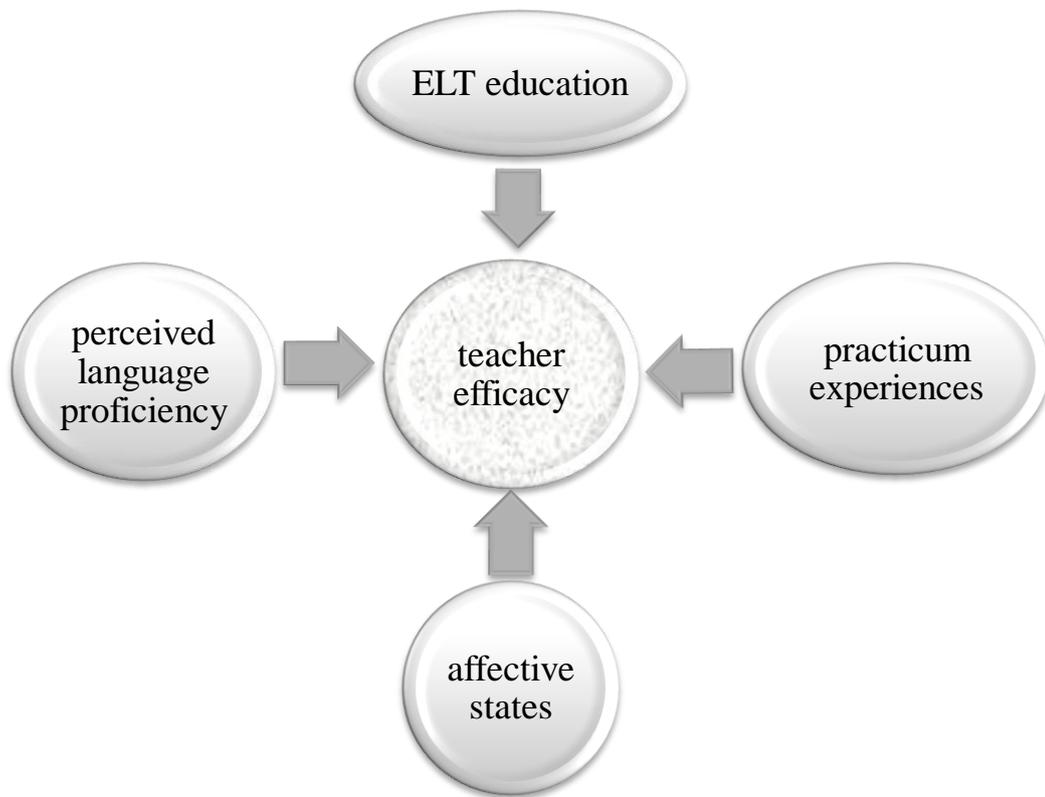


Figure 4. The factors that affect teacher efficacy perceptions of pre-service ELT teachers

So the university training the participants received, their practicum experiences, their perceived language proficiency, and their affective states were found to have an impact on the development of their teacher efficacy perceptions. The following table presents the results of the content analysis (see Table 7; for more a detailed version, see Appendix I):

Table 7

The distribution of the affecting factors of teacher efficacy

			<i>teacher efficacy level</i>			
			<i>f*</i>	<i>f</i>	<i>f</i>	<i>f</i>
<i>Themes</i>			<i>high</i>	<i>moderate</i>	<i>low</i>	<i>total</i>
<hr/>						
ELT education						
	the content of the courses		21	22	29	72
	the perception of teaching as a profession		30	3	2	35
		<i>total</i>	51	25	31	107
<hr/>						
Practicum experiences						
	teaching	classroom practices	74	33	35	142
		student dimension	49	38	25	112
	teacher	cooperating teacher	34	17	37	88
		supervisor teacher	11	13	3	27
		<i>total</i>	168	101	100	369
<hr/>						
Perceived language proficiency	language skills & components	<i>total</i>	11	15	17	43
<hr/>						
Affective states						
	personality		12	5	9	26
	motivation		23	6	18	47
	emotions		3	5	9	17
		<i>total</i>	38	16	36	90

**f* shows the number of communication units.

The findings indicated that pre-service ELT teachers were affected by their practicum experiences mostly ($f=369$) either positively or negatively. After that, ELT education they got ($f=107$), and affective states ($f=90$) were other factors often mentioned regarding teacher efficacy. The least commented factor became the perceived language proficiency ($f=43$).

4.1.3.1. ELT Education

The role of university training that the participants received throughout four years at Anadolu University was found to have a great impact on their perceived teacher efficacy. The sample ($n=22$) discussed the content of courses they took from different point of views, expressed their opinions regarding the training they received, and focused on the perceptions they held about teaching as a profession.

4.1.3.1.1. The content of the courses. When the type of courses is divided into four as language skills, content pedagogical (methodology), elective courses, and the practicum (micro-macro teaching), nearly all the participants ($n=19$) commented on the methodological courses the most. They pointed out that they received too much theoretical knowledge but did not know how to put that knowledge into practice because they had difficulty in applying that theoretical knowledge and could not transfer the techniques they learned while going to the teaching practice. From this point of view, a number of them underlined the lack of practical knowledge. For instance:

“I think we focus on theoretical knowledge a lot in the methodology course, that’s why we ask the question ‘How are we gonna do this?’ in teaching practice. Though it doesn’t sound nice, we should have written more lesson plans in the methodology course. Learning all the theoretical knowledge is good but we begin writing plans through the end of the term. I think we need more practice.” (LG.3)

“The courses we have taken are very utopic. For example, in methodology courses we prepare lessons, and our classmates act like students and we teach them but it doesn’t work in real life because students are really different. So we should learn how to cope with this.” (HG.6)

In addition, especially the low group ($n=6$) claimed that some teachers did not give underlying reasons for the courses they took. Therefore, they were not aware of the importance or the usefulness of those courses, and they did not know how to use the knowledge or content of those courses in their teaching. For example, one of the participants from the low group mentioned that:

“I still don’t know why we took that course. OK, we learned something – they are all very informative but what are we going to do with them?” (LG.6)

Furthermore, the low group ($n=5$) underlined the fact that they could not get a satisfactory education related to language skills because they stated that their language proficiency was not good enough. For instance:

“I think our university is insufficient in terms of language courses. We can see our friends striving incredibly while teaching their courses in English but striving doesn’t work, of course. Because sometimes teaching in English doesn’t work at all. Maybe I am one of them to some extent. That is, my English is not very good, especially in terms of speaking.” (LG.2)

Lastly, one of the participants from the high group claimed that the elective courses were more beneficial than the courses about their ELT education. He stated that:

“Here are the courses that have contributed to me a lot at university so far: Anthropology, Child Language and Literature, Women Language and Literature, Women Language and Discourse, Language and Media – none of them are about ELT. These were elective courses, and they were really fruitful. We did something different, we tried new things.” (HG.1)

It can be concluded that the content of the courses in the training process which pre-service ELT teachers took was found to affect their perceived teacher efficacy adversely, and it did not lead to an enhancement in their perceived efficacy positively as stated by the sample.

4.1.3.1.2. The perception of teaching as a profession. Another factor that has an effect on perceived teacher efficacy of pre-service ELT teachers is the perspective of being a language teacher, the perception of teacher as not only being a language teacher but also being a teacher who has other abilities, duties, and who is aware of other teaching aims such as educating individuals in many ways. These perceptions are quite effective on the participants because especially the high group ($n=4$) discussed such sort of perspectives, and they were more aware of their teaching mission, which in return enhances their teacher efficacy positively. For example, some participants ($n=8$) indicated the importance of such points of view:

“We have some deficiencies in language proficiency, but I think teaching requires a continuous development, not just about language proficiency.” (LG.1)

“Is the aim of being a teacher to change something and make a difference?” (HG.1)

“We are going to be English teachers in the future, and we are going to teach English. Additionally, I think we should do some other things. We should educate them to be very good and honest people.....It is not only teaching something. For instance, we have not signed any attendance registration until now, but we will do it or some other things such as being a hall monitor and meeting its requirements. How many pre-service teachers know these things? We don't know them. These kinds of things should also be taught to us.” (HG.6)

Such statements pointed out that the perception of teaching as a profession is a very influential factor with regard to perceived teacher efficacy of pre-service ELT teachers as pointed out by the participants.

4.1.3.2. Practicum Experiences

As a part of teacher education program, the participants had teaching practice for two semesters at the end of their training year. The experiences they gained during the practicum were found to be the greatest impact on their teacher efficacy perceptions after the effect of ELT education. In the practicum, classroom practices, students' characteristics, cooperating and supervisor teachers' attitudes and feedback were highly effective in their teacher efficacy perceptions.

4.1.3.2.1. Teaching dimension.

4.1.3.2.1.1. *Classroom practices.* Some of the participants ($n=8$) pointed out that they were good at giving instructions, checking understanding and giving feedback in the classroom. They mentioned their certain strategies they used, as well. For instance, they said that:

“I think I'm good at using my tone of voice. Also, I believe I'm good at giving examples when students couldn't understand the instruction or simplifying the difficult sentences.” (LG.1)

“I do sometimes paraphrase; sometimes give examples; sometimes I do it myself or show, or select one of the students to show the activity. Then, they understand how to do it or with the help of gestures, facial expressions, or simplified instruction, I make them understand what to do.” (LG.5)

“I try to explain by using different ways, by giving examples or by demonstrating.” (HG.7)

However, one of the participants from the moderate group drew attention to the difficulty of giving instructions at the beginning of the practicum but s/he solved that problem in the course of the teaching process. S/he explained that:

“I used to have problems in giving instructions at the beginning of the practicum because we have been engaged in a more advanced level of language at the faculty for four years. When I enter the class, I really have difficulty in simplifying our language. I don't know the language background of the classroom we teach and what they have learned so far because we only teach them just for one hour a week.” (MG.1)

As for the classroom management, especially the low group stated that they were not able to manage the classroom well; they had some difficulties what to do when something went wrong in the lessons. However, the high group was more capable than the other two groups in this matter, though sometimes they accepted they had difficulties, too. Here are some sample comments:

“Let's say students don't listen to you, there is a noise, a problem, etc in the class, I feel helpless. It seems that I need to become more experienced in classroom management.” (LG.7)

“When I create a friendly atmosphere in the class, each student respects one another. None of them makes fun of their friends when they make mistakes. So, no discipline problem occurs in my classes.” (HG.4)

Furthermore, especially the low and moderate group ($n=6$) mentioned that they prepared and planned their lessons before going to the practicum whereas the high group ($n=4$) behaved more spontaneously in the classrooms. For instance, they said that:

“Before going to the practicum, I certainly study for the subject, especially I pay more attention to pronunciation. I mean it’s a sort of preparation for the teaching practice.” (MG.1)

“I’m more comfortable when I don’t look at my plans. I go through the activities in the plan beforehand but I don’t stick to the plan except the activities. Actually, I don’t need a rehearsal.” (HG.4)

In addition, there were more participants from the high group ($n=4$) stating that they were capable of adapting the materials they used. Nevertheless, while the low group believed in the importance of adaptation, the suitability of cultural things, and bringing real-life contexts to the classroom environment, they were not able to do in the practicum. Here are some statements on this matter:

“It is quite important to adapt the coursebook into real-life; therefore, it is prominent to consider how course books designed according to native culture can fit into our own culture.” (LG.4)

“When you are stuck to the coursebook, the students get bored a lot. Therefore, I make adaptations from the coursebook content or I prepare worksheets. For example, I put the same reading text on a worksheet and change the comprehension questions on the course book. I mean if the book has comprehension questions, I make them True-False questions. Then, the students have more fun in the classroom and they learn more.” (HG.7)

On the other hand, a number of participants from the high group ($n=4$) mentioned that they were not given opportunities for the adaptation, and for not being more independent from the coursebook. Therefore, there were certain

inflexible choices that the participants unavoidably followed; those were mostly related to the testing system in Turkey. For instance, they expressed that:

“The coursebook should be covered till the exams; therefore, we could not do any adaptations.” (HG.4)

“You have to teach grammar of English because of the examination system in Turkey.” (HG.6)

In line with this matter, some participants ($n=6$) with higher level of students complained about the insufficient time they were given in the practicum, which affected also their practices negatively. This also shows that they had difficulty in time management. For example, they stated that:

“We have limited time in teaching practice. For instance, we do not have even 15 minutes to teach in the first semester. In the second semester, we have only 1 hour. When you try to teach everything in one hour, students lose their attention and get bored.” (MG.4)

“We would like to have a writing activity, but it is too short. It is not enough. You can only teach in an hour, they read and understand it, then, the class is over. While you expect them to produce something, the class is over.” (HG.2)

Moreover, the high group ($n=4$) behaved more consciously in the practicum, especially they tended to present the content in a way students would enjoy, and developed certain strategies against difficult situations they would meet in the classroom. In other words, the high group developed more coping strategies than the low and moderate group, and was more successful in transmitting their knowledge by using different techniques. Here are some sample quotes:

“I make students do their tests perpetually in this term. But rather than following the traditional method for checking answers like ‘the correct answer is B, what is the next?’, I try something new which is not practised by the teacher; that is, to ask for the unknown vocabulary items in the questions or word formation etc.” (HG.6)

“When I’m asked a question or an unknown word, if I’m not quite sure for the answer, I prefer to reply as ‘I am not sure, let me check it out at home or okay, learn it and tell us next week’.” (HG.4)

“For example, I taught the modal verb “could”, the meaning of past ability, in a unit. I looked at the desks, students always wrote XXX actress; they scratched it on the desks. Following this, I found the childhood pictures of her. She plays the guitar in one of these pictures, plays football in the next one, and rides a bike in another one. I found two more pictures in which she is older. They are the same pictures, but she is older in those pictures, and she is playing the guitar now, playing football. Also, I found her other pictures in which she is older again. I used them for expressing “but now she can”. This way attracted their attention very much, they looked at the pictures by saying “Wow, this is the childhood picture of XXX”.” (HG.7)

Lastly, a few participants ($n=6$) expressed that they were capable of engaging students in the lessons they taught. They knew how to behave when students were unconcerned or did not participate. For example:

“For instance, if the levels of some students are lower than the rest of the class, to ask appropriate questions to their levels is important. This is because when they give a right answer, and I confirm it by saying “yes, right! well done”, they think they can do something. I mean you ask relevant questions in line with their language level; otherwise, if you ask questions at an upper level, those students lose interest, and don’t participate.” (MG.1)

All of these experiences pre-service ELT teachers had during the practicum were found to influence and contribute to develop their teacher efficacy perceptions especially in terms of efficacy in student engagement, instructional strategies and classroom management as emphasized by the sample.

4.1.3.2.1.2. Student dimension. Some of the participants ($n=7$) pointed out that the class profile was an effective factor in their teaching. Some indicated the level of the students, some the number of the classes, and most of them the age factor. The following statements exemplify this matter:

“The students don’t appreciate whatever we do because they are teenagers. This case is a little bit different with children. When we had the training session in the primary school, we observed that those children were quite energetic, and they expected us to care them all the time. However, after such experience in primary school, we had difficulties in high school students.” (MG.4)

“The 7th grade and the 8th grade, these students are teenagers. Their language level is very low. For example, when you say ‘how are you’, they

answer 'yes'. With gestures, and facial expressions, I go on speaking English.” (HG.7)

“The classes are very crowded and there are different kinds of students. They do not want to attend the courses, they do not like English.” (HG.2)

Besides, most of them ($n=11$) believed that students' interests, needs and levels were one of the most important elements to increase motivation of students, and also to engage them in the lessons more; nonetheless, they stated that they were not able to reach all the students in the practicum because the variables of the students were very changing. However, over time they knew the class better, and thus, they were more prepared. For example:

“When we learn the needs and interests of the students in time, we prepare the lesson plans accordingly. In this way, we see that the lesson is conducted in a much better way.” (LG.4)

“They like foreign TV series and they watch a lot of them. I also watch some of them and I sometimes talk about them. I search for other topics if they are not willing to talk about this topic; it's like being prepared. I ask questions and they talk about it. They like TV series.” (HG.5)

On the contrary, when the students were not motivated, that situation naturally affected the participants in a negative way. For instance:

“Students don't want to speak at that moment. This affects me in a negative way.” (MG.7)

“When I go to teaching practice, since it's a real classroom, it's hard. Even it's difficult to check understanding of the students. They didn't participate nor were they interested.” (MG.1)

Apart from students' interests, needs and motivation, their attitudes towards English language itself, English language lessons and interns were found to affect the teacher efficacy perceptions as well as the motivation of more than half of the participants ($n=15$). For example, some indicated students' attitudes towards English language and English language lessons as such:

“The students perceive tenses like mathematics and they try to solve them. When we have a piece of paper with us, they are afraid that we will grade them or we will administer a test.” (MG.7)

“Because of the reason that students perceive English as a lesson, they do not like the school and the lesson, it is a burden for them. For this reason, I think they don’t appreciate neither English nor English language teachers.” (HG.6)

“The students in our classes say that ‘Will I go to England? Will I meet an English person? Why do I learn English?’ They do not have this awareness. This situation is quite abstract for them. Though I try to give the importance and reason of learning English, it doesn’t work at all in the 5th, 6th, and 7th grade.” (HG.4)

As for the attitudes towards the interns, the participants gave contradictory ideas, especially the high group. While some ($n=3$) thought that the interns were not taken serious, some emphasized the love for the interns ($n=5$). For instance:

“The students’ reactions and feedback towards us (interns) are: ‘don’t leave’ ‘don’t go’ ‘we have started to like the lesson’.” (HG.7)

“This is one of the biggest problems (being an intern). We are not teachers yet; we just take over the classes (practicum). There are three people (interns) sitting in the classroom, sometimes they teach one by one. They (students) do not take us serious.” (HG.1)

As a conclusion, such statements showed that according to the class profile, pre-service ELT teachers tried to engage students in their lessons, especially the moderate and high group were more successful in catching students attention. Moreover, the participants were aware of students’ interests and needs, and certain attitudes of students were not positive. All of such experiences played a role in pre-service ELT teachers’ efficacy perceptions because they stated that they were mostly affected by the students’ variables.

4.1.3.2.2. Teacher dimension.

4.1.3.2.2.1. Cooperating teacher. Most of the participants ($n=10$) complained about the negative attitudes of their cooperating teachers towards them. They pointed out that cooperating teachers were not role-model, did not give any feedback, were

not interested in the improvement of the interns and did not give any opportunities for the interns to behave more independently. For example, many participants indicated that:

“And at the same time, no feedback from our cooperating teacher; we teach the lesson and go. They seem like ‘oh, they came and we will not teach’, or they behave like ‘oh luckily I will not teach’. That is why I think that cooperating teachers are of no help.” (LG.7)

“For example, we would like to prepare specifically a lesson plan of a ‘skill’, I say I will prepare a plan of one skill such as story-telling. My cooperating teacher says ‘no, not now, time may be wasted, let’s do the test.’” (HG.6)

“My cooperating teacher feels uncomfortable since we go there. S/he doesn’t like us observing them. I feel the same for all the cooperating teachers in both schools I have been up to now. I mean I realize that she feels disturbed. She does not like speaking English but she forces herself to speak English, she does mistakes, too. Then, she implies that we can go.” (HG.3)

In addition, some of the participants ($n=3$) stated that the negative attitudes were not just towards them, but also towards their students. For example:

“I couldn’t get along well with my cooperating teacher at the school. The things that she does as a teacher and the way how she pronounces the words or the way she teaches are quite wonderful but she beats the students’ head with the coursebook, and does not greet us and she even walked over us one day.” (LG.6)

On the other hand, a few participants ($n=4$) mentioned the positive side of their cooperating teachers; for instance, their teachers were very helpful, gave constructive feedback, let them be free and made a contribution to their teaching. For instance:

“I think I am lucky in this sense. Because my cooperating teacher, from the time that school training begins, observes me and shares her observation notes such as what activities I did, how I did, how clearly I gave the instructions, to what extent students understood, how the interaction was and so on except the checklist that s/he fills. What s/he did helps me see my deficiencies and I try to deal with them.” (LG.5)

As for the teaching styles of cooperating teachers, some of the participants ($n=7$) emphasized that teachers were dependent on the coursebook too much, and did not give importance to language skills. For instance, some stated that:

“For instance, I would like to mention my cooperating teacher who graduated ranking first at our university, who has the theoretical background, and is really good at this field, who knows everything and can answer whatever you ask; however, when it comes to classroom practices, s/he bases her activities on the coursebook and do not apply any extra activity out of coursebook.” (LG.5)

“The cooperating teacher bases the course on grammar, that is, she teaches traditionally. You learn English as if you learn Turkish. They do not apply any listening or speaking activity.” (MG.7)

However, one of the participants from the low group pointed out that s/he learned about certain classroom management strategies by observing his/her cooperating teacher. S/he said that:

“I have been observing the cooperating teacher XX. For instance, s/he has a quite different style; that is, the methods s/he applies in dealing with the unexpected situations by observing him/her. You do not feel comfortable as a teacher trainee since the class is not mine but I think that what s/he does work, and it is different.” (LG.7)

It can be concluded that nearly all the participants agreed that their cooperating teachers were not very helpful during the practicum. This means that cooperating teachers influenced them negatively, and did not contribute to their teacher efficacy in a positive way.

4.1.3.2.2.2. Supervisor teacher. Concerning supervisor teachers, some participants ($n=8$) thought that their teachers were not role-model, did not help them very much, did not give any feedback or held negative attitudes towards them. They also highlighted the fact that each supervisor teacher required different things; thus, the participants had difficulty in performing the tasks that teachers gave them. For instance:

“I don’t see my supervisor teacher in teaching practice much. I got feedback, but twice. Thus, I think s/he does not have much contribution.” (LG.7)

“It is not possible to apply it in real classroom practices and none of our supervisor teachers are aware of it, and we experience problems in adaptation in the first one or two weeks since each of our supervisors has their own strategies and the methods each applies differ from one another. The common point in both is that the plans we prepare are utopic.” (HG.6)

Nonetheless, just a few participants ($n=2$) indicated that their supervisor teachers influenced them positively. For example, they said that:

“Especially my cooperating teacher in this school and my supervisor teacher are very helpful. For me, the feedback that they gave really helped me positively, and I was encouraged and I believe I can do.” (LG.4)

“Our supervisor teachers are quite helpful. For example, my supervisor teacher has become a role model for me.” (HG.6)

All in all, in the same way as cooperating teachers, supervisor teachers were found to be not very helpful throughout the teaching practice by the participants, and therefore, pre-service ELT teachers were affected negatively in terms of teacher efficacy perceptions.

4.3.1.3. Perceived Language Proficiency

As far as the whole sample is considered, most of them ($n=19$) felt incompetent in language skills, and had difficulty in expressing themselves while teaching. The following statements from the participants indicate their awareness of their proficiency as a language teacher.

“I do not feel myself competent to be a language teacher in terms of language proficiency; I feel myself very incompetent in all skills.” (LG.4)

“I try to encourage myself to speak, I try to speak to the students, and make them speak, too. Likewise, I am inadequate and troubled in listening and speaking, too.” (MG.7)

“Certainly, there exists some deficiency which is in grammar. I have some deficiency that I have suffered, I must cover it.” (HG.5)

These statements revealed that no matter what the efficacy level of the students is, they had language proficiency related difficulties in the class. However, although those who had a higher level of teacher efficacy were aware of their incompetence in terms of language skills, they felt competent in terms of teaching dimension. For example, one student focused on this point:

“According to my teaching performance, I feel that I am good. I think that we are better than the cooperating teacher; however, I do not find myself good when I consider myself as the actual language teacher. In that, actually, I do not know whether I am the person who will teach all the skills properly such as listening, speaking, etc.” (HG.6)

So, regarding the perceived language proficiency factor, pre-service ELT teachers felt inadequate themselves, which in return affects their perceived teacher efficacy as indicated by the sample.

4.1.3.4. Affective States

When the affective side of the participants is taken into account, their personality, motivation and emotions were found to have an effect on their teacher efficacy perceptions, especially motivation is the most effective factor.

4.1.3.4.1. Personality. All of the participants ($n=22$) believed the importance of establishing a good rapport with students, and adopting a positive attitude towards them. On this matter, the participants stated that if they are in a good mood or have a positive attitude, then, students participate in their lessons more, which affects and increases their perceived teacher efficacy. Here are some sample remarks from the participants:

“I believe that I have established a good dialogue with the students.” (LG.4)

“I get along with the students like brothers outside the classroom. I talk to them, I have a chat with them... When I enter into classroom, the student coming to the blackboard does not feel like a stranger. Because they always interact with me and we are not distant to each other, they participate in the lesson willingly.” (LG.8)

“This is a little bit about my character, I am not perfectionist. In general, if everything progresses in the course of their pace, I accept them no matter what they are, good or bad.” (MG.6)

“I express myself so well. I have taken advantage of it so much because when your knees knock together as a teacher, everything goes wrong such that students notice that stressful classroom environment. The most beautiful thing is being comfortable, behaving as if a really normal communication is performed.” (MG.1)

On the other hand, unlike the low and moderate group, the high group was more self-confident, and aware of their ability to teach. For example, some students stated that:

“Teaching profession requires theatric and dramatic ability.” (HG.1)

“I probably experienced an increase in my self-confidence; this resulted from the school, the students and also our teacher.” (HG.5)

After all, as highlighted by the sample, personality characteristics of pre-service ELT teachers were found to play a role in their efficacy perceptions.

4.1.3.4.2. Motivation. Almost all of the participants ($n=20$) mentioned their love towards teaching as well as students, which motivates them and affects their perceived efficacy in teaching. In addition, most of them were so motivated that they made certain personal efforts to improve their teaching. For instance:

“For example, I could not use my time effectively in the beginning. Then, I started to go to the class by rehearsing for the course such as shortening the activities and assuming how the students would think...” (LG.5)

“I make some preparations according to the topic I am going to teach, I substantially study in advance. For instance, what I would tell today, there are these regions, I should know for what these cities are famous or I should know what happened there in case students ask.” (HG.6)

Furthermore, most of the participants ($n=15$) tended to have a high level of motivation when their students' reactions were positive. Those who had a higher

level of motivation also felt more efficacious with regard to teaching. Here are some sample comments:

“While doing the activities, what I like is that students come to me and say what that was. They care about my course. However, when the students do not want to participate in the lesson, we get discouraged too.” (LG.7)

“I wanted that the student could perform something. I know that they were shy; however when you say, “If you do it, it will be ok.”, “Why do you shy of reading, in fact how nicely you do it!” etc, the expression on the face of the students is really spiritually satisfying.” (MG.6)

“I like to do something with students because when I am teaching, they always come and say, “Teacher, I started loving English, can we do some more activities?”, “Do you have any other activity?”. As long as I observe such kind of reactions, I like it.” (HG.4)

“As soon as I attract the attention of the students I love teaching profession more.” (HG.3)

On the other hand, those who were more satisfied with their teaching performance had a higher level of efficacy. For instance, the points they gave themselves about their teaching performance in the interview session show that low group rated themselves as 5-6 points, moderate group as 6-7 points, and high group as 7-8 points. These points are also parallel with their efficacy scores in the scale. Those points mean that the more successful their teaching sessions are, and the more satisfied they are, the higher their efficacy is.

In sum, pre-service ELT teachers’ perceived efficacy is mostly influenced by their students’ reactions and attitudes towards them and their lessons as well as their satisfaction with their own teaching performance, which leads an increase in their efficacy as indicated by the participants.

4.1.3.4.3. Emotions. In general, the participants focused on positive feelings with respect to teaching. However, especially the low and moderate group ($n=5$) expressed their anxiety, stress, and negative feelings unlike the high group. For example:

“For instance, when I misuse a word, I panic because I know that the meaning and aim will completely change.” (LG.3)

“I still have some shortcomings; especially my anxiety is a bit high.” (MG.2)

“What about stress, anxiety in the practicum? None.” (all HG)

From a different point of view, a few participants ($n=3$) highlighted their fear of getting low marks from their supervisor teachers. They expressed that:

“Teachers insisted on giving a point between 40 and 50. These points are compulsory for us, so we are afraid of them.” (MG.1)

All in all, teacher efficacy perceptions of pre-service ELT teachers are influenced by their positive or negative feelings about their teaching. Besides, their remarks revealed that if their feelings are negative, their efficacy level is lower, or vice versa.

4.2. Discussion

The present study aimed to get a profile of pre-service ELT teachers' efficacy beliefs, and also to investigate what kinds of factors are effective in the development of their efficacy perceptions. The results revealed that most of the pre-service ELT teachers had a moderate level of perceived efficacy, and in spite of close mean scores, classroom management had a slightly higher mean compared to instructional strategies and student engagement. This is similar to Tschannen-Moran and Woolfolk Hoy's (2007), Atay's (2007), and Oh's (2010; 2011) studies in which they also found that efficacy in classroom management received the highest rating. On the other hand, compared to Poulou's (2007) study in which the researcher found efficacy in student engagement got the highest rating, student engagement was reported to be the least rated one in this study.

As regards the factors that affect pre-service ELT teachers' efficacy perceptions, the current study emphasized the importance of teacher education program, and practicum experiences in establishing pre-service ELT teachers' efficacy perceptions. The findings revealed that the scope of the training pre-service ELT teachers received at university, the experiences they gained during the practicum, their perceptions related to being a teacher, the attitudes of cooperating and supervisor teachers, their personality, motivation and emotions, and their

perceived language proficiency had a great impact on the development of teacher efficacy perceptions. Besides, those factors contributed to the building of efficacy perceptions either positively or negatively.

First of all, the content of the courses in teacher education program of ELT was found highly theoretical and lacked practical issues as stated by the interviewed participants in the present study. The sample indicated that they were not able to combine content knowledge and pedagogical knowledge; however, the synthesis of content and pedagogy is relatively important in teaching (Shulman, 1987; Richards, 2010). Therefore, there is a negative impact on their perceived teacher efficacy because they believed that they were not able to transmit their knowledge effectively, and they could not apply the methods they learned in Turkish context because they mentioned that the methods they learned were too sophisticated and developed for the second language environments. In other words, they argued that they took a number of demos in the courses but could not transfer them into their teaching practice. So they were confused how to behave and teach their lessons, which leads to a decrease in their perceived efficacy. Likewise, Yeung and Watkins (2000) highlighted that education studies and methodology courses did not influence efficacy beliefs in their study. On the other hand, Poulou (2007) and Erawan (2011) found university training was a contributing factor in promoting teacher efficacy.

In addition to content and pedagogy, there is a language component specifically for language teachers since it is essential to them while carrying out classroom practices in the target language (Richards, 2010). In this sense, especially less efficacious pre-service ELT teachers in the sample complained about the language courses because they claimed that those were not helpful in improving their language skills as well as their grammar, vocabulary or pronunciation knowledge. Hence, their efficacy in their teaching ability decreased owing to being not proficient enough in English.

As for the perception of teaching as a profession, focus group discussions held in the present study revealed that more efficacious pre-service ELT teachers were more aware of their teaching mission, which results in stronger efficacy beliefs because as Erawan (2011) argued that attitudes towards the profession are connected

to satisfaction with teaching. In Erawan's (2011) study, such attitudes were also found highly effective in enhancing teacher efficacy.

Secondly, it is most likely that practicum experiences play the most determinative role in promoting teacher efficacy perceptions because pre-service teachers face real teaching experiences during the practicum. In most of the studies, the effect of teaching experience have been found positive in terms of improving efficacy (Yeung & Watkins, 2000; Atay, 2007; Poulou, 2007; Erawan, 2011). Actually, the practicum consists of Bandura's (1997) sources as enactive mastery experiences, vicarious experiences and verbal/social persuasion, and also Poulou's (2007) source as capabilities/skills; all of which were verified the responsibility for the construction of teacher efficacy.

In the present study, pre-service ELT teachers reported that they were good at giving instructions, providing alternative explanations or examples, checking understanding, and giving feedback, which represents efficacy in instructional strategies. All of such reportings by the students are in congruence with the results of the scale because efficacy in instructional strategies, especially providing an alternative explanation or example when students are confused had higher mean scores. Nevertheless, contrary to the findings in the scale, pre-service ELT teachers in the study expressed their difficulty in controlling the class. Mostly, the low and moderate group mentioned such difficulty compared to the high group since more efficacious pre-service teachers were able to cope with difficult situations easily, which refers to high efficacy in classroom management.

When pre-service teachers are more independent, feel successful during their teaching sessions, and satisfy with their performance, their teacher efficacy also increases (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2001). All of these issues are actually related to their enactive mastery experiences which are believed to be the strongest contributor to teacher efficacy (Tschannen-Moran & Woolfolk Hoy, 2001). This study revealed the positive effect of performance accomplishments in teacher efficacy, and more efficacious pre-service ELT teachers in the sample stated that they were more spontaneous in their lessons compared to the low and moderate group, which were more planned. Moreover, more efficacious ones expressed that they were capable of adapting materials, had certain coping strategies, and were able

to use different techniques; thus, they felt more contented with their teaching performance. So it can be concluded that enactive mastery experiences in their classroom practices had a great impact in promoting teacher efficacy perceptions of pre-service ELT teachers. As such experiences were proved to be a contributory factor in a number of studies (Mulholland & Wallace, 2001; Wah, 2007; Erawan, 2011; Oh, 2011), the present study also reached the same finding.

On the other hand, more efficacious pre-service teachers in the present study complained about the inflexible choices and the limited time appointed in the practicum. In other words, they were not given opportunities in terms of teaching due to the testing system in Turkey contrary to the finding of Atay (2007) which reported that the students with lower efficacy level more complained about the constraints. Though such things seemed to affect their perceived efficacy negatively, their ability to keep the flow of lesson even under these conditions and their interaction with the students made them more motivated, which in return leads to the feeling of higher efficacy.

Speaking of students, most of the pre-service ELT teachers in the current study indicated that they were not good at reaching all the students in their classes, which means that they were not able to engage students in the lessons. This is in line with the finding of the scale due to the fact that efficacy in student engagement had the least rated category unlike Poulou's (2007) result. Although they stated that they tried to pay attention to age, language level, interests and needs of the students, they could not motivate them the way they wanted, especially less efficacious pre-service teachers mentioned that situation. However, when the students participated in their lessons and gave positive reactions, then, pre-service teachers' efficacy was affected positively, as more efficacious participants indicated. To motivate them, they have to know the characteristics of students which is the knowledge of learners and their characteristics in Shulman's (1987) terms. Most of them pointed out that when they got more acquainted with the class, they started to understand their needs, level or interests. So the more time with students they spent, the more they knew them, which leads to learning and applying more motivational tactics in their lessons. In return, their efficacy increased thanks to higher motivation levels and enthusiasms of students in their teaching sessions because they felt accomplished. As a result, it can

be said that the development of pre-service ELT teachers' efficacy was affected by students' variables and the interaction with them, as well.

The relationship between pre-service teachers and their cooperating teachers is one of the factors that promotes teacher efficacy (Erawan, 2011). If cooperating teachers become role-model, give feedback, share their knowledge and experience, and guide pre-service teachers during their teaching experience, then, efficacy of pre-service teachers is enhanced positively (Oh, 2010). In fact, this enhancement is related to vicarious experiences and verbal persuasion within Bandura's (1997) sources because pre-service teachers compare themselves with cooperating teachers, and make judgments about themselves in terms of vicarious experiences. Besides, the encouragement, guide, feedback and opinions provided by cooperating teachers have an effect in establishing their efficacy. In this study, most pre-service ELT teachers had negative attitudes towards cooperating teachers. They pointed out that their teachers were not helpful in their teaching. They also did not like their teaching style because most of the cooperating teachers stuck to the coursebook and did not include language skills in their lessons. Therefore, when pre-service teachers compared themselves with that of teaching, they believed they were much better in teaching since they stated that students were more enthusiastic in their lessons. Furthermore, when cooperating teachers were not interested in pre-service teachers' improvement, and held negative attitudes towards them, they felt hopeless and less motivated, which also affects their efficacy. Like cooperating teachers, supervisor teachers were found to be not very helpful by pre-service teachers. They stated that each supervisor teacher required different things, which means that there is no standardization among them. However, it should be noted that there is a set syllabus given by the university regarding the practicum procedure but it is quite natural that there are individual differences among supervisor teachers. So both vicarious experiences and verbal persuasion had a negative impact in the development of teacher efficacy perceptions since pre-service teachers in this study did not gain such experiences in a positive way. As in the current study, both cooperating and supervisor teachers were also found ineffective regarding efficacy in Yeung and Watkins's (2000) study. Moreover, Atay (2007) reported in her research that pre-service teachers felt demoralized due to the attitudes of those teachers. In terms of vicarious experiences,

Mulholland and Wallace (2001) found them negatively affect teacher efficacy, as well. However, these researchers found verbal persuasion was a contributory factor in the construction of teacher efficacy. Unlike Pekkanli Egel's (2009) study which maintained the positive effect of supervisor teachers with respect to efficacy, they were not found influential in the present study.

Thirdly, it is recognized that teachers have different cognitions according to their subject areas; for instance, language teachers have the knowledge of language itself, language as pedagogical content, and so on (Feryok, 2010). Being one of the competences of language teachers, language proficiency has a responsibility for the confidence in that language in such a way that if teachers think they are good at language skills, then, their beliefs in their ability to teach increase (Richards, 2010), which is directly linked to teacher efficacy. The relationship between teacher efficacy and language proficiency has been significantly established in most of the studies (Chacon, 2005; Eslami & Fatahi, 2008; Lee, 2009; Tunc Yuksel, 2010; Jafarigohar & Ganjabi, 2012; Ghasemboand & Hashim, 2013). However, in this study, nearly all pre-service ELT teachers believed that they were incompetent in terms of English language proficiency. They said that they could not perform all the skills as they were expected; they could not speak fluently, made grammatical errors while speaking, or not understand what they read. Therefore, such things affected their teaching efficacy perceptions negatively. Conversely, those who made extra efforts to improve their language proficiency, for the language courses offered at university were considered useless, in that sense expressed their confidence while teaching; in other words, they were more efficacious in giving instructions, in managing the classroom, in engaging the students, in presenting the content and the like. So the more proficient pre-service ELT teachers perceive themselves, the higher their perceived efficacy is.

Lastly, in the present study, pre-service ELT teachers' personality characteristics, motivation and emotions were found contributory to the development of their efficacy perceptions. Most of them believed that it is important to interact with students directly, to have a positive attitude towards students, and to establish a good rapport with students because such issues influence students as well as their teaching. In sum, a teacher who possesses such kind of traits has a higher level

efficacy in teaching. In this study, pre-service ELT teachers reported that their personality affected their efficacy in the classroom. Compared to the literature, Poulou (2007), Oh (2010; 2011) O'Neill and Stephenson (2012) also found positive effects of personality characteristics in efficacy, especially in terms of student engagement.

Apart from personality, motivation is another source of efficacy. Most of the pre-service ELT teachers in the sample indicated that they liked teaching, and thus, they made efforts to improve their teaching. If those efforts were useful, they would become more motivated, which enhances their efficacy in teaching, as well. In the same way, when they were motivated, their students were also motivated, and then, they participated in their lessons more and their reactions and attitudes were more positive. Hence, their satisfaction with their performance increased, which leads to higher level of perceived efficacy among the pre-service ELT teachers. The findings also pointed out this fact; while more efficacious pre-service teachers stated that they were more motivated and satisfied with their performance, less efficacious pre-service teachers were not contented with their teaching and less motivated. In the literature, Poulou (2007) and Oh (2010; 2011) also highlighted the role of personal motivation in efficacy by referring to the significant relationship between motivation and teacher efficacy in their studies.

On the other hand, emotions are another factor as affective states (Bandura, 1997). They had either a negative or positive effect in teaching efficacy. Although most of pre-service ELT teachers participated in the interview session tended to emphasize positive feelings with regard to their teaching, less efficacious pre-service teachers focused more on their anxiety in their teaching, and their fear of getting low marks from their supervisor teachers. On the contrary, the high group mentioned they did not have such feelings. Wah (2007), Oh (2010; 2011), O'Neill and Stephenson (2012) also found that affective states of pre-service teachers were effective in their efficacy perceptions unlike Poulou (2007) who did not observe any relationship between efficacy beliefs and affective states.

On the whole, regardless of their efficacy levels, the perceptions of pre-service ELT teachers' efficacy in the present study were affected by some aspects of the highlighted factors. While some factors, i.e. classroom practices and student

dimension in practicum experiences, personality, motivation and the perception of teaching as a profession contributed to the enhancement of teacher efficacy, others, i.e. the content of ELT education, cooperating and supervisor teachers, emotions and perceived language proficiency, did not contribute to teacher efficacy at all; that is, they affected their teacher efficacy perceptions negatively. Those results should be evaluated with care because all of them represented the opinions of a small sample of pre-service ELT teachers, not the facts. So there may be differences between objective and subjective evaluation. For example, in the current study, those who stated that they were not feel efficacious enough, their grades they got from the practicum showed that they were successful. Moreover, all of the participants got similar grades from teaching practice but their perceptions were different because there were three levels of teacher efficacy as high, moderate and low. This means that objective evaluation can differ from subjective evaluation. Therefore, it can be concluded that the objective evaluation is not alone enough; the perceptions; that is, the subjective evaluation of themselves, are very important in pre-service ELT teachers' efficacy.

CHAPTER 5

CONCLUSION

5.1. Summary

The current study was conducted in order to get a profile of pre-service ELT teachers' perceived efficacy, and to explore what sort of factors affect their teacher efficacy perceptions. As a result of the scale administered to 113 pre-service ELT teachers at Anadolu University, perceived teacher efficacy was found at a moderate level, and efficacy in classroom management, instructional strategies and student engagement received close mean scores though classroom management had a bit higher mean score. To further investigate this construct, focus group interviews were held with 22 pre-service ELT teachers in three groups as high, moderate and low efficacy. The findings indicated that perceived efficacy of pre-service ELT teachers were affected mainly by four factors as the ELT education program, practicum experiences, perceived language proficiency, and affective states. Basically, in the literature, ELT education corresponds to university training, practicum experiences correspond to enactive mastery experiences, vicarious experiences and verbal persuasion. Differently from these, perceived language proficiency became one of the affecting factors regarding teacher efficacy perceptions of pre-service ELT teachers; it is most probably stemmed from the fact that the target context is made up of ELT teachers. Out of these factors, practicum experiences were likely to affect teacher efficacy the most because pre-service ELT teachers in the present study indicated that they witnessed their strengths and weaknesses in their teaching practices so they became more aware of their capability as well as their efficacy. Moreover, all the factors served the same functions either positively or negatively for all the groups; however, more efficacious ones pointed out that they had better teaching experiences and strategies, were capable of teaching tasks and managing the classroom, and were more self-confident and motivated. On the other hand, while the teacher education program, cooperating and supervisor teachers, perceived language proficiency and emotions had negative effects in the construction of their teacher efficacy perceptions, classroom practices and student dimension within

practicum experiences, the perception of teaching as a profession, personality, and motivation contributed positively to the building of their efficacy.

With all these in mind, it can be concluded that the present study made an attempt to contribute to the teacher efficacy research both theoretically and methodologically. In terms of theoretical side, this study revealed that pre-service ELT teachers' efficacy was also affected by their perceived language proficiency compared to the mentioned sources in the literature; thus, it is required to establish a teacher efficacy framework directly connected to pre-service ELT context. As for the methodological side, by using qualitative inquiry in addition to quantitative one enabled us to gain a deep understanding of this complex construct as there were somewhat new factors, and the factors either promoted or deteriorated the development of teacher efficacy perceptions.

5.2. Implications

The present study provided new insights into perceived efficacy of pre-service ELT teachers as well as teacher education program. However, it should be emphasized that the present study represented the opinions of the participants; that is, it has more subjective data. So considering the pedagogical aspects, there are certain recommendations to be considered in the light of the findings.

The effectiveness of teacher education programs in the development of teacher efficacy has been mentioned by many researchers (e.g. Capa, 2005; Cheung, 2008; Erawan, 2011). However, the findings in the present study revealed that ELT education the sample received was found not satisfactory; hence, negatively affected their efficacy perceptions. Therefore, teacher education programs should take a step in enhancing teacher efficacy of pre-service ELT teachers in a positive way as underlined by Atay (2007). For example, the content of the courses may be more concentrated on the practical issues, which would respond to the needs of pre-service teachers since they indicated that they could not transfer theoretical knowledge into practice though they received that education. Therefore, it might be useful to devote more practice times for the pre-service ELT teachers. In addition, to strengthen their language proficiency, more opportunities can be provided them to use and practice the language in the courses. Moreover, pre-service ELT teachers might be allowed to

share their opinions, evaluate and reflect on the courses because they argued that their opinions were not taken into account much. This would also make them aware of others' ideas, and thus, it would be helpful in the improvement of their efficacy perceptions.

Teaching experience within a teacher education program has a prominent place because it is a link between the preparation and the career (Atay, 2007). Therefore, it is important to create positive effects via the practicum, especially performance accomplishments have a considerable effect in promoting teacher efficacy. For instance, as Raoofi, Tan and Chan (2012) pointed out, to give relevant tasks according to the capability of pre-service teachers may make them feel successful, which in turn contributes to teacher efficacy because early experiences of successes can shape their efficacy (Redmon, 2007). Besides, in the practicum, pre-service teachers might be provided to teach in different contexts by interacting with different students, which would give way to gain experiences in different contexts. This would be useful because various contexts are helpful in improving teacher efficacy (Morgan, 2008). As vicarious experiences and verbal persuasion are considered to be highly effective in teacher efficacy, both cooperating and supervisor teachers should take care of their student teachers in order to strengthen their efficacy beliefs because in this study, pre-service ELT teachers held negative attitudes towards their teachers. For example, cooperating teachers may give more opportunities and independence to their interns in order to perform different kinds of skills. Both cooperating and supervisor teachers should guide their interns, and give plausible feedback. In addition, as far as possible, cooperating teachers should be chosen with care because pre-service teachers need guidance, or even they might be trained how to be more helpful with regard to their interns' progress. As Karakas (2012) maintained that limited time in teaching practices has been complained most, pre-service ELT teachers in this study also expressed their negative feelings related to given time in their practicum. Therefore, more time should be devoted for each intern so as to make them carry out their class practices more comfortably, which would have positive effects in building their efficacy beliefs.

The last but not the least, in order to create positive effects in the perceptions of pre-service teachers before starting teaching, they might be introduced to the

actual teaching environments from the beginning of their university training. More clearly, teaching observations in different school settings may be provided in their first year of training, and made to be continued throughout the training years. The combination of university education and observation and teaching practice in pre-service years may be very fruitful in terms of enhancing efficacy perceptions.

5.3. Suggestions for Further Research

It can be assumed that the present study made certain contributions to teacher efficacy research because it revealed the need to develop a teacher efficacy framework directly related to ELT teachers within a pre-service context. Furthermore, it introduced new affecting factors in an ELT context. Therefore, further studies are needed to elaborate on such factors, and in this way, perhaps the studies regarding the scale development which would measure the affecting factors of pre-service ELT teachers would emerge. Since the present study concluded that pre-service ELT teachers' perceived efficacy was affected by their perceived language proficiency, language tests can be administered in order to obtain a more objective evaluation of language proficiency. On the other hand, since it was a one-institution study and there were limited number of participants, it can be suggested that what affects the development of pre-service ELT teachers' efficacy may be investigated in different contexts with more participants. Lastly, to probe more understanding of how pre-service teachers build their efficacy and how their efficacy is affected, longitudinal studies which would examine pre-service ELT teachers throughout their training years can be recommended.

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APPENDIX A — The Information Sheet and the Consent Form for the Scale

Dear Student,

The purpose of this study is to obtain information about teachers' sense of self-efficacy (efficacy in student engagement, instructional strategies, and classroom management) and affecting factors. The following scale was about teacher efficacy perceptions. All the collected information will only be used in my thesis, and your answers will not affect your grades and will be kept confidential. The responses you will give are very important to the credibility of the research.

There is also a consent form below for you to participate in the research voluntarily. If you want to be the part of the research, please sign it, and fill the survey thoroughly. If you do not want to join in the study, neither have you to sign it nor have you to answer the questions; just give the forms back to the researcher.

I would like to thank you in advance for your cooperation and contribution.

Sincerely,
Aylin Sevimel
Anadolu University

Certificate of Consent

I have been invited to participate in the research about teacher efficacy, and its potential sources by Aylin Sevimel.

I have read the information sheet, and I consent voluntarily to be a participant in this study.

Date: / /

Signature:

Name:

APPENDIX B — Teachers' Sense of Efficacy Scale (TSES)

The following questions are designed to gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. There is no right or wrong answer; therefore, please indicate your opinion for each statement. Your responses are confidential.

<i>How much can you do.....while teaching English?</i>	Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal
1. How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to difficult questions from your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

14. How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep a few problem students from ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<i>Efficacy in Student Engagement:</i> Items 1, 2, 4, 6, 9, 12, 14, 22									
<i>Efficacy in Instructional Strategies:</i> Items 7, 10, 11, 17, 18, 20, 23, 24									
<i>Efficacy in Classroom Management:</i> Items 3, 5, 8, 13, 15, 16, 19, 21									

APPENDIX C — The Information Sheet and the Consent Form for the Focus Group

Dear Student,

The purpose of this interview is to obtain information about teachers' sense of self-efficacy (efficacy in student engagement, instructional strategies, and classroom management) and its affecting factors. The questions about the topic were prepared within the scope of MA thesis in ELT. The moderator, that is, the researcher, will begin the discussion, and the participants will respond and discuss their ideas in the group. The whole discussion session will be recorded. However, all the recorded data will only be used in my thesis, and what you said in the discussion will not affect your grades and will be kept confidential. Therefore, please do not share any information discussed or said in this session outside the group. The responses you will give are very important to the credibility of the research.

There is a consent form below for you to participate in the focus group interview voluntarily. If you want to be the part of the research, please sign it. If you do not want to take part in the study, you need not to sign it.

I would like to thank you in advance for your cooperation and contribution.

Sincerely,
Aylin Sevimel
Anadolu University

Certificate of Consent

I have been invited to participate in the research about teacher efficacy, and its potential sources by Aylin Sevimel. I have been also informed about the purpose, and the procedure of the study.

I accept voluntarily to join in the discussion with other participants, to answer the questions and discuss my opinions with my group partners. I also give permission to the researcher to record my responses, and use them in her thesis.

So, I consent voluntarily to be a participant in this study.

Date: / /

Signature:

Name:

APPENDIX D — Focus Group Questions

1. How would you define yourself as a language teacher?
 - Is there a philosophy you are influenced and which reflects to your teaching behaviors?
 - Are you satisfied with your teaching performance? (rate yourself from very little (1) to a lot (9); give a rating out of 9)
 - Are you aware of your strengths and weaknesses as a language teacher?
 - Do you do something special to improve yourself as a language teacher?

2. In teaching practice, what kinds of motivation tactics do you use in the classroom?
 - Can you get through the most difficult situations? How? (L)
 - What kinds of things do you do in order to get students to believe they can do well in school work? (H)
 - How do you make students appreciate English learning and the reason behind it?

3. In teaching practice, what do you do to check students' understanding?
 - Can you prepare and adjust your lessons according to students' levels (capable and difficult students)? How? (L)
 - What kind of techniques do you use while providing alternative explanations? (H)
 - How can you gauge student comprehension of what you have taught? (H)

4. What do you specifically do to overcome the most occurred problems in class?
 - How can you establish a classroom management system with each group of students? (L)
 - How can you get students to follow classroom rules? How can you state your expectations? (H)

5. How would you evaluate your all university training?
 - What about your knowledge of English language/proficiency in English?
 - What about the courses offered? Content-pedagogical?
 - What about your practicum?
 - Are you satisfied with your practicum school?
 - What about supervisors and cooperating teachers?
 - Emotions: Stress or anxiety? Your motivation?
 - Can you apply the teaching methods and techniques you learned?

6. Do you like English language? Do you like being a teacher? Both?

APPENDIX E — Ölçek için Bilgilendirici Yazı ve Araştırmaya Katılma Onay Formu

Değerli Öğrenci,

Bu araştırmanın amacı, öğretmen yeterliği (öğrenci katılımındaki, öğretim stratejilerindeki ve sınıf yönetimindeki yeterlik) ve onu etkileyen faktörler hakkında bilgi edinmektir. Aşağıdaki ölçek öğretmen yeterlik algısı üzerinedir. Elde edilecek tüm bilgiler sadece tezimde kullanılacaktır ve cevaplarınız notlarınızı etkilemeyecektir ve gizli tutulacaktır. Vereceğiniz yanıtlar araştırmanın güvenilirliği açısından önemlidir.

Araştırmaya gönüllü olarak katılmanız aşağıda bir onay formu vardır. Araştırmanın bir parçası olmak isterseniz lütfen formu imzalayıp anketi dikkatlice cevaplayınız. Çalışmaya katılmak istemezseniz de formu imzalamaya gerek olmayacağı gibi soruları cevaplamanıza da gerek yoktur; formları araştırmacıya geri verebilirsiniz.

Katılımınız ve katkılarınız için şimdiden teşekkür ederim.

Saygılarımla,
Aylin Sevimel
Anadolu Üniversitesi

Onay Belgesi

Aylin Sevimel tarafından öğretmen yeterliği ve onu oluşturan olası kaynakları hakkındaki araştırmaya katılmak üzere davet edildim.

Bilgilendirici yazıyı okudum ve bu çalışmada katılımcı olmayı gönüllü olarak kabul ediyorum.

Tarih: / /

İmza:

Ad-Soyad:

APPENDIX F — Öğretmen Öz Yeterlik Ölçeği

Aşağıdaki sorular, öğretmenlere okul etkinliklerinde sıkıntı yaratan unsurları daha iyi anlayabilmek amacıyla tasarlanmıştır. Lütfen her bir soruya kendi öğretmenlik deneyimlerinizi (staj) düşünerek yanıtlayınız. Yanıtlarınız gizli tutulacaktır.

<i>İngilizce öğretirken ne kadar yapabilirsiniz?</i>	Yetersiz		Çok az yeterli		Biraz yeterli		Oldukça yeterli		Çok yeterli
1. Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. Öğrencilerin eleştirel düşüncelerini ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. Sınıfta yapılan etkinliklerin düzenli yürümesini ne kadar iyi sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. Öğrettiklerinizin öğrenciler tarafından kavranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

12. Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyi oluşturabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?*	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. Birkaç problemlili öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. Öğrencilerin kafası karıştığında ne kadar alternatif açıklama ya da örnek sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz?*	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<p>Öğrenci katılımına yönelik yeterlik: 1, 2, 4, 6, 9, 12, 14, 22* Maddeler Öğretim stratejilerine yönelik yeterlik: 7, 10, 11, 17, 18*, 20, 23, 24 Maddeler Sınıf yönetimine yönelik yeterlik: 3, 5, 8, 13, 15, 16, 19, 21 Maddeler</p> <p>*Çıkarılmıştır.</p>									

APPENDIX G — Odak Grup Görüşmesi için Bilgilendirici Yazı ve Katılım Onay Formu

Değerli Öğrenci,

Bu görüşmenin amacı, öğretmen yeterliği (öğrenci katılımındaki, öğretim stratejilerindeki ve sınıf yönetimindeki yeterlik) ve onu etkileyen faktörler hakkında bilgi edinmektir. Konu ile ilgili sorular İngilizce Öğretmenliği yüksek lisans tezi kapsamında hazırlanmıştır. Moderatör, yani araştırmacı, tartışmayı başlatacak ve katılımcılar grup halinde düşüncelerini paylaşıp tartışacaklardır. Tartışmanın tümü kaydedilecektir. Bununla beraber, kaydedilen tüm bilgiler sadece tezimde kullanılacak olup tartışma esnasında söyledikleriniz notlarınızı etkilemeyecek ve gizli tutulacaktır. Bu yüzden bu görüşme kapsamında söylenen ve tartışılan hakkında herhangi bir şeyi grup dışından kimseyle lütfen paylaşmayınız. Vereceğiniz yanıtlar araştırmanın güvenilirliği açısından önemli olup katılımınız ve katkılarınız için şimdiden teşekkür ederim.

Araştırmaya gönüllü olarak katılmanız için aşağıda bir onay formu vardır. Araştırmanın bir parçası olmak isterseniz lütfen formu imzalayın. Çalışmaya katılmak istemezseniz formu imzalamamanıza gerek yoktur.

Saygılarımla,
Aylin Sevimel
Anadolu Üniversitesi

Onay Belgesi

Aylin Sevimel tarafından öğretmen yeterliği ve onu oluşturan olası kaynakları hakkındaki araştırmaya katılmak üzere davet edildim. Ayrıca çalışmanın amacı ve yöntemi hakkında bilgilendirildim. Diğer katılımcılarla tartışmaya katılmayı, soruları cevaplamayı ve düşüncelerimi grup arkadaşlarımla tartışmayı gönüllü olarak kabul ediyorum. Araştırmacıya yanıtlarımı kaydetmesine ve onları tezinde kullanmasına da izin veriyorum.

Dolayısıyla, bu çalışmada katılımcı olmayı gönüllü olarak kabul ediyorum.

Tarih: / /

İmza:

Ad-Soyad:

APPENDIX H — Odak Grup Görüşme Soruları

1. Kendinizi bir dil öğretmeni olarak nasıl tanımlarsınız?
 - Etkilendiğiniz ve öğretim davranışlarınıza yansıyan bir öğretim felsefeniz var mı?
 - Öğretmenlik performansınızdan memnun musunuz? (9 üzerinden bir değerlendirme yapsanız kendinize kaç verirdiniz? 1_çok az; 9 oldukça memnunum)
 - Bir dil öğretmeni olarak güçlü ve zayıf yönlerinizin farkında mısınız?
 - Bir dil öğretmeni olarak kendinizi geliştirmek için özel bir şeyler yapıyor musunuz?
2. Stajda, öğrencileri motive edici ne tür yöntemler kullanıyorsunuz?
 - Çalışması zor öğrencilere ulaşabiliyor musunuz? Nasıl? (L)
 - Okulda başarılı olacaklarına öğrencilere inandırmak için neler yapıyorsunuz? (H)
 - İngilizce öğrenmenin nedenini ve önemini öğrencilere nasıl aktarabiliyor musunuz?
3. Stajda, öğrencilerin dersi anlayıp anlamadığını nasıl kontrol ediyorsunuz?
 - Öğrenci seviyesine uygun (çok yetenekli veya zor öğrenciler) ders hazırlayıp anlatabiliyor musunuz? Nasıl? (L)
 - Alternatif açıklama sağlarken ne gibi yöntemler kullanıyorsunuz? (H)
 - Anlatılanların kavranmadığını nasıl ölçüyorsunuz? (H)
4. Sınıfta en çok karşılaştığınız problemlere yönelik neler yapıyorsunuz?
 - Farklı öğrenci gruplarına sınıf yönetimini nasıl sağlıyorsunuz? (L)
 - Sınıf kurallarına uymayı nasıl sağlıyorsunuz? Beklentilerinizi nasıl ortaya koyarsınız? (H)
5. Tüm üniversite eğitim hayatınızı nasıl değerlendirirsiniz?
 - İngilizce’de kendinizi ne kadar yetkin hissediyorsun?
 - Üniversitede verilen dersler hakkındaki görüşleriniz neler? Teorik-pedagojik?
 - Staj hakkındaki düşünceleriniz neler?
 - Gittiğiniz okuldan memnun musunuz?
 - Üniversitedeki hocaların ve staj okulundaki hocaların hakkında ne düşünüyorsunuz?
 - Duygular: stress veya endişe var mı? motivasyonunuz nasıl?
 - Öğrendiğiniz öğretim yöntem ve teknikleri uygulayabiliyor musunuz?
6. İngilizce’yi dil olarak seviyor musunuz? Öğretmenliği seviyor musunuz? İkisi birlikte?

APPENDIX I — The Detailed Categorization of the Factors that Affect Teacher Efficacy Perceptions

1. ELT Education

1.1. The content of the courses

- 1.1.1.** language courses
- 1.1.2.** content pedagogical courses
- 1.1.3.** elective courses
- 1.1.4.** practicum (micro-macro teaching)

1.2. The perception of teaching as a profession

2. Practicum Experiences

2.1. Teaching dimension

2.1.1. Classroom practices

- 2.1.1.1.** time limit
- 2.1.1.2.** (in)flexible choices
- 2.1.1.3.** planning
- 2.1.1.4.** using the language
- 2.1.1.5.** presenting the content
- 2.1.1.6.** engaging the students
- 2.1.1.7.** giving the instructions
- 2.1.1.8.** managing the classroom
- 2.1.1.9.** checking understanding and feedback
- 2.1.1.10.** teaching strategies and styles
- 2.1.1.11.** using materials and adaptation
- 2.1.1.12.** testing system in Turkey

2.1.2. Student dimension

2.1.2.1. Class profile

- 2.1.2.1.1.** age
- 2.1.2.1.2.** level
- 2.1.2.1.3.** the number

2.1.2.2. Students' variables

- 2.1.2.2.1.** interests
- 2.1.2.2.2.** needs
- 2.1.2.2.3.** motivation
- 2.1.2.2.4.** attitudes
 - 2.1.2.2.4.1.** attitudes towards English language
 - 2.1.2.2.4.2.** attitudes towards English language lessons
 - 2.1.2.2.4.3.** attitudes towards interns

2.2. Teacher dimension

2.2.1. Cooperating teacher

- 2.2.1.1. attitudes
 - 2.2.1.1.1. attitudes towards interns
 - 2.2.1.1.2. attitudes towards students
 - 2.2.1.2. feedback
 - 2.2.1.3. teaching style
 - 2.2.2. Supervisor teacher
 - 2.2.2.1. attitudes
 - 2.2.2.2. feedback
3. Perceived Language Proficiency
- 3.1. Language skills
 - 3.1.1. reading
 - 3.1.2. listening
 - 3.1.3. speaking
 - 3.1.4. writing
 - 3.2. Language components
 - 3.2.1. grammar
 - 3.2.2. vocabulary
 - 3.2.3. pronunciation
4. Affective States
- 4.1. Personality
 - 4.1.1. self-confidence
 - 4.1.2. rapport/interaction with students
 - 4.1.3. positive attitude
 - 4.1.4. ability to teach
 - 4.2. Motivation
 - 4.2.1. Intrinsic
 - 4.2.1.1. love students
 - 4.2.1.2. love teaching
 - 4.2.1.3. personal effort
 - 4.2.1.4. satisfaction with teaching performance
 - 4.2.2. Extrinsic
 - 4.2.2.1. enthusiasm of students
 - 4.2.2.2. reactions of students
 - 4.3. Emotions
 - 4.3.1. fear of low marks
 - 4.3.2. anxiety

APPENDIX J — Turkish Originals of the Interview Data

(p.46) LG.3: Hocam mesela bence metot dersleri; ben çok iyi hocalardan da metot dersi aldım; bazıları gerçekten mesela isim vermeyeyim ama çok şahane geçti ama bazı derslerde öyle ki yani çok fazla teorik bilgiyle uğraşıyoruz; uygulama kısmına geldiğimiz zaman da biz bunu nasıl yapacağız diyoruz. Mesela metot derslerinde daha çok plan yazmış olsak, bu çok kulağa hoş gelmiyor ama ya mesela biz işte writing nedir, writer kimdir, reader kimdir; bunları teorik olarak bilmemiz bize bir şey katmıyor ki hani writing is made of gibi bir şeyler bir başlıyor işte, şundan oluşur bundan oluşur falan. Ya tamam, bunları öğrenmek de güzel de dönemin ortasına geliyoruz plan yazmaya yeni başlıyoruz. Ondan sonra ben mesela özellikle geçen dönem bir ara verir gibi oldum, 3. sınıfta aldığım bütün metot derslerini unutmuşum, buraya geldim nasıl plan yazacağım, ben nasıl gideceğim, nasıl öğreteceğim diye düşünüyordum. Tabii onlar, başlayınca geri geldi o bilgiler ama daha fazla pratik lazım bence.

(p.46) HG.6: Evet, çok ütöpik oluyor çünkü. Mesela bizim metot derslerinde sınıftaki arkadaşlarımız öğrenci gibi davranıyor, onlara anlatıyoruz ama böyle olmuyor çünkü gerçek hayat, gerçek öğrenciler bambaşka olduğu için okulda öğrenmeliyiz, sonra onu hemen uygulamalıyız yani.

(p.47) LG.6: Hala neden aldığımızı bilmiyorum o dersi yani. Tamam öğrendik, çok güzel bilgiler de niye yani, ne işimize yarayacak ki?

(p.47) LG.2: Şimdi yani bizim üniversite için aslı speaking eğitiminde bayağı bir eksik, listeningde eksik ama en çok speaking. Arkadaşlarımdan çoğunun böyle dersi İngilizce anlatmaya çalışırken inanılmaz bir çaba verdiğini görüyoruz ama çaba işe yaramıyor tabii ki. İngilizcesi çünkü bazen hiç yürümüyor. Yani mesela bazı öğrenciler vardı; öğrenci öğretmenden daha iyi konuşabilirse bu büyük bir problem ve bizim üniversitede de ne yazık ki öyle arkadaşlarımız çok var yani. Tabii ben de belki bir nebze bunlardan biriyim; İngilizcem çok iyi değil yani konuşma açısından.

(p.47) HG.1: Üniversite hayatım, muhtemelen mezun olacağım. Bu zamana kadar bana çok şey katmış olan dersleri sayıyorum: Antropoloji, çocuk dili ve edebiyatı, kadın dili ve edebiyatı, kadın dili ve söylemi, dil ve medya, hiçbiri İngilizce dersi değil. Ondan sonra İngilizce derslerinden, bunlar seçmeli derslerdi, gerçekten çok şey kattı, farklı bir şeyler yaptık, bir şeyler denedik.

(p.48) LG.1: Arkadaşlarıma katılıyorum, hani dil yeterliği olarak eksiklerimiz var ama zaten bence öğretmenlik de sadece dil olarak değil hep gelişmeyi gerektiren bir şey.

(p.48) HG.1: Ama öğretmen olmanın amacı, bir şeyleri değiştirmek, bir fark yaratmak değil mi?

(p.48) HG.6: Gelecekte İngilizce öğretmeni olacağız ve İngilizce öğreteceğiz. Ama öte yandan öğretmen olarak başka şeyler de yapmalıyız diye düşünüyorum. Yani eğitim, onu iyi eğitmek, iyi bir insan, iyi bir birey olmasını sağlamak diye düşünüyorum. Mesela sadece ders anlatmak değil. Mesela öğretmen olarak biz bir sınıf defteri imzalamadık hayatımızda ama öğretmen olunca sınıf defteri imzalayacağız ya da ne bileyim nöbetçi öğretmen mesela gidip orada doldurması gereken, imzalaması gereken yerler var. Kaçımız bunu biliyoruz mesela? Bilmiyoruz. Yani bunların da bize öğretilmesi lazım.

(p.49) LG.1: Güçlü yön olarak ses tonumu iyi kullandığımı düşünüyorum veya öğrenciler bir instructionı anlamadığı zaman örnekler vermeyi veya dili daha basitleştirme konusunda iyi olduğumu düşünüyorum.

(p.49) LG.5: Biz gösterip yapıyoruz ya da öğrencilerden birini seçip onun üzerinde aktiviteyi önce gösteriyoruz. Zaten nasıl yapmaları gerektiğini anlıyorlar ya da jest, mimik kullanarak, biraz daha instructionı basitleştirerek.

(p.49) HG.7:Çünkü hani mesela öğrenciler bir şeyi anlayamadıkları zaman, bir konuşmamı, hemen örnekler veriyorum ya da daha kısa kısa cümlelerle anlatıyorum. O zaman anlıyorlar ne demek istediğimi.

(p.49) MG.1: Birinci dönem benim en büyük sıkıntım buydu hocam. Instruction vermede sıkıntı yaşıyordum çünkü 4 yıl boyunca burada böyle daha advanced seviyede bir dil alışverişinde bulunuyorsunuz. Sınıfa girdiğimizde simplify etmekte çok zorlanıyoruz, onların bilgilerini bilmiyoruz haftada bir saat girdiğimiz için; bu zaman kadar ne gördüler, neyi biliyorlar falan bilmiyoruz.

LG.7: Öğrencilerin dikkatini derse çektiğimi düşünüyorum; **(p.60)** aktiviteleri yaparken yanıma gelip özellikle hocam bu neydi dediklerinde hoşuma gidiyor. Hani önemseniyor dersim ama hani mesela katılmak istemediklerinde bizim de moralimiz bozuluyor.. **(p.49)**Zayıf yönüm de diyelim ki öğrenciler dersten koştular, bir gürültü, problem filan oldu yetersiz olunca ne yapmam gerektiği konusunda daha tecrübeye ihtiyacım olduğunu düşünüyorum.

(p.50) HG.4:Bir de sınıfta böyle sanki sınıfça bir aileymiş gibi bir hava yaratınca ne bir kimse hata yaptığında ona gülüyorlar, dalga geçiyorlar, ne dinlememe gibi bir şey oluyor. Zaten mesela arkadaşları bir şeyle, öğretimini dinle diyor mesela. Öyle bir hava yaratınca sınıf problemi, disiplin sorunu kalmıyor.

(p.50) MG.1:Onlara böyle özel ilgi gösteriyorum ya da staja gitmeden önce bir gece önce mutlaka ne anlatacağımız bakıyoruz, pronounciationında sıkıntı yaşadığımız şeyler varsa ilk önce bir teyit ediyoruz, sınıfta nasıl konuşacağım, bunu nasıl telaffuz etmeliyim, ben böyle biliyorum böyle miydi gibisinden sınıfa o şekilde çıkıyoruz, hazırlık yani.

(p.50) HG.4: Plana bakmadığım zaman daha rahat eder, aktivitelere bakıyorum, şunlar şunlar tamam. Onun dışında bağlı kalmıyorum yani. Bir provaya falan da açıkçası bilmiyorum, gerek duymuyorum. O sınıftan kaynaklanıyor, çocuklar böyle uğraştıkça, o uzadıkça ben onları bölmek istemiyorum.

(p.50) LG.4: Mesela kitabı lifei sınıfa taşımak o da çok önemli. Hani Oxford'u kullanlar oradaki kültüre göre donatılmış bir kitap, buraya ne kadar hitap ediyor, bizim öğrencilerimize ne kadar hitap ediyor...

(p.50) HG.7: Bizim kitabımız var. Çocuklar kitaptan gittiğiniz zaman çok sıkılıyorlar. O yüzden mesela aynı reading olsa bile worksheete basıyorum ve oradaki atıyorum comprehension questionları değiştiriyorum ya da işte comprehension question varsa true-false yapıyorum falan o zaman eğleniyor çocuklar. Daha çok öğreniyorlar.

(p.51) HG.4: Konular yetişmiyor, kitap bitmiyor, sınavlara işte yetişmesi gerekiyor falan filan öyle gidiyor yani, yapamıyoruz.

(p.51) HG.6: Öyle, tabii ki öyle ama sistem buna izin vermiyor. Hani biz her ne kadar buna çabalasak da biz de yapmayacağız. Şimdi de yapamıyoruz mesela. Sınav sistemi de öyle olduğu için Türkiye'de mecbur çocuklara İngilizce'deki grameri anlatmak, sunmak zorundasın.

(p.51) MG.4: Mesela birinci dönemde 15 dakika bile değil ders anlatış süremiz. İkinci dönemde de bir saat yani. Bir saatte bir öğrenciye bütün her şeyi yüklediğin zaman zaten 15. dakikadan sonra kopuyor, sıkılıyor.

(p.51) HG.2:Bir writing yapın diyoruz ama ders çok kısa hocam. Yani yetmiyor. Çocuklara zaten öğretiyorsunuz bir derste, okuyorlar anlıyorlar, anlayasıya kadar zaten Türkçe giriyor araya, İngilizce eklemeye çalışıyoruz falan ama sonunda ders bitiyor. Yani çocuklar tam ürün üretecekken ders bitiyor. **(p.53)** Hem çok kalabalık sınıflar, bir de çok değişik öğrenciler var. Ders yapmak istemiyorlar, İngilizce'yi sevmiyorlar.

(p.51) HG.6: Bu dönem sürekli test çözdürüyorum yani çocuklara ama test çözdürdüğümde dahi çocuklar bir eğleniyor, hoşlarına gidiyor ya da mesela soruda okuldaki hocanın yaptığı gibi yapmıyorum en azından, hani "bu sorunun cevabı B,

geçelim; ikinci soru C, geçelim”, böyle yapmıyorum. Hani mesela o soru üzerinde başka, oradan bir kelime yakalayıp “bakın bu kelimeyi biliyor musunuz? bu kelimenin verb hali şöyle olur” falan filan böyle gidiyorum.

(p.51) HG.4: Ben de öyle diyorum, “bir bakayım; aa öyleymiş, dur ben de eve gidince bir bakayım ya da ha tamam, o zaman sen haftaya bana böyle bir şey hazırla, ben onu okuyayım, bir inceleyeyim, ver bakayım adını” falan filan.

(p.52) HG.7: Benim var yine. Mesela bir tane ünite de şeyi anlatıyorum, “could”u anlatıyorum, “past ability” olarak, o halde. Ondan sonra işte, şeylere baktım, sıralara baktım, öğrenciler hep Taylor Swift diye yazmışlar, sıralara kazımışlar. Ondan sonra işte Taylor Swift’in çocukluk fotoğraflarını buldum. İşte birinde gitar çalıyor, birinde işte futbol oynuyor, ondan sonra işte bisiklete biniyor. İki tane de büyük hallerini de buldum aynılardan, büyümüş yani, şu anda gitar çalıyor, işte şu anda futbol fotoğrafı var. Ondan sonra işte küçükken olmayan bir fotoğrafını buldum birkaç tane hani. O da “but now she can” olarak anlatımında. Öyle olunca “aa, Taylor Swift’in çocukluğu” falan deyip o şekilde çok ilgilerini çekti hepsinin.

(p.52) MG.1: Mesela seviyeleri birazcık daha gerideyse sınıfın o seviyeye uygun değil de özellikle o çocuğun seviyesine uygun bir şey, soru seçiyorsunuz. Yani ona bir soru soracağım zaman daha kolay bir structure ya da daha kolay bir function seçiyorum, onun tahmini olarak doğru cevap verebileceği bir şeydir. O cevap verdiğinde doğru olduğunu benden approval aldığı zaman, evet doğru, aferin dediğimde gerçekten bir şey yapabildiğini düşünüyor. Hani onun stageine uygun sorular soruyorsunuz yoksa diğer sınıf öğrencilerinin stageinde verdiğiniz zaman o yapamadığını daha çok hissediyor ve o daha da onu iter yani.

(p.52) MG.4: Ergen olunca ne yapsanız beğenmiyorlar...Beğenmiyorlar yani. Küçük çocuklarda biraz daha farklı hani. Küçük çocuklar...zaten yerinde duramayan çocuklar ki biz birinci dönem ilköğretime girdik, çocuk yerinde duramıyor, yeter ki öğretmen beni kaldırsın da bir şey yapayım, onu bekliyor ama liseye geçiyorsun hani ilköğretimden sonra liseye de geçince biraz zorlanıyoruz.

(p.52) HG.7: 7.sınıf, 8. sınıf. Ergenlik dönemi, çok zor yani.

Moderatör: Evet, anladım. Öğrenci seviyesine de göre tabii.

HG.7: Öğrenci seviyesi de çok düşük. Mesela “how are you?” dediğimiz zaman “yes” diye cevap veriyorlar. O yüzden yani...

(p.53) LG.4:Hani onların ilgilerini öğreniyoruz zamanla, ihtiyaçlarını öğreniyoruz ve ona göre hazırlanıp gidiyoruz derse; tabii o zamanlar daha iyi bir şekilde devam ettiğini, dersin sürdürülebildiğini fark ediyoruz.

(p.53) HG.5: Yabancı dizileri çok seviyorlar, hepsini izliyorlar. Ben de genelde hani bir iki tane var izlediğim. Onlardan bahsediyorum. Eğer onlardan konuşmayacaklarsa başka şeylere bakıyorum hani önlem alır gibi. Soruyorum hani, onlardan da konuşuyorlar, bahsediyorlar yani. Diziler, seviyorlar yani.

(p.53) MG.1: O anda (konuşmak) istemiyorlar.

Moderatör: Peki bunlar sizi nasıl etkiliyor?

MG.1: Çok kötü etkiliyor.

(p.53) MG.1: Demolar yapılıyor. İşte her şey çok güzel; checking understanding yapılıyor, instruction checking yapılıyor falan, işte parmak kaldırıyoruz, söylüyor. Staja bir gidiyorsunuz, real bir sınıf olduğu zaman, gerçek bir sınıfı göz önüne aldığımız zaman yani checking instruction bile yapmak o kadar zor oluyor ki kimse kalkmıyor, hiç kimse istekli değil.

(p.54) MG.7:Yani çocuklar sınav olma korkusu yaşıyorlar, konuşma korkusu yaşıyorlar. Yani elimizde bir kağıt gördükleri zaman not vereceğiz, sınav olacaklar diye korkuyorlar. Bu 8. sınıflar için de geçerli, 5. sınıflar içinde geçerli ve öğretmenler çocukları hep notla korkuttukları için gerçekten öğrenciler hani bir matematik dersi, bir şey gibi görüp o tenseleri çözmeye çalışıyorlar hocam.

(p.54) HG.6: Bir ders olarak gördükleri için, zaten çocuklar okulu sevmiyor, dersi

sevmiyor, onların üzerinde bir yük. İngilizce'yi de bu şekilde gösterince ortada ne dil öğretmeni kalıyor ne başka bir şey bence.

(p.54) HG.4: Ama çocuklarda bu bilinç yok ki. Bizim sınıftakiler şey diyor, “ben nereye, İngiltere'ye mi gideceğim?, n'apacağım İngiliz biriyle mi karşılaşacağım?, niye öğreniyorum ki?” diyor. Hani bu bilinç yok. Ben ne kadar vermeye çalışsam da olmuyor; 5., 6., ve 7. sınıfların hepsinde aynı şekilde.

(p.54) HG.7: ...hani şimdi aldığımız tepkilere göre “gitmeyin, bırakmayın, işte İngilizce'yi sevmeye” başladık falan diyorlar öğrenciler.

(p.54) HG.1: Ya en büyük sıkıntılardan biri bu zaten. Yani şimdi öğretmen olmadık, devraldığımız sınıflar. Adamlar geliyor, üç tane adam gelmiş, oturuyor böyle. E n'apacak? Sırayla biri biri gelecek işte ders anlat falan. Zaten ciddiye alamazlar ama en başta girsek işte ya İngilizce şöyle bir şey yapar bilmem ne falan filan diye girsek ya mutlaka bir sonucu gelir. Birileri...

LG.7:bu dönem dediğim gibi hocamı pek göremiyorum staj hocamı. **(p.57)** Feedback aldık mı aldık ama iki kez. Hani o yüzden bana onun katkısı olduğunu düşünmüyorum. Ben birinci dönem ne aldıysam onu devam ettirmeye çalışıyorum. **(p.55)** Aynı şekilde oradaki hocadan da hiçbir şey; biz dersi anlatıyoruz, hani çıkıyoruz, gidiyoruz. Onlar bize sanki şey “oh, geldiler biz ders anlatmayacağız”, hani açıkça söylüyor yani hani “ben anlatmayacağım, oh”, hani bu şekilde davranıyorlar. Hani o yüzden pek bir faydaları olduğunu düşünmüyorum.

(p.55) HG.6: Biz mesela skill yapmak istiyoruz hocam, söylüyorum ben haftaya şöyle bir skill yapayım, story-telling yapayım falan. Hoca diyor ki “yok yok ya, şimdi boşa geçer, test çözelim” diyor, geçiriyor. Bir de şunu çok yapıyor: Mesela ben tam böyle hazırlamıştım 5. sınıflar story-telling yapacağız. Tam dersin ortasında derse girdi, elime testleri uzattı, “bunları çöz”, “hocam niye?”, “bunları çöz”. Böyle yani.

(p.55) HG.3: Bir de bizim gelmemizden çok rahatsızlar yani. Bizim onları gözlemlememizden hiç hoşlanmıyorlar; bugüne kadar gittiğim okulların ikisinde de bunu fark ettim. Bir rahatsızlık hali, bir böyle, fark ediyorum yani. İngilizce konuşmak istemiyor ama biz orada olduğumuz için İngilizce konuşmaya zorluyor kendini, yanlış falan da yapıyor bir güzel. Ondan sonra ilk fırsatta hani “çocuklar, siz gidebilirsiniz” falan filan ayakları oluyor.

(p.55) LG.6: Yani oradaki öğretmenler olsun, özellikle oradaki öğretmenler. Gerçi birinci dönem iyiydi de bu ikinci dönem oradaki öğretmenimle hiç anlaşıyorum, ben anlaşıyorum. İşte ne bileyim yani çok iyi bir öğretmen öğretmenlik açısından, pronounciationı filan harika, çok güzel anlatıyor da çocukların kafasına kitapla vurmalar, bizim yanımızdan geçip günaydın dememeler, hatta beni bir sefer itip geçti, o derece yani. Yok yani, ih ih, sevmiyorum.

(p.55) LG.5: Ben mesela o konuda şanslı olduğumu düşünüyorum. Hani okuldaki hocamız mesela ilk haftadan beri her hafta o checklistin dışında, özellikle hani aktivitelerde neler yaptık, nasıl yaptık, instructionları ne kadar açık verdik, öğrenciler ne kadar anladı, iletişimimiz nasıl sınıfla falan. Her hafta muhakkak not tutuyor mesela ve dersten çıkınca bunu bizimle paylaşıyor. Hani bunu gelip de buradaki hoca vermiyor ama ki bizim için çok çok iyi oluyor; mesela zamanı yönetme konusunda, şunda takıldın, atıyorum son aktiviteyi yetiştiremedin, şöyle yapsaydın dediğinde hani sonraki hafta kendi tekrardan değerlendirip hani eksikliklerini görmeyen açısından çok çok iyi oluyor ve ben birçok şeyi böyle kapattığımı düşünüyorum mesela.

(p.56) LG.5: Ben mesela kendi hocam adına konuşayım, hani bizim okulu birincilikle bitirmiş, hani teori olarak o da mesela çok çok iyi, hani her şeyi biliyor, hani neyi sorsarsan cevaplayabilecek düzeyde ama mesela ona da bakıyorum şu anda hani değişik olarak ne yapıyor öğrencilere, ne bileyim o derste hangi yaklaşımları uyguluyor diye mesela, çok da farklı bir şey göremiyorum açıkçası. Hani kitaba dayalı, kitabın dışında özellikle extradan bir aktivite, işte ne bileyim, hani kitapta yoksa kullanmıyor onu. Onun hani daha farklı ne yapabilirim, o gün derste nasıl yapsam daha iyi gider mesela o da yok.

(p.56) MG.7: Yani hocam gerçek ortam, ciddi manada burada yaşadığım, bize oluşturulan ortamdaki çok farklı. Öğretmen, oranın öğretmeni mesela grammar-based gidiyor yani, bildiğiniz bir hani öğretmen gibi gidiyor. Türkçe öğrenir gibi, İngilizce öğreniyorsunuz. Oradaki öğretmenler hiçbir listening aktivite ya da ne bileyim bir speaking hiçbir şey kullanmıyorlar.

(p.56) LG.7: Ben de staj öğretmeni XXX Hoca'yı izliyorum. Mesela çok farklı yöntemi var; bir anda şarkı söylemeye başlıyor, bir yanda tekerleme ve yahut da uyuyan birinin mesela diyelim ki uyuduğunu mu görüyor, onun kulağına yaklaşır birden sesini yükseltiyor, o ayılıyor ve espriler, şakalar yapmasına da çok alışmış; sınıftakiler sınıfla iletişimi çok gelişmiş. Onun o yöntemleri o an sınıfı kurtarıyor; onu da gözlemleyerek. Biraz daha belki kendi sınıfımda olur; şimdi stajda o kadar rahat olmuyorsun ama hani o yöntemlerin de işe yarayacağını düşünüyorum, farklı.

(p.57) HG.6: Yani ders gerçek sınıfta bunu uygulamam mümkün değil ve hocalarımız maalesef hiçbirinin, hiçbirinin bunun farkında değil yani ve her birinin stratejisi birbirinden farklı olduğu için mesela ilk dönem aldığımız staj hocasıyla ikinci dönem aldığımız staj hocasının yöntemleri de farklı olduğu için bir iki hafta bir adaptasyon sorunu oluyor. Onda doğru kabul ettiği, çok beğendiği bir şeyi diğer hocamız beğenmiyor, kabul etmiyor ama ortak yönleri de o hazırladığımız planların tamamen ütöpik olduğu yani.

(p.57) LG.4: Ben biraz endişeliydim ilk başlarda, birinci dönem de öyle geçti diyeyim ama ikinci dönemin başında. Bence hocaların çok katkısı oldu, özellikle buradaki staj hocam hem de okuldaki staj yaptığımız hocam da. Bence verdikleri feedbackler beni olumlu yönde çok çok geliştirdi, cesaretlendim diye düşünüyorum, yapabilceğime inanıyorum.

(p.57) HG.6: Buradakiler oluyor ama stajdakiler sıfır yani. Okuldaki hocalarımız gayet yardımcı oluyor. Mesela benim staj hocam rol model oldu bende.

(p.57) LG.4: Açık bir şekilde söyleyeyim kendimi gerçekten bütün skillerde gerçekten çok çok eksik hissediyorum.

(p.57) MG.7: Speakingde kendimi cesaretlendirmeye çalışıyorum, onlarla konuşmaya çalışıyorum, onları konuşturmaya çalışıyorum. Aynı şekilde mesela listening, reading konusunda da onlar hani daha iyi olsun istiyorum. O yüzden yani benim bu yaşadığım sıkıntılar, bu yüzden de bu konularda sıkıntılıyım eksğim yani. Çok da tam tamına şey değilim.

HG.5: (p.59)bayağı bir özgüven patlaması yaşadım herhalde kendimde. Böyle şey, bu okuldan kaynaklı, öğrencilerden, bir de hocamızdan çok kaynaklı çünkü kitap kullanmıyoruz ve hep oyunlara yönelik yapıyoruz aktiviteleri ve ben de eğleniyorum. Böylelikle fark ediyorum ki ben de bir şeyler öğretebiliyorum demek ki yani. O yüzden hani bu dönem bayağı bir arttı yani, sanki öğretebilirim. **(p.57)** Öte yandan tabii ki eksiklikler var, neden? O da gramerde; hani benim zamanında zorluk çektiğim eksiklikler var, hani onları tamamlamalıyım tabii ki.

(p.58) HG.6: Ben stajda gördüğüme göre kendimi iyi hissediyorum. Yani stajdaki hocalardan kat kat daha iyi olduğumuzu düşünüyorum ama kendimi de asıl bir dil öğretmeni olarak düşündüğümde yeterli bulmuyorum açıkçası çünkü dil deyince hani dinlemesi, konuşması hani bunları gerçekten tam anlamıyla sunabilecek miyim bilmiyorum, emin değilim.

(p.58) LG.4: Hmm, öğrencilerle iyi bir diyalog kurduğuma inanıyorum. Hani, yürütebilirim aslında.

(p.58) LG.8: Ben daha çok sınıfta ders iyi geçsin diye ders dışında öğrencilerle böyle ağabey-kardeş gibi geçiniyorum. Ne bileyim ben, konuşuyorum, muhabbet ediyorum falan. Derse geldiğimde de hani kim çıktı tahtaya, yabancı birisi havası olmuyor ve onlar da benle birlikte etkileşim halinde oldukları için sürekli hani, aramızda hiç şekilde bir mesafe olmadığı için çok güzel bir şekilde katılıyorlar. Daha hani bu

mesafe çok berbat olup da bir uęma olmadı sınıfta genelde. Bu ağabey-kardeş havası birçok kez denendi yani.

MG.6: (p.59) Hocam, bu biraz benim mizacımla alakalı yani. Ben şey yapmam hani perfection hastası değilim. Olsun, işler yürür, her zaman yani genel manada işler yürüsün yeter ki yürüsün, iyi kötü kabulümdür yani. Seni her şekilde severim mantığı gibi biraz. **(p.60)** Hani yeter ki bir şey koysun ortaya istedim, çekindiğini de bildiğim için güzel olan kısımları şöyle güzel olmuş, şurayı da şöyle yaparsan tamamdır yani, niye okumaktan çekiniyorsun ki bak ne güzel de yapıyormuşsun deyince öğrencinin yüzündeki ifade de aslında çok manevi olarak tatminkar eden bir cinsten de yani öğretmeni. Herhangi bir öğretmeni mutlu edeceğine inanıyorum yani.

(p.59) MG.1: Mesela hocam bir dil öğretmeni olarak kendindeki en güçlü ama en güçlü demeyeyim ama güçlü olan bir özellik mesela ben kendimi çok iyi ifade edebilen bir insanım. Stajda bunun faydasını çok fazla gördüm çünkü bir öğretmen olarak eliniz ayağımız dolaştığında her şey o kadar ters gidiyor ki öğrenciler de bunu fark ediyorlar, gergin bir sınıf ortamı. Hani en güzel şey çok rahat olmak, onlarla gerçekten normal bir iletişim yürütüyor gibi davranmak.

(p.59) HG.1: Önce onlara bilgili olduğumuzu şöyle yazarak değil de konuşarak, gerçekten böyle örnekler vererek gösterirsek şaşırırlar, severler, onlar gerekiyor. Ya biraz maymunluk gerekiyor gerçekten öğretmenlikte. Teatral, drama yeteneği gerekli yani.

(p.59) LG.5: Ben mesela zamanı iyi kullanamıyordum derslerde ilk başlarda. Sonra mesela şey yapmaya başladım. Evde önce bir prova yapıp sonra derse gitmeye. Hani aktiviteleri biraz daha kısaltıp işte öğrenciler büyük ihtimalle bu şekilde düşünür gibi.

(p.59) HG.6:Anlattığım konuya göre de bakıyorum, ciddi anlamda bakıyorum. Mesela bugün neyi anlatacaktım, şu bölgeler var, şu bölgedeki şeyleri

bileyim de sorar çocuklar şimdi, ya da bir şey olmuş ya da oranın bir şeyi meşhurdur falan hemen atlıyorlar.

(p.60) HG.4: Evet. Ben de seviyorum hani, onlarla iletişimimin çok iyi olduğunu düşünüyorum çünkü girdiğim bütün sınıflarda seviyorum yani. Onlarla bir şeyler yapmayı, ben ders anlatırken falan gelip sürekli “hocam ben İngilizce’yi sevmeye başladım, biraz daha aktivite yapalım mı? başka aktiviteniz var mı?” falan diyorlar böyle sürekli. Seviyorum o yüzden. Onlar hani böyle gördükçe hoşuma gidiyor.

(p.60) Moderatör: Peki bu şey çocukların ilgisini çektiğiniz anda siz hani öğretmenlik mesleğini daha mı çok seviyorsunuz yoksa?

Çoğunluk: Kesinlikle, tabii ki.

HG.3: Bir şey öğrendiklerinde mesela verdikleri tepkiler nasıl diyeyim duygular böyle çok güzel oluyor.

(p.60) LG.3: Ben ses tonum konusunda çok iyi değilim ama mesela bazen panik oluyorum. Atıyorum mesela bir kelimeyi yanlış kullandığımda çünkü o kelime bambaşka bir yere götürecek olayı; onu kullandığımda bir anda böyle panikliyorum.

(p.61) MG.2: Yani daha çok yeterli olduğumuz, kendi adıma yeterli olduğum konusunda hemfikir değilim. Yani eksikliklerim halen daha var. Özellikle endişe seviyem biraz yüksek.

(p.61) Moderatör: O tarz şeyler. Peki stajda hiç stres, endişe falan?

Hepsi (HG): Yok.

(p.61) MG.1: Israrla 40, 50 vermekte diretiliyorlar. Biz de bu notlara bir şekilde mecburuz bir yerde.

Moderatör: Anladım, siz de notla korkutulmuş olarak.

MG.1: Korkutulmuş olarak, doğal olarak yani.
