SELF-EFFICACY LEVELS OF PREP-SCHOOL INSTRUCTORS AND ITS PREDICTORS

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ABSTRACT

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The present study aimed to investigate teaching self efficacy beliefs of instructors working at university prep-schools and to examine whether years of teaching experience, English competency, self reported proficiency and graduate department predicted instructors' self efficacy beliefs and their efficacy beliefs in student engagement, instructional strategies and classroom management. Two-hundred-fifty-seven prep-school instructors from universities in Ankara participated in the study. The data were collected through Teacher Sense of Efficacy Scale, Self Reported English Proficiency Scale and Language Teaching Methods Scale. Both descriptive and

inferential statistics, correlation and hierarchical regression analysis, were utilized by PASW 18.

The results of the study indicated that the instructors have quite higher overall self efficacy beliefs. The instructors feel more efficacious in classroom management than using instructional strategies while they feel least efficacious in student engagement. Moreover, instructors' overall self efficacy beliefs were significantly predicted by experience, English competency and self reported proficiency. Student engagement efficacy was not predicted by experience while it was significantly predicted by English competency and self reported proficiency. Instructional strategy efficacy beliefs were significantly predicted by experience, English competency and self reported proficiency. Classroom management efficacy was predicted by experience and self reported proficiency while English competency was not a significant predictor. Being a graduate of Faculties of Education was not a significant predictor in any regression models. Lastly, there was a significant relationship between the instructors' use of communicative method and their overall self efficacy beliefs and its three sub-scales.

Keywords: Teacher efficacy, English language instructors, years of experience, English competency, language teaching methods

ÖZ

HAZIRLIK OKULU OKUTMANLARININ ÖZ YETERLİLİK SEVİYELERİ VE YORDAYICILARI

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Yüksek Lisans, Eğitim Bilimleri Bölümü

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Bu çalışmada üniversitelerin hazırlık okullarında çalışan İngilizce okutmanlarının öz yeterlilik seviyelerinin belirlenmesi ve öğretmenlik deneyim süresinin, İngilizce seviyelerinin, rapor edilen dil yeterliliklerinin ve mezun oldukları fakültenin öz yeterlilik seviyelerini yordama gücünün tespit edilmesi amaçlanmıştır. Öğretmen öz yeterliliği öğrencilerin derse katılımını sağlama, ders anlatım stratejileri ve sınıf yönetimi olmak üzere üç alt başlıkta incelenmiştir. Çalışmaya Ankara'da ki üniversitelerde çalışan iki yüz elli yedi İngilizce okutmanı katılmıştır. Veriler Öğretmen Özyeterlik Ölçeği, İngilizce Dil Yeterliliği Ölçeği ve Dil Öğretim Yöntemleri Ölçeği ile toplanmıştır. Veri

analizi PASW 18.0 istatistik programı kullanılarak araştırmanın bulguları korelâsyon ve çoklu hiyerarşik regresyon yöntemleri ile incelenmiştir.

Çalışmanın bulgularına göre, İngilizce okutmanlarının özyeterlik toplam puanlarının yüksek olduğu saptanmıştır. Okutmanların sınıf yönetimi boyutunda ders anlatım stratejileri boyutuna göre daha yüksek özyeterliğe sahip olduğu ve en düşük özyeterlik oranını öğrencilerin derse katılımını sağlama boyutunda aldıkları bulunmuştur. Ayrıca okutmanların öğretmenlik deneyim süresi, İngilizce seviyeleri ve rapor edilen dil yeterlilikleri öğretmenlik toplam özyeterlik puanını yordamaktadır. Öğrencilerin derse katılımını sağlama boyutunu okutmanların İngilizce seviyeleri ve rapor edilen dil yeterlilikleri başarıyla yordarken; öğretmenlik deneyim süresi bu boyutu yordayamamıştır. Ders anlatım stratejileri boyutunu okutmanların öğretmenlik tecrübe süresi, İngilizce seviyeleri, rapor edilen dil yeterlilikleri değişkenleri yordamıştır. Öğretmenlik tecrübe süresi ve rapor edilen dil yeterlilikleri sınıf yönetimi özyeterlik inancını başarıyla yordarken; İngilizce seviyesi bu alt boyutu yordayamamaktadır. Katılımcıların Eğitim Fakültesi mezunu olmalarının hiçbir modelde anlamlı bir yordayıcı olmadığı saptanmıştır. Son olarak, iletişimsel dil öğretim yöntemi ile öğretmenlerin özyeterlik inançları arasında anlamlı bir ilişki saptanmıştır.

Anahtar Kelimeler: Öğretmen özyeterliği, İngilizce okutmanları, öğretmenlik deneyim süresi, İngilizce yeterlilik seviyesi, dil öğretim yöntemleri

To my beloved father

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My everlasting love, first close friend, dearest father, I hope from somewhere in the universe you can see me, and you are proud of me. Deep in my heart, I would like to thank my mother and my brothers for their unconditional love, support, trust and encouragement.

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ABBREVIATIONS

PASW: Predictive analytics software

PTE: Personal Teaching Efficacy

GTE: General Teaching Efficacy

GRT: Grammar Translation Method

CLT: Communicative Language Teaching

TOEFL: Test of English as a Foreign Language

IELTS: International English Language Testing System

KPDS: Kamu Personeli Dil Sınavı (Language Proficiency Exam for Officials)

ELT: English Language Teaching

EFL: English as Foreign Language

CFA: Confirmatory Factor Analysis

STEFFICCAY: Student Engagement Efficacy

CMEFFICACY: Classroom Management Efficacy

INSEFFICCAY: Instructional Strategies Efficacy

ST: Student Engagement

CM: Classroom Management

IN: Instructional Strategies

LS: Listening Speaking

W: Writing

R: Reading

TTSES: Turkish Teachers' Sense of Efficacy Scale

M: Mean

SD: Standard deviation

AMOS: Analysis Moments of Structures

CFI: Comparative Fit Index

RMSEA: Root Mean Square of Approximation

MONE: Ministry of National Education

CHAPTER 1

INTRODUCTION

1.1 Background of the study

The greater demands of internationalization made many young people from different nations to learn English, the most widely used communication instrument in Europe, the USA, Canada and Australia. Indeed, to some, the lack of knowledge of English is seen as 'linguistic deprivation' because, due to its role as the language of the world, "any literate, educated person on the face of the globe is in a very real sense deprived if he does not know English" (Burchfield, 1986, p.283). Depending on this demand for a globally educated person, the spread of English has been indispensible. The global spread of English has been the most successful case of language spread in history, as attested by its official in 25 countries and co-official status in 17 countries respectively (Wardhaugh, 1987). English is now the preferred foreign language or the language of wider communication in the world, and the number of its users is increasing to beyond one billion (Crystal, 1987). This growth leads to a need for qualified English language

teaching which will be attained by qualified language teachers and instructors. When this growth of English all around the world is considered, Turkey is undeniably under the influence of it. With 1997 curriculum change in Turkey, English was introduced for elementary students, thus shifting the introduction of EFL (English as foreign language) from middle school to primary schools in order to provide a longer exposure to the foreign language. The basic goal of the policy is stated as the development of learners' communicative capacity to prepare them to use the target language for communication in classroom activities. Starting from the primary school to post-graduate levels many state or private institutions provide English language teaching service. Moreover, in some private and foundation schools, English lessons are given starting from nursery schools. However, this change led to a negative change in Anatolian High Schools, that is, one year English preparatory school was abolished. Instead, the 9th grade students have 10 hours of English courses out of 37 hours in a week (MONE, 2011). At the 10th, 11th and 12th years, 4 hours of English is included into the program. However, as Kefeli (2008) found out in her study the students stated the weaknesses of the current system as not learning language properly, lack of strong language establishment in elementary school, inadequate lessons hours, insufficient curriculum, and lack of motivation. Hence, the ones who cannot pass the proficiency exams given by university preparatory schools have to study one-year prep-school program. This leads to an increase in both the number of students studying at prep-schools and the number of instructors employed in these institutions. Moreover, according to a survey conducted by Aktuna (2011), out of

773 job openings, 426 (55.1%) sought knowledge of a foreign language in the candidates, while 44.9% did not. It seems that the majority of jobs (about 68%), especially those dealing with import and export, data analysis, product management, sales, and secretarial tasks, all require English language proficiency and advertise that candidates need to have a knowledge of English or a good level of English language proficiency (Aktuna, 2011). Due to this demand from labor market, many universities started to have the responsibility of teaching English proficiently besides field oriented bachelor courses. Many of them have aimed to provide a language education year which will be ended by proficiency scores from standardized tests such as TOEFL (Test of English as Foreign Language), IELTS (International English Language Testing System) or KPDS (Kamu Personeli Dil Sınavı (Language Proficiency Exam for Officials) so that their graduates will be able to prove their language proficiency after graduation. These high expectancies have also increased the burden on English teachers' shoulders. They are expected to provide a language learning environment that will enhance the learners' language skills. As stated by Aktaş (2005), there are some constructs which make language teaching in Turkey difficult. These are the efficacy of language teachers, student interest and motivation, instructional methods, learning environment and learning materials (Aktaş, 2005).

One of these constructs teachers' sense of efficacy, also referred as teacher efficacy, teachers self efficacy, or teachers self-efficacy beliefs, is 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, 2001, p.223). Thus, teachers' sense of efficacy can be understood as self perceived beliefs about their ability to successfully carry out their teaching tasks in their specific teaching contexts. These particular teaching tasks are classified as instructional strategy, classroom management and student engagement in Teacher Self Efficacy Scale by Tschannen-Moran & Woolfolk Hoy (Tschannen-Moran & Woolfolk Hoy, 2001). In teaching, these three dimensions are crucially important. Initially, student engagement with school and the intellectual work of learning is an important goal for education (Elmore, 1990). Engagement in the classroom leads to achievement and contributes to students' social and cognitive development (Finn, 1993; Newmann, 1992). Students who are engaged with school are more likely to learn, to find the experience rewarding, to graduate, and to pursue higher education. Enhancing student engagement persists as a challenge to educators (Marks, 2000). Secondly, classroom management encompasses both establishing and maintaining order, designing effective instruction, dealing with students as a group, responding to the needs of individual students, and effectively handling the discipline and adjustment of individual students (Jones , 1996). Lastly, as stated by Tschannen-Moran & Woolfolk Hoy (2001), "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, 2001, p.223), the instructional strategies teachers employ help shape learning

environments and signify professional conceptions of learning and of the learner. Thus, studying teacher efficacy beliefs regarding these three domains would embody valuable information about language instructors in Turkey.

To sum up, teacher's efficacy beliefs on teaching significantly influence the teaching environment they create. Thus, the research related to the variables influencing such an important construct and predicting it gained importance for improving the quality of English language teaching environments at university preparatory schools. It would also have an influence on the recruitment process, pre-service teacher education and in-service teacher training activities. All in all, the issues to be dealt with in this present study were the ones related to those mentioned above; that is, instructors' efficacy beliefs and factors influencing them.

1.2 Purpose of the study

The purpose of the study was to determine university prep-school instructors' self efficacy beliefs and the factors influencing them. The study was conducted with university prep-school instructors in Ankara. Their efficacy beliefs regarding student engagement, instructional strategies and classroom management were explored. It also aimed at finding out to what extent years of teaching experience , graduate department , English competency scores and self reported English proficiency will predict instructors' self efficacy beliefs. Finally, it investigated the relationships of their self efficacy beliefs,

efficacy beliefs for engagement, classroom management and instructional strategies with choice of language teaching methods.

1.3 Research Questions

1. What is the level of the university prep-school instructors' self efficacy beliefs?

1.1 What is the level of the university prep-school instructors' self efficacy beliefs for student engagement, instructional strategies and classroom management?

2. What is the level of instructors' self-reported proficiency in four skills; listening, reading, writing and speaking?

3. To what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy belief composite scores?

3.1 To what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy belief for student engagement, instructional strategies and classroom management?

4. What is the relationship between instructors' self efficacy beliefs and their use of language teaching methods?

4.1 What is the relationship between instructors' use of language teaching methods, instructors' self efficacy belief for student engagement, instructional strategies and classroom management?

1.4 Significance of the study

According to Bandura (1993, 1997), teachers' beliefs in their instructional efficacy influence the kind of learning environment they create to orchestrate learning. In this respect, self efficacy beliefs of teachers play an important role in effective teaching. Moreover, researchers in teacher self efficacy beliefs (Emmer & Hickman, 1990; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998; Woolfolk & Hoy, 1990) stated in their works teacher efficacy is a multidimensional one and should be studied as subject-matter specific. When the role of English in Turkish higher education institutions are considered as well, this study might contribute to the field by providing valuable information about self efficacy levels of instructors for student engagement, instructional strategies and classroom management which contributes to establishing better learning environments and facilitates learning.

Teachers' self efficacy beliefs might be influenced by various factors. In this study, four possible predictors were studied to observe to what extent they predict perceived self-efficacy levels of instructors. One of them is instructors' graduate department. Research

conducted over the past three decades has found that self efficacy beliefs are affected by teachers' personal characteristics such as gender, grade level taught and experience

(Ghaith & Shaaban, 1999; Ross, Cousins, & Gadalla, 1996). When the language teaching environment in Turkey is considered another demographic variable that influences the view of teaching and the performance expectation of teacher candidates can be added into personal characteristics dimension of efficacy. This dimension is the graduate department since the graduates of Science and Literature departments can work as English language instructors if they get two semester teaching certificate programs given by Faculty of Education from 45 universities (Retrieved in April, 18th, 2011 from http://www.yok.gov.tr/content/view/895). According a study conducted by Acat and Yenilmez (n.d) among Faculty of Education students, the students are highly motivated towards teaching. Therefore, the graduates from Faculty of Education are expected to have higher self-efficacy beliefs compared to the teachers from other faculties. By the help of this study, to what extent graduate department on instructors' self efficacy beliefs predict was explored and the results would indicate whether it displayed a change or not. Hence, determining these factors influencing self efficacy and finding out their predictive roles as suggested by the present study would help pre-service education institutions to reconsider their teacher education programs and it would also help prep-schools to review their recruitment and in-service training programs.

Moreover, the results of this study would provide valuable information about the factors influencing this construct, which were experience and language competency. Novice teachers who gave higher ratings to the adequacy of support they had received at the end of their first year evidenced stronger self-efficacy beliefs (Woolfolk Hoy & Burke-Spero, 2005). In contrast to this, experienced teachers generally saw a decrease in their sense of efficacy in their initial year of teaching in that context (Chester & Beaudin, 1996). Hence, it can be said that experience in teaching is a factor, which influences teachers' self efficacy beliefs. Competency is another source of self efficacy for teachers (Mujis & Reynolds, 2001). Based on the research discussed above while focusing on English language instructors' self efficacy beliefs, studying self reported proficiency in four skills and language competency would provide information about the influence of mastery experiences, that is a source of self efficacy belief. Moreover, since official KPDS does not test speaking and writing, self reported proficiency scale would provide a data about these two, and rather than focusing only competency scores focusing on both would provide more detailed information about instructors' capability in four skills.

Teachers' sense of efficacy is reciprocally determined since it affects teachers' behavior and pedagogical actions as well as their perceptions of the consequences of such actions (Chacón, 2005). This reciprocal relationship in pedagogical actions determines the way of instruction the teachers apply in their classrooms. This study included a

methodological point which would be contributive for especially in-service training process for language instructors since it would focus on the relationship between self efficacy beliefs and language teaching methods. Since the study provided information about instructors' self-reported proficiency level and choice of instructional strategies and to what extent years of experience in teaching, English competency, self reported English proficiency and graduate department predict the participants' self efficacy beliefs, it would attribute novel characteristics when the previous literature in Turkey by Göker (2006), by Alış (2008), by Köyalan (2004) and by Ünver (2004) is considered.

Considering the participants of the study which were university prep-school instructors, the study would also be a valuable source of information for universities in terms of recruitment and in-service teacher training programs they develop for their instructors.

All in all, Turkey is, experiencing a period of change and innovation in ELT (English Language Teaching) systems to achieve its aims of catching up with the European system of language education and adapting its existing system to new educational norms in the ELT curriculum and its assessment. Hence, a study done among this important group of language teaching would provide descriptive information because English instructors' efficacy beliefs in teaching, their self reported English proficiency in four skills and their methodologies in language teaching would be highlighted by this study.

1.4 Definition of Terms

Self-efficacy: Bandura (1977) defined self-efficacy as one's belief in his/her capacity to perform a specific task successfully.

Teacher efficacy: In the present study, teacher efficacy refers to "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 & Hoy, 1998, p.223).

Self-Reported (English) language proficiency: In the present study, self reported (English) language proficiency is defined as teachers' self-assessed competence in four domains (i.e., listening, speaking, reading, and writing) following Butler (2004).

English (language) competency: In the present study, English competency refers to instructors' language competency scores taken from official exams such as KPDS, TOEFL and IELTS.

Communicative approach: It is a method to teach second and foreign languages that emphasizes interaction as both the means and the goal of learning a language (Nunan, 1995).

Grammar translation method: A foreign language teaching method that requires students to translate the texts into native language and memorize grammatical rules and exceptions as well as vocabulary lists (Nunan, 1995).

Instructors of English: They are the instructors who are working in preparatory classes or schools of foreign languages of universities and teaching English as a foreign language. In this study, this term is interchangeably used as instructors or English instructors.

CHAPTER 2

REVIEW OF THE LITERATURE

In this chapter, the existing research literature most relevant to the purpose of this study is summarized. First of all, social cognitive theory and self efficacy beliefs are discussed. Then, teachers' sense of efficacy is handled in line with the factors influencing teacher efficacy beliefs and its measurement. Among these factors, years of experience, language competency, self reported proficiency and graduate department are explained in a detailed way as the variables of the study through conducted studies in other teaching settings and English language teaching separately. As an integrated part of the literature review, relevant research studies from abroad and Turkey are presented.

2.1 Social cognitive theory and self efficacy beliefs

Social cognitive theory is a view of human functioning which emphasizes human agency (Bandura, 2001, 2006) and a dynamic interplay between personal, behavioral, and social factors in human change and adaptation (Bandura, 1997, 2004). In social cognitive theory, people as active agents "are contributors to their life circumstances,

not just products of them (Bandura, 2006, p.164). According to Bandura (2006), personal agency is socially developed. In other words, a baby is born without any personal agency, but she develops a sense of agency as she interacts with her environment. However, it is important to note that in social cognitive theory, the human agency does not operate autonomously. Instead, it operates through a dynamic interplay among personal, behavioral, and environmental factors (Jeeongah, 2009).

Self-efficacy beliefs are conceived as the most central and pervasive mechanism of human agency in social cognitive theory. In relation to this, Bandura (2006) states:

> Among the mechanisms of human agency, none is more central or pervasive than belief of personal efficacy. This core belief is the foundation of human agency. Unless people believe they can produce desired effects by their actions, they have little incentive to act, or to persevere in the face of difficulties (p.170).

As cited in Jeeongah's dissertation (2009) the importance of self-efficacy beliefs in human functioning is summarized in Bandura's (1997) statement that "people's level of motivation, affective states, and actions are more based on what they believe than what is objectively true" (Bandura, 1997, p. 2). Also, self-efficacy beliefs "shape people's outcome expectations" and determine how opportunities and impediments are viewed" (p.171). As Pajares (2002) points out, "how people behave can often be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing, for these self-efficacy perceptions help determine what individuals do with the knowledge and skills they have" (p.4).When it comes to

how self-efficacy beliefs are formed, Bandura (1997) states that individuals develop their self-efficacy beliefs by processing information obtained mainly from four sources: enactive mastery experience, vicarious learning experiences, verbal persuasion, and physiological arousal. These sources are summarized as below:

2.1.1 Enactive mastery experiences

Efficacy beliefs are generated from successes and failures when performing a task (Bandura, 1997). Success tends to strengthen beliefs in one's efficacy whereas failures tend to weaken them. When one believes that she has successfully performed a certain task, the experience is most likely to enhance her self-efficacy beliefs, which enable her to anticipate success in the future. The extent to which people will alter their perceived efficacy through performance experiences depends upon their preconceptions of their capabilities, the perceived difficulty of the tasks, the amount of effort they expend, the amount of external aid they receive, the circumstances under which they perform, the pattern of their successes and failures, and the way these enactive experiences are cognitively organized and constructed (Poulou, 2007).

To boost self-efficacy, people need repeated task-related experiences, the so-called enactive mastery experience, which is the most powerful source of efficacy (Kim, 2005). In Kim's study (2005) conducted with 94 mid-Illinois university students, the researcher focused on the relationship between enactive mastery experiences (with computers, the Internet, training, online courses, and hybrid course experiences) and online course self-efficacy (OCSE). Pearson's correlation and multiple regression

analyses were employed. Among the experiences, only online course experiences were found to be significantly and positively related to OCSE (t=2.593*, β=287*, p=.011). As for the teaching setting, achieving mastery experiences is an important source of self efficacy. In their studies, Strawitz & Malone, 1986; West, Watson, Thomson, & Parke, 1993 found out that achieving mastery experiences of science teaching was an important source of self-efficacy for the elementary science teachers (Wallace & Mulholland, 2001). In the case study conducted by Wallace & Mulholland (2001), the researchers found out that Katie, the teacher in the case study, appeared to find the experience of teaching science a powerful influence on her confidence and perception of competence. When mastery experiences occurred in the form of successful lessons, they seemed an important source of science teaching efficacy belief (Wallace & Mulholland, 2001).

In the context of English as a second language course, Ching (2002) found that students with high self-efficacy beliefs were confident about what they could achieve; set themselves challenges and were committed to achieving them; worked harder to avoid failure; were highly resilient and linked failure with insufficient effort or deficient knowledge and skills which they believed they were capable of acquiring. In their study conducted with 100 Chinese learners, Henderson & Huang (2009) found out that collaborative language activity in an immersive virtual world improved students' self-efficacy beliefs about their capacity to use Chinese language in a variety of real-life contexts. This study focuses on one of the lessons conducted in Second Life which engaged students in a collaborative activity to identify and

order food in Mandarin in a Chinese restaurant setting. The results indicated significant improvements between students' pre and post self-efficacy ratings. In addition, it is proposed that the change in self-efficacy ratings can be explained by the degree of relevance of enactive mastery experiences (Henderson & Huang, 2009). Thus, it can be said that enactive mastery is considered to be the most influential experience in shaping efficacy beliefs (Pintrich & Schunk, 2002)

2.1.2 Vicarious learning experiences

Observing others perform a task helps people evaluate in terms of observation their abilities to perform the same task. Bandura (1997) posited that while observing others' attainments, individuals compare themselves as performers in the same situation. Thus, modeling serves as an effective tool for promoting a sense of personal efficacy. People can learn new skills from observing others (Rosenthal & Bandura, 1978; Rosenthal & Zimmerman, 1978), and the belief that one has acquired skills can raise self-efficacy (Schunk, 1984). Modeling also is a form of social comparison. Individuals who observe others perform a task are apt to believe that they can as well (Bandura, 1981), because modeling implicitly conveys to observers that they possess the necessary capabilities to succeed (Schunk, 1984). Surpassing associates or competitors raises self-perceptions of efficacy in observers, whereas performing worse lowers them (Poulou, 2007).

In their study, Schunk and Henderson (1984) focused on the influence of peer models on students' self efficacy beliefs and their achievement. The sample included

72 children drawn from eight classes in two schools. Ages ranged from eight years six months to 10 years 10 months (M = 10.1 years). The 36 girls and 36 boys were predominantly middle class. These children had encountered some difficulties learning regrouping operations in their classes, but they were not receiving remedial instruction. Following the pretest, children were randomly assigned within gender and school (except as noted below) to one of six experimental conditions (n = 12): male mastery model, male coping model, female mastery model, female coping model, teacher model, no model. All children in the five model conditions received two 45-minute treatment sessions on consecutive school days, during which they viewed two videotapes that presented the following subtraction operations in 15-min blocks. Self-efficacy-for-learning scores were subjected to an analysis of covariance (ANCOVA) using pretest self-efficacy as the covariate. The six treatment conditions constituted the treatment factor. The ANCOVA yielded a significant treatment effect. Post hoc comparisons using the Scheffé method showed that the four peer model conditions (male mastery, male coping, female mastery, female coping) did not differ, but that subjects in each condition judged self-efficacy higher than subjects in the teacher model and the no-model conditions. The results of this research study supported the idea that modeling is an important influence on children's self-efficacy during cognitive skill acquisition (Schunk &Henderson, 1984)

2.1.3 Verbal persuasion

When people receive realistic appraisals from their significant others, i.e., 'evaluative feedback'' (Bandura, 1997, p. 101) in the form of verbal persuasion, regarding their attainments, individuals seem to strengthen their beliefs on the capabilities they have to achieve what they want. Verbal persuasion alone may be limited in creating lasting efficacy beliefs, but it can reinforce self-change if the positive appraisal is based on realistic terms (Poulou, 2007). Beyond direct

persuasion, other social factors can be equally important. For teachers, for example, the responses of their students could consist of a form of social persuasion (Mulholland & Wallace, 2001). Thus, types of social persuasion such as verbal feedback, encouragement, praise, norms of persistence, and achievement can induce a supportive social environment, whereas lack of feedback and criticism from colleagues and students can create an unsupportive environment (Milner & Hoy, 2003).

According to Tschannen-Moran & Hoy (1998), teachers' sense of efficacy is most directly influenced by enactive mastery experiences and the emotional reactions associated with the experiences, among the efficacy information sources identified by Bandura. This is because "only in a situation of actual teaching can an individual assess the capabilities she or he brings to the task and experience the consequence of those capabilities" (p. 19).In their study conducted with 255 novice and experienced

teacher, Tschannen-Moran and Hoy (2007), the researchers examined the influence of mastery experiences and verbal persuasion of self efficacy beliefs and their influence on teachers with the aim of examining the claimed influence of mastery experiences over other three sources; modeling, verbal persuasion and physiological arousal. In the study, the participants were asked to rate the quality of the support they had received in four areas: interpersonal support provided by the administration of their school, interpersonal support provided by colleagues, parental support and involvement in their classrooms, and community support provided for their classrooms. To assess the teachers judgments about the success they had achieved in teaching recently, participants were asked to rate their level of satisfaction with their own professional performance. The results were analyzed by focusing on the correlations, and regression analyses were done. Contextual factors such as the teaching resources and interpersonal support available were found to be much more salient in the self-efficacy beliefs of novice teachers. Among experienced teachers, for whom an abundance of mastery experiences were available, contextual factors played far less important a role in their self-efficacy beliefs (Tschannen-Moran and Hoy, 2007). The results indicated that verbal persuasion became more important construct for novice teachers' efficacy beliefs rather than their mastery experiences.

2.1.4 Physiological arousal

Affective states influence people's beliefs of self-efficacy. Physiological arousal in the form of mood, stress, and subjective threats affects people performance (Chacón,

2005). The information conveyed by physiological or affective states is not a predictor of personal efficacy by itself. Rather, such information affects efficacy beliefs through the mediation of cognitive processes (Poulou, 2007). Therefore, in forming their efficacy judgments, people have to deal with different sources of efficacy-relevant information, and at the same time they have to integrate efficacy information and convey it to a number of cognitive, motivational, affective, or decisional processes (Milner & Hoy, 2003). In a study conducted by Smith (1989) the researcher assessed the effects of cognitive-behavioral coping skills training on generalized expectancies concerning self-efficacy and locus of control in test-anxious college students. Compared with the control group, the trained subjects exhibited significant decreases on trait and state measures of test anxiety and a higher level of academic performance on classroom tests, as well as changes in specific self-efficacy expectancies relating to test-anxiety management and academic performance (Smith, 1989). The coping skills group also displayed decreases in general trait anxiety and increased scores on a trait measure of generalized self-efficacy (Smith, 1989). Thus, it was noticed that coping strategies eliminated physiological arousal and increases self efficacy.

2.2 Teachers' sense of efficacy

The basic idea that shapes the research on teacher efficacy or teachers' sense of efficacy is that "teachers' beliefs about their own capacities as teachers somehow matter" (Tschannen-Moran, & Hoy, 1998, p.223). Teacher efficacy has been defined

in different terms: “the extent to which the teacher believes he or she has the capacity to affect student performance” (Berman, et al., 1977, p.137, cited in Tschannen-Moran, & Hoy, 1998, p.202), “teachers’ belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated” (Guskey & Passaro, 1994, p.169), or “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, 2001, p. 203).

Teachers' sense of efficacy can potentially influence both the kind of environment that they create as well as the various instructional practices introduced in the classroom (Bandura, 1997). Bandura (1997) pointed out:

> “teachers who believe strongly in their ability to promote learning create mastery experiences for their students, but those beset by self-doubts about their instructional efficacy construct classroom environments that are likely to undermine students’ judgments of their abilities and their cognitive development (p. 241)”.

Furthermore, teachers with a high sense of self-efficacy are confident that even the most difficult students can be reached if they exert extra effort; teachers with lower self-efficacy, on the other hand, feel a sense of helplessness when it comes to dealing with difficult and unmotivated students (Gibson & Dembo, 1984). In addition to this, teachers’ self-efficacy affects student achievement and motivation (Gibson & Dembo, 1984), teachers’ adoption of innovation (Ghaith & Yaghi, 1997; Guskey, 1988), commitment to teaching (Coladarci, 1992), teachers’ classroom management and control strategies (Woolfolk & Hoy, 1990; Woolfolk & Hoy, 1990). The

literature widely documents the pervasive influence of self-efficacy beliefs and confirms social cognitive theory that places these beliefs at the roots of human agency (Bandura, 2001). As it influences the teaching and learning environment, teacher efficacy beliefs are also influenced by several factors.

2.2.1 Factors influencing teacher self efficacy beliefs

Self efficacy beliefs of teachers are influenced by various factors. There are some contextual factors (Akbari & Moradkhani, 2010) related to teaching context such as school climate , teaching resources, student characteristics such as motivation, achievement, and efficacy (Tschannen-Moran & Hoy, 1998), positive guidance from colleagues supervision (Chester & Beudin, 1996; Coladarci & Breton, 1997), mentoring, or interdisciplinary teams (Warren & Pyne, 1997), and also as some studies showed student teachers' efficacy beliefs are affected by both their culture and fields of study (Çakıroğlu, Çakıroğlu, & Boone, 2005; Lin & Gorrell, 2001).

Teacher self efficacy was also influenced by factors related to student characteristics. Tchannen-Moran and Hoy (2002) found out that teachers are more likely to be efficacious when they teach younger students. Moreover, focusing on students' social class Hoy and Spero (2005) concluded that teachers feel more efficacious while teaching students who come from the high socioeconomic levels of the society. For example, teacher self-efficacy was found in a relationship with student achievement (Ross, 1992), planning and organization in teaching (Freidman & Kass, 2002), enthusiasm for teaching (Guskey, 1984), and meeting needs of students

(Guskey, 1988) and grade level (Çapa, 2005). To summarize, the context that the teacher is working in influences his self efficacy beliefs. The other category of factors compromises of demographic characteristics of teachers such as graduate department, experience, gender, age and competency in the field. In terms of gender, existing research indicates that male and female teachers do not differ in their perception of self-efficacy (Gencer & Cakiroglu, 2007; Herman, 2000; Hoy & Woolfolk, 1993). Teachers' age is another investigated variable in relation to self-efficacy (Akbari & Moradkhani, 2010).

Among these variables, experience is the one which was focused more. While Campbell (1996) claimed that older teachers feel more efficacious, Tschannen-Moran and Hoy (2002) could not find any relationship between them since as for them experience is the key factor to be considered. Tschannen-Moran and Hoy (2002, 2007) tended to find the difference between the efficacies of novice and experienced practicing teachers. They found that experienced teachers had significantly higher efficacy than their novice counterparts. Tschannen-Moran and Hoy (2007) based this difference on the sources of efficacy. Furthermore, they concluded that verbal persuasion significantly predicted novice teachers' sense of efficacy because "teachers who are struggling in their early years in their careers tend to lean more heavily on the support of their colleagues" (p.953). Experienced teachers, in contrast, were more likely to take advantage of the strongest source of efficacy; mastery experience, since they have passed enough time in the career to experience success in their professional lives (Akbari & Moradkhani, 2010).

According to Gist and Mitchell (1992) a person may assess, in depth, the task demands, the environmental constraints and support, and his or her own attributes and feelings when forming self-efficacy if his experience with the task increases. However, there are some researchers who concluded that teacher self-efficacy decreased by increasing year in teaching experience (Dembo & Gibson, 1985; Ghaith & Yaghi, 1997). Karaca (2008) reported that teacher' perceptions of efficacy toward measurement and evaluation practices do not differ significantly by the change in years of teaching. Çakan (2004) found a similar result that experienced teachers' perceptions toward their qualification levels are not different than the novice teachers' perceptions (Ceylandağ, 2009). When these contradictory results related to experience are considered, studying teaching experience as a factor predicting self-efficacy level in the present study would contribute to the literature.

In addition to the experience, teacher's competency in their field is another focus of study in the literature. Bandura (1977, 1997) stated that individuals construct their self-efficacy from four sources of information: enactive mastery experiences, vicarious learning experiences (modeling), verbal persuasion and physiological arousal. The first source, enactive mastery experiences, is related to performance accomplishment. Efficacy beliefs are generated from successes and failures when performing a task (Bandura, 1997). Success tends to strengthen beliefs in one's efficacy whereas failures tend to weaken them. As teachers get higher academic degrees or go to graduate schools for further education, their sense of efficacy improves (Campbell, 1996; Hoy & Woolfolk, 1993). For language teachers this

source is related to their performances while using the language itself. Similarly, Samimy and Brutt-Griffler (1999) report that 72% of their nonnative speaking graduate student subjects admitted that their insufficient language proficiency impeded their teaching.Moreover, affective states of the teachers influence their self-efficacy beliefs as well. In studies related to affective states it was found that attitudes and anxieties about the teaching domain (Westerback, 1982); personal teaching efficacy and outcome expectancy beliefs (Ashton, 1984; Ashton & Webb, 1986; Ashton, 1984; Dembo & Gibson, 1985); teacher preparation (Goodlad, 1990) and professional development (Guskey, 1986; 1988) also influenced teacher's efficacy beliefs.

2.2.2 The measurement of teacher self efficacy beliefs

Recent studies related to teacher sense of efficacy are based on the theory of self efficacy by Bandura (1991). Many tools to measure self efficacy beliefs were developed to investigate teacher's self efficacy beliefs. Though the current conceptions of teachers' sense of efficacy substantively draw on Bandura's social cognitive theory, earlier studies in teacher efficacy were grounded in different theory - Rotter's social learning theory or theory of locus of control (Leejeongah, 2009). The construct of teacher sense of efficacy was measured by two items. These items were created based on Rotter's (1966) article. These items were:

First Item: When it comes right down to it a teacher really can't do much because most of the students' motivation and performance depends on his or her home environment.

Second Item: If I really try hard, I can get through to even the most difficult or unmotivated students.

When a teacher strongly agreed with this statement, it indicated that for this teacher external factors overwhelmed what s/he does as a teacher. Unlike the first item, the second item asked about teachers' ability to overcome adverse factors by the statement. When a teacher agreed with this statement, it was taken that he/she was confident "in their abilities as teachers to overcome factors that could make learning difficult for a student" (Tschannen-Moran & Hoy, 1998, p. 204). This aspect of teachers' beliefs was named as personal teaching efficacy (PTE). Studies adopting measures developed in Rotter's strand found that teacher efficacy is correlated with "student achievement, teachers' willingness to implement innovations, teacher stress, less negative effect in teaching, and teachers' willingness to stay in the field" (Tschannen-Moran & Hoy, 1998, p. 206).

Shortly after the first Rand study was published, Guskey developed a 30-item instrument measuring responsibility for student achievement (RSA), (Guskey, 1981). For each item, participants were asked to distribute 100 percentage points between two alternatives, one stating that the event was caused by the teacher and the other

stating that the event occurred because of factors outside the teacher's immediate control (Tschannen-Moran & Woolfolk Hoy, 2001).Around the same time Guskey developed that 30-item instrument, Rose and Medway (1981) proposed a 28-item measure called the teacher locus of control (TLC). In TLC, teachers were asked to assign responsibility for student successes or failures by choosing between two competing explanations for the situations described. In this scale 14 of the items were describing student failure (I-) and the other 14 (I+) were describing student success. For each items describing student success and failures one explanation attributed the situation internally to the teacher and the second explanation attributed the situation to external factors, generally to the student (Tschannen-Moran & Woolfolk Hoy, 2001). Two sample items from this scale are as below:

First Sample Item (about student failure): "Suppose you are teaching a student a particular concept in arithmetic or math and the student has trouble learning it. Would this happen

a. because the student wasn't able to understand it, or

b. because you couldn't explain it very well?"

Second Sample Item (about student success): "If the students in your class perform better than they usually do on a test, would this happen

a. because the students studied a lot for the test, or

b. because you did a good job of teaching the subject area?" (Tschannen-Moran & Woolfolk Hoy, 2001, p.786)

While RSA and TLC were being developed, Ashton (1984) were trying to develop another scale, Webb scale, by expanding the RAND efficacy questions. They developed seven items with, a forced-choice format with items matched for social desirability. In this scale participants must determine if they agree most strongly with the first or the second statement. The researchers aimed to reduce the problem of social desirability bias (Tschannen-Moran & Woolfolk Hoy, 2001). However as Tschannen-Moran & Woolfolk Hoy (2001) stated in their article this scale did not meet with a wide acceptance and it was not seen to be used in any published article.

All in all this strand of research grounded in Rotter's theories while a second strand developed out of Bandura's social cognitive theory and his construct of self efficacy (Tschannen-Moran & Hoy, 1998). This strand includes the Ashton Vignettes (Ashton, Buhr, & Crocker, 1984), in which a series of vignettes describing situations a teacher might encounter were developed and they asked teachers to make judgments as to their effectiveness in handling the situation. It also includes Gibson and Dembo's 30-item Teacher Efficacy Scale (TES) (1984). Gibson and Dembo (1984) developed this scale by "building on the formulations of the Rand studies, but bringing to bear the conceptual underpinnings of Bandura as well" (Tschannen-Moran & Woolfolk Hoy, 2001, p.788). They found two factors and called one personal teaching efficacy and the other general teaching efficacy. Moreover, there

are subject-matter specific modifications of Gibson and Dembo's instrument such as Riggs and Enochs' (1990) the Science Teaching Efficacy Belief Instrument (STEBI), Emmer (1990) adapted the instrument for classroom management efficacy, Coladarci and Breton (1997) used a 30-item instrument modified from Gibson and Dembo (1984) for special education. Lastly, Bandura (undated) also developed a self-efficacy scale (Tschannen-Moran & Hoy, 1998). Bandura (1997) recommended including various task demands rather than focusing on two single aspects as seen in Rotter's Locus of Control. Bandura's measure tried to provide a multifaceted picture of self efficacy beliefs without becoming too narrow or detailed (Tschannen-Moran & Hoy, 1998). However, reliability and validity information about the measure were not available (Tschannen-Moran & Woolfolk Hoy, 2001).

As Eslami (2008) stated in his research, Guskey (1988) and Ghaith and Yaghi's (1997a) studies examined, among other things, how teachers' efficacy beliefs affect their attitudes toward implementing instructional innovation. The results of the study showed that teachers who regarded instructional innovation practices (mastery of learning strategies) as congruent with their present teaching practices rated them as easier to implement.

Using the 16-item version of the Gibson and Dembo (1984) teacher efficacy scale, Soodak and Poodell (1997) looked at how teaching experience influenced teacher efficacy among 626 elementary and secondary pre-service and practicing teachers in the greater New York metropolitan area. The main finding from this study was that

for the elementary teachers, personal teaching efficacy was initially high during the pre-service teaching years but in the first year of teaching, this sense of personal efficacy fell dramatically (Soodak, 1997).

As cited in Eslami and Fatahi (2008), Ghaith and Shaaban (1999) investigated how teaching experience, gender, and grade level taught correlate with personal and general teacher efficacy among 292 Lebanese teachers from different school backgrounds. Gibson and Dembo's (1984) 16-item teaching efficacy scale was adopted. Specifically, the study's results showed that teaching experience and personal efficacy were negatively correlated; that is, the lower their years in teaching and the more confidence they had in their personal ability to provide effective teaching. On the other hand, gender, grade level taught, and general efficacy were not found to be related to the teachers' perceptions of any of the categories of teaching concerns.

These studies briefly demonstrate basic concerns in self –efficacy studies; however, there are innumerable studies conducted in discipline specific as cited by Ceylandağ (2009) such as computer use and self efficacy by Delcourt & Kinzie, 1993; Khorrami-Arani, 2001; Torkzadeh & Van Dyke, 2002,; Zhang & Espinoza, 1998, science teacher's self efficacy by Enochs and Riggs 1990, math teachers' efficacy beliefs by Fullan, 1991; Guskey, 1988 and so on. As for the self efficacy research in Turkey, Yılmaz, Köseoğlu, Gerçek and Soran (2004) developed a self efficacy scale on coping and reformist behavior, Bıkmaz (2004) adapted the Science Teaching

Efficacy Belief Instrument (STEBI) developed by Riggs and Enochs, Erdem and Demirel (2007) developed pre-service teachers' self-efficacy beliefs toward teaching , Akkoyunlu, Umay and Orhan (2005) developed a teacher self-efficacy scale for computer teachers, and Karadeniz (2005) developed teacher efficacy in teaching geography. However, the literature related to English language teaching and self efficacy beliefs seems to be limited in comparison to the ones conducted in other disciplines.

Lastly, Çapa and her colleagues (2005) affirmed that a valid measure for efficacy beliefs of teachers has not been developed in Turkey. In that sense, Çapa Aydın, Çakıroğlu, Sarıkaya (2005) adapted the Teachers' Sense of Efficacy Scale (TSES) which was developed by Tschannen-Moran and Woolfolk Hoy in 2001. The purpose of the study was to adapt TSES in Turkish, examine reliability values for subscales and the whole scale, and provide construct related evidence for the adapted version of TSES (Ceylandağ, 2009). Çapa, Çakıroğlu, and Sarıkaya (2005) ran Confirmatory Factor and Rasch analyses to examine the factor structure and to report reliability coefficients of the factors. Çapa Aydın, Çakıroglu, Sarıkaya (2005) confirmed the three-dimensional structure of the Turkish Teachers' Sense of Efficacy Scale (TTSES) using the data of 628 Turkish pre-service teachers.

The TTSES consists of 24 items including eight items for each of the three subscales: efficacy for engagement, efficacy for management, and efficacy for instructional strategies. The reported reliability of this instrument is .82 for engagement, .86 for

instructional strategies, .84 for management and .93 for the whole scale. This scale was used to measure instructors' self efficacy beliefs and their efficacy beliefs in student engagement, instructional strategies and classroom management in the present study.

2.2.3 Teacher efficacy research in ELT

To begin with, the literature review shows that research on teachers' sense of efficacy in the TEFL (Teaching English as Foreign Language) field is limited. Given its strong relationships with various aspects of teaching and learning (Labone, 2004; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran, & Hoy, 1998; Woolfolk Hoy,, 2006), teacher efficacy is worthy of more attention in the TEFL field in general.

When the related literature is reviewed, it is seen that the relationship between teachers' perceived proficiency and their self efficacy beliefs has been the main concern. However, the conducted studies show contradictory results to each other. Shim mentioned in his 2001 unpublished doctoral dissertation that there was no significant relationship between the two (JeeongAh, 2009). Shim (2001) reported that "the canonical correlation analysis revealed that language proficiency variables … accounted some variance [20%] in teacher efficacy beliefs" (p.243). While acknowledging the influence of language proficiency on teachers' sense of efficacy, he also cautioned that the finding indicates there would be other factors related to teachers' sense of efficacy (JeeongAh, 2009).

On the other hand, Chacón (2005) looked at self efficacy of a group of 100 EFL middle school teachers in Venezuela and how efficacy beliefs are related to their self-reported English proficiency. Using the short version of the Teacher Sense of Efficacy Scale based on Tschannen-Moran & Woolfolk Hoy (2001), and two other subscales (self-reported proficiency and pedagogical strategies), Chacón (2005) found that teachers' efficacy was positively correlated with self-reported English proficiency. Eslami and Fatahi (2008) , meanwhile, conducted the same study by Chacón among 50 Iranian high school English teachers and they found that positive correlations between the Iranian EFL teachers' perceived self-efficacy beliefs for students' engagement, instructional strategies, and classroom management and their self-reported English proficiency in listening, speaking, reading, and writing skills. In their survey of 216 native and nonnative EFL teachers in different countries, Reves and Medgyes found that 84 % of the NNES (Non-Native English Speakers) subjects acknowledged having problems with vocabulary and fluency aspects of the language; other areas of difficulty included speaking, pronunciation, listening comprehension, and writing (Reves, 1994). This influenced their efficacy in teaching. In her unpublished Master of Science thesis Er (2009) also focused on the predictive power of English competency, graduated high school; that is Anatolian Teacher High schools or others, and the relationship with the mentor teacher. The participants of the study were 136 pre-service English language teachers. The researcher conducted the study by using Teacher Self Efficacy Scale developed by Çapa Aydın, Gencer and Sarıkaya (2005). The data were analyzed by using

hierarchical regression analysis. The results indicated that the competency of the participants in English and their relationship with the mentor teacher had a significant predictive power on their self efficacy beliefs whereas the high school type did not significantly predict pre-service teachers' self efficacy beliefs. In addition to the competency factor, experience is another one which was focused by researchers. In their study conducted with 447 English language teachers, Akbari and Moradkhani (2010) focused on possible relationships between experience/academic degree and teacher efficacy among EFL teachers. Four sets of two-way ANOVAs were conducted. In each of them, teachers' academic degree and experience were considered as the independent variables both of which had two levels; teachers were divided into relevant and irrelevant groups based on their academic degree and also into novice and experienced categories based on their teaching experience. In the first two-way ANOVA, teachers' global sense of efficacy was considered as the dependent variable.

The results of data analysis showed that experienced teachers (with more than three years of teaching experience) had a significantly higher level of global efficacy, efficacy for student engagement, efficacy for classroom management, and efficacy for instructional strategies compared to their novice counterparts. In contrast, teachers who had English-related academic degrees did not enjoy significantly higher levels of efficacy except in the subcomponent of student engagement (Akbari & Moradkhani, 2010). When these studies are considered, the nature of present study

which focuses on both the predictive power of competency and graduate department of the teachers on their self efficacy beliefs would gain more significance.

In addition to the competency, graduate field and experience, there are other factors which were studied in teacher self efficacy literature. Göker (2006) studied the impact of peer coaching on self-efficacy and instructional skills of EFL pre-service teachers in Northern Cyprus. Using Bandura's (1995) General Self-Efficacy Scale, he found that peer coaching improved pre-service teachers' self-efficacy. Among the

studies related to English instructors' self efficacy there are two graduate studies done by Köyalan (2004) from Dokuz Eylül University as doctoral thesis titled as *English Instructors' Teaching Efficacy and Dealing with Misbehavior in Classroom* and Alış's master thesis as *the Relationship between Instructors' English language Efficacy and Communicative Approach* are the two noticeable studies reported to Higher Education Council. Köyalan used Gibson and Dembo's (1984) teacher efficacy scale to measure teaching efficacy and a self developed classroom management scale for the study.

The results of the study showed that the instructors have high levels of self efficacy and they can handle serious classroom management problems. Since this study covered only descriptive information about the sample, no comparative or correlational analyses are done. In the second study by Alış (2005), the study group consisted of the 48 instructors of Yıldız Technical University School of Foreign

Languages, Department of Basic Languages (English Preparatory School) in the summer term of 2006-2007 academic year.

For the purpose of determining instructors' attitudes towards communicative language teaching, Communicative Language Teaching Attitude Scale developed by Eveyik (1999) and for the purpose of determining their English self-efficacy beliefs "Capability for Using English as a Foreign Language" developed by Büyükduman (2006) were used. Professional experiences of instructors' were obtained from the questionnaires answered by the instructors. The data obtained were analyzed using one way ANOVA, repeated measures ANOVA and Pearson correlation coefficient. The findings showed that instructors' attitudes towards communicative language teaching and English self-efficacy beliefs did not change significantly according to the professional experiences of instructors. Also, there was a significant difference between only the reading self efficacy beliefs and the nature of peer/teacher correction as a part of communicative language teaching; but there was not any significant difference between other variables. Aforementioned studies focused on English Language efficacy or general teaching efficacy proposed by Gibson (1984) rather than focusing on teacher efficacy beliefs in proposed three dimensions as engagement, instructional, and management. Hence, it can be said that this proposed study will carry novel characteristics for Turkish TEFL setting although there might be unmentioned literature in TEFL field.

2.3 Summary

Briefly, this literature review provided the information about self efficacy beliefs and its sources, the importance of teachers' self efficacy beliefs in teaching, the studies conducted in TEFL setting and the research methodologies utilized in self efficacy research.

Firstly, Bandura's social cognitive theory and self-efficacy beliefs are discussed, focusing on the conception of human agency and the triadic reciprocal causation model. Then, the notion of self-efficacy beliefs as the foundation of human agency is pointed out. Self-efficacy beliefs are domain-specific and thus vary according to the domain of activities, the levels of difficulty, and the specific context. Four sources of self efficacy which are enactive mastery experience, vicarious learning experiences, verbal persuasion, and physiological arousal are discussed in detail.

Secondly, the literature on teachers' sense of efficacy is briefly discussed by providing information about its conception and measurement and the factors associated with teachers' sense of efficacy. Two major dimensions of teachers' perceived efficacy which are Personal Teaching Efficacy (PTE) and General

Teaching Efficacy (GTE) are defined. In the relevant literature given in this part the correlations with various aspects of teaching and learning (e.g., student achievement, classroom management, student motivation, and commitment to teaching) are also given. The integrated model of Tschannen-Moran & Hoy (1998) appears to deal

with the theoretical confusion by highlighting the domain and context specificity and the cyclical nature of teacher efficacy. This model has thus been recognized as progress in teacher efficacy research.

Thirdly, the relevant literature in language teacher efficacy is discussed by providing research examples in the world and Turkey. The literature on the field is limited. This showed there is a need to inquire into teacher's efficacy in teaching English as second or foreign language field, given the powerful impacts of a teacher's sense of efficacy on various aspects of teaching and learning. Of particular interest for the present study, the literature showed that the relationships between teacher efficacy and self-reported English language proficiency were not consistent across the studies (Chacón, 2002; Shim, 2001, 2003).

When the studies conducted on self efficacy beliefs of teachers are analyzed, it is seen that that the researchers basically focused on the factors influencing this variable such as years of teaching experience (Tschannen-Moran & Hoy ,1998; Chacón, 2002; Shim,2001; Eslami, 2008), competency in the field of teaching discipline (Reves, 1994; Er,2009), modeling and colleague support (Göker, 2006; Woolfolk & Hoy, 2007) , and academic degree (Akbari & Moradkhani, 2010). While analyzing these factors, the researchers basically concerned with the relationship between these factors and self efficacy beliefs. In addition to correlational designs to check out the relationship, some utilized ANOVA (Alış, 2007; Akbari & Moradkhani, 2010) to analyze the variance and its sources. Lastly, in order to find

out how the typical value of self efficacy belief changes when any one of these factors is varied, some researchers (Er, 2009; Woolfolk & Hoy, 2007) utilized hierarchical regression analysis. Under the light of these research methodologies utilized in self efficacy research, in the present study, since the aim was to find out to what extent years of experience, language competency, self reported proficiency and graduate department predict instructors' self efficacy beliefs, hierarchical regression analysis was utilized in addition to checking out the relationship between self efficacy beliefs and language teaching strategies.

Depending on this information it was obviously seen that studying English language instructors' self efficacy beliefs in relation to their use of language teaching methods would significantly contribute to both related literature and Turkish English language teaching stakeholders by highlighting the case in Turkey. Moreover, predictions of self efficacy from years of teaching experience, English competency, self reported English proficiency and graduate department of participants would enable the researchers to make projections for further studies in addition to providing descriptive information.

CHAPTER 3

METHOD

In this chapter the method used while conducting the study is presented. It includes overall design of the study, participants, data collection instruments, data collection procedure, data analysis procedure, and assumptions and limitations of the study respectively.

3.1 Overall design of the study

The major goal of this study was to investigate the relationships between instructors' self efficacy beliefs for student engagement, instructional strategies and classroom management and choice of instructional strategies and to inspect to what extent experience year, graduate department , English competency scores and self reported English proficiency would predict instructors' self efficacy beliefs.

In this study, survey and correlation research design was used. In the first two problem statements the major goal was to describe the characteristics of instructors in terms of self-reported English proficiency, use of language teaching methods and self-efficacy levels in classroom management, instructional strategies and student engagement.

This part of the research had a survey design of which major purpose is to describe the characteristics of a population (Frankel & Wallen, 2006). It is not uncommon for researchers to examine the relationship of responses to one question in a survey to another based on one set of survey questions (Frankel & Wallen, 2006). In such instances the techniques of correlational research is employed. This type of research looks for the relationships between a set of variables and it is carried out either to help explain important human behavior or to predict likely outcomes (Frankel & Wallen, 2006). In this study a correlational design was employed since it is designed to explore the relationship between instructors' efficacy beliefs for student engagement, instructional strategies and classroom management and their use of language teaching methods to teach English, and figure out whether years of experience in teaching, English competency, self-reported English proficiency, and graduate department can predict self efficacy beliefs of instructors. There were 5 variables in hierarchical regression part of the research; one criterion and 4 predictors; 1 dichotomous and 3 continuous. The dependent/criterion variable was instructors' overall efficacy beliefs and their self efficacy beliefs for student engagement, instructional strategies and classroom management. Predictors were graduate department which is a dichotomous variable (Faculty of Education/Others); years of experience in teaching, self reported proficiency and English competency scores which were continuous variables.

Instruments that were used in the research were chosen after reviewing the relevant literature on English language teaching and teacher self efficacy. This selection was

completed upon the examination of databases, books and other studies related to the issue. Previously existing instruments, which are Turkish Teacher Self Efficacy Scale by Çapa Aydın, Gencer, Sarıkaya (2005), Self Reported Proficiency Scale by Chacon (2005) and Language Teaching Methods Scale by Eslami and Fatahi (2008), preferred since developing an instrument has its own problems; requiring time and expertise and considerable amount of work. Therefore, selecting already developed instruments when appropriate is preferred (Frankel & Wallen, 2006).

Since the study was covering English language instructors, the participants of the study compromised of university preparatory school instructors working in both public and private universities in Ankara; Middle East Technical University, Hacettepe University, Gazi University, Ankara University, Bilkent University, TOBB Unversity of Economics and Technology, Başkent University, Atılım University and Ufuk University. The data collection instrument was administered to 257 participants who were present at the institutions at the time of data collection and volunteered. The data obtained were analyzed through descriptive statistics and inferential statistics by using PASW 18.0. Descriptive statistics were computed for every item. Multiple regression analyses, which is one of the correlational techniques that enables researchers determine a correlation between a criterion variable and the best combination of two or more predictor variables (Freankel & Wallen, 2006), was carried out to find out to what extent experience years in teaching, English competency, self reported proficiency and graduate department type predict instructors' self efficacy beliefs. Pearson's product moment-correlation coefficient

was computed to find out the relationship between instructors' efficacy beliefs for student engagement, instructional strategies, classroom management and their use of language teaching methods to teach English.

3.1.1 Research Questions

1. What is the level of the university prep-school instructors' self efficacy beliefs?

1.1 What is the level of the university prep-school instructors' self efficacy beliefs for student engagement, instructional strategies and classroom management?

2. What is the level of instructors' self-reported proficiency in four skills; listening, reading, writing and speaking?

3. To what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy belief composite scores?

3.1 To what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy belief for student engagement, instructional strategies and classroom management?

4. What is the relationship between instructors' self efficacy beliefs and their use of language teaching methods?

4.1 What is the relationship between instructors' use of language teaching methods, instructors' self efficacy belief for student engagement, instructional strategies and classroom management?

3.2 Participants

The population of the study covered all university preparatory school instructors working in both public and private universities in Ankara. There were 795 instructors in Ankara totally. The distribution of the instructors for each university was summarized in Table 3.1.

Table 3.1

Frequency Table of the Instructors in Ankara for Institution

Institution	*n*	*%*
METU	130	16.35
Gazi University	50	6.29
Hacettepe University	90	11.32
Başkent University	100	12.58
Bilkent University	180	22.64
TOBB ETU	40	5.03
Çankaya University	30	3.77
Ufuk University	12	1.50
Ankara University	83	10.44
Atılım University	80	10.06
Total	795	100

These institutions chosen had a well structured language teaching policy in preparatory classes as well as being convenient in terms of location. All the

institutions carried certain similar qualities in terms of English teaching policy, such as, having placement exam as an initial step, language teaching for various levels from beginner to advanced levels, having proficiency exam at the end of the program, repeating the preparatory year in case of failure and certain disciplinary penalties towards high rate of absenteeism.

There were 442 (55.6 %) instructors working for private and 353 (44.4%) for public universities out of 795. Among this target population 257 of the instructors participated in this study. Although it was planned to reach the whole population of instructors, due to some official problems related to working hours, instructors' official duties throughout the study and also the desire of participants to participate in study has influenced the number of participants. Hence, they were not included into statistical analysis. Due to these limitations in terms of participants, the data collection instrument was administered to instructors who were present at the institutions at the time of data collection.

Among these 257 participants, 52.1 % (*n*= 134) of them were working for a state university while 47.9% (*n*=123) for a private university. In relation to their gender, the obtained data revealed that 87.2 % of the participants were female (*n* = 224,) while 12.8 % of them were male (*n* = 33). Table 3.2 presents the instructors' distribution according to institutions and gender. When the Table 3.2 was analyzed, it could be seen that the number of female instructors was highly above the male participants. Since the participants' age was between the 22 and 67 while their year of experience changed between two months and 37 years, these variable.

Table 3.2

Frequency Table of the Participants for Gender and Institution

Institution	*Female*	*Male*	*n*	*%*
METU	53	9	62	24.1
Gazi	33	8	41	16
Hacettepe	26	5	31	12.1
Başkent	38	6	44	17.1
Bilkent	35	2	37	14.4
TOBB	16	3	19	7.3
Çankaya	10	3	13	5.1
Ufuk	10	0	10	3.9
Total	224	33	257	100

The range of teaching experience years was divided into eight categories to provide descriptive information, but as for inferential statistics years of experience is taken as a continuous variable. Table 3.3 displays the instructors' distribution according to the range of experience year.

Table 3.3

Distribution of the Participants by Years of Experience in Teaching

Experience	*n*	*%*
2 months-5 years	74	28.8
6-10 years	72	28
11-15 years	59	23
16-20 years	23	8.9
21-25 years	15	5.8
26-30 years	11	4.3
31-35 years	1	.4
36-40 years	2	.8

When the graduated university and the departments of the instructors were analyzed, 89.5 % (*n*=230) of them graduated from universities in Ankara while 3.5 % (9) from Istanbul. 2.6% (*n*=7) of them graduated from Anadolu University, and the remaining 4.4% (*n*=12) from other universities.

Table 3.4

Distribution of the Participants by Graduate Universities and Departments

Graduate University	*Graduate Department*	*n*	*%*
METU	English Language Teaching	71	95.9
	Psychology	3	4.1
Hacettepe Uni.	English Language Teaching	22	23.7
	English Literature	33	35.5
	American Literature	14	15.1
	Translation	8	8.6
	Linguistics	16	17.2
Gazi University	English Language Teaching	25	100.0
Ankara University	English Literature	24	85.7
	American Literature	4	14.3
Bilkent University	English Language Teaching	1	11.1
	English Literature	5	55.6
	American Literature	2	22.2
	Translation	1	11.1
Istanbul University	English Language Teaching	1	33.3
	English Literature	2	66.7
Bosporus University	English Language Teaching	2	33.3
	English Literature	1	16.7
	American Literature	1	16.7
	Translation	2	33.3
Anadolu University	English Language Teaching	6	85.7
	English Literature	1	14.3
Other(Selcuk.KTÜ. Baskent.Cukurova.Leiden University)	English Language Teaching	7	58.3
	English Literature	3	25.0
	American Literature	1	8.3
	Linguistics	1	8.3

In terms of graduated departments, 52, 5% (*n*= 135) of the instructors graduated from English Language Teaching departments of Faculty of Education while 47.5 % (*n*=

122) from Faculty of Science and Literature. Table 3.4 displays the instructors' distribution according to their graduate universities and departments. The participants can be graduates of English language teaching department, English Literature, American Literature and Culture, Translation, Linguistics, and there might be instructors coming from other social sciences departments. Table 3.5 presents the information whether participants have a certificate of pedagogical formation or not.

Table 3.5

Frequency table of the participants for pedagogical formation

Pedagogical Formation	*n*	*%*
Exists	242	94.20
Does not exist	15	5.8

The instructors were also involved in post graduate studies. When graduate degree and the areas of the study are analyzed, 38.1 % (*n*= 98) of them have an MA or MSc. degree, 59.9 % (*n*= 154) of them were not involved in any graduate study. Table 3.6 presents the information related to instructors' graduate study and their areas.

Table 3.6

Frequency table of the participants for graduate degree and study field

Graduate Degree	*Field of Study*	*n*	*%*
Bachelor	No degree	154	59.9
MA	Educational Sciences	70	27.2
	Science and Literature	28	10.9
PhD	Educational Sciences	4	1.6
	Science and Literature	1	.3

Among 257 participants, 249 of them responded to the item related to their English competency measured by standard exams such as KPDS, TOEFL, IELTS or an equivalent one. 94.77% (*n*=236) of them reported their KPDS exam scores, 4.03% (*n*=10) reported their TOEFL IBT scores and 1.2% (*n*=3) reported their IELTS scores.

Regarding English competency scores of the instructors, KPDS exam scores are taken as a reference and the others were converted into the same scale based on the conversion table suggested by The Council of Higher Education since 94.77 % of the participants reported KPDS results. The range of scores is between 67 and 100. The scores are recoded into 4 categories; the scores between 48 and 69 are coded as *not competent enough*, 70 and 79 as *a bit competent*, 80 and 89 as *competent* and 90 and 100 as *highly competent*. In this case 73.9% (*n*=190) of the instructors got scores between 90 and 100 points as coded *highly competent*, 22.6 % (*n*=58) of them got between 80 and 89 as *competent* and .4 (*n*=1) got 67 points from KPDS exam.

These competency scores were grouped using the criteria suggested by ÖSYM as these points represented the examinee's English competency level. This categorization was done for reporting descriptive statistics; however, for regression analysis English competency variable was used as a continuous one. Moreover, 3.1% (*n*=8) participants did not report their KPDS exam score. Although missing case analysis was utilized for them, it was observed that the results did not change. Hence, the data related these missing participants were not included in inferential statistics

analysis. Table 3.7 presents the information related to instructors' competency scores from KPDS exam.

Table 3.7

Distribution of the participants by competency scores from KPDS

Competency Level (Score range)	*n*	*%*
Not competent enough (49-69)	1	.4
A bit competent(70-79)	0	0
Competent(80-89)	58	22.6
Highly Competent(90-100)	190	73.9
Missing	8	3,1

3. 3 Data collection instruments

The data were collected through (1) Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) , (2) Self reported English proficiency Scale (Chacón ,2005), (3) Language teaching methods Scale (Eslami and Fatahi, 2008). In addition, there was a personal information sheet to gather data on demographic characteristics such as institutions that instructors work in, gender, age, experience, graduate university, graduate department, pedagogical training, graduate degree earned, and English competency. The characteristics and qualities of these data collection tools were explained in the following sections.

3.3.1 Teachers' sense of self efficacy scale

As stated by Gibson and Dembo (1984) the construct of teacher efficacy went through theoretical confusions of Rotter's locus of control theory and Bandura's social cognitive theory. In order to deal with the confusions and convey coherence to the meaning and measure of teacher efficacy, Tschannen-Moran & Hoy (1998) proposed a new integrated model. Teacher efficacy, in this model, is defined as "the teachers' belief in his or her capability to organize and execute courses of action required to accomplish a specific teaching task in a particular context successfully" (Tschannen-Moran et al., 1998, p. 222). In this concept of teacher efficacy what is particularly pointed was the organization of teaching tasks based on the specific teaching context, which means a teacher may have high level of self efficacy in one specific group but later a lower level of it with another group. Hence, the teaching task and the context of teaching should be considered while dealing with teachers' efficacy beliefs. Bandura (1997) also rejected most of the existing teacher efficacy scales, because they "are, in the most part, still cast in a general form rather than being tailored to domains of instructional functioning" (p.243)

Taking the above summarized main points, Tschannen-Moran and Woolfolk Hoy (2001) developed the Teachers' Sense of Efficacy Scale (TSES), which is sometimes called as Ohio State Teacher Efficacy Scale (OSTES), based on the integrated model of teacher efficacy proposed by Tschannen-Moran et al. (1998). Depending on Bandura's (1997) teacher efficacy scale, with an expanded list of teacher capabilities,

Tschannen-Moran, Woolfolk Hoy, and eight graduate students developed a 52-item, nine-point scale. This scale was tested in three studies. In the first two studies, the original 52 items were reduced to 32 and then to 18 items. In the third study, 18 additional items were developed and tested, resulting in two forms of scale: 24-item and 12-item scales (Leejeongah, 2009). The three studies consistently produced three factors: classroom management, instructional strategies, and student engagement (Tschannen-Moran & Woolfolk Hoy, 2001).

As pointed by the researchers themselves the development of TSES is "a step forward in capturing what has been an elusive construct. It is superior to previous measures of teacher efficacy in that it has a unified and stable factor structure and assesses a broad range of capabilities that teachers consider important to good teaching, without being so specific as to render it useless for comparisons of teachers across contexts, levels, and subjects" (Tschannen-Moran & Woolfolk Hoy, p.802, 2001). Hence, in this study like other studies in English language teaching field (Chacon,2005; Leejeongah,2009; Eslami, 2008) TSES was used to measure English language instructors' self efficacy beliefs. Since the study was conducted among Turkish language instructors, the Turkish translated and adapted version of the scale by Çapa Aydın, Çakıroğlu.et al. as Turkish Teacher Self Efficacy Scale (TTSES) was used.

3.3.1.1 Confirmatory Factor Analysis (CFA)

Capa Aydın, Cakıroglu et al. proposed a three-factor structure for TTSES based on the original scale developed by Tschannen-Moran &Hoy (2001). These factors were student engagement, instructional strategies and classroom management efficacy. The TTSES consists of 24 items including eight items for each of the three subscales: efficacy for engagement, efficacy for management, and efficacy for instructional strategies. Confirmatory factor analysis (CFA) was utilized with Analysis Moments of Structures (AMOS) program to provide validation evidence of the scale. Before conducting CFA, multivariate normality assumption was checked. However, both Mardia's test and Omnibus test of normality were significant. Hence, the assumption was violated.

When sample sizes are small, in the event of multivariate normality, chi square values are somewhat inflated (Byrne, 2001). Furthermore, Byrne (2001) cited that as sample size decreases ,and non-normality increases, researchers are faced with a growing proportion of analyses that fail to converge, or that result in an improper solution (Anderson & Gerbing, 1984; Boomsma, 1982). Given that, in practice, most data fail to meet the assumption of multivariate normality, West et al. (1995). Box plots were also examined to determine whether there was any univariate outlier. It was seen that there were no serious outlier in any of the cases. These results showed that it is possible to continue factor analysis.

CFA resulted in significant chi-square value (=644.6), CFI value of .87, and GFI value of .83; RMSEA value was close to .075 (=.08) and this indicated poor fit (MacCallum, Browne, & Sugawara, 1996). Hence, the modification indices (i.e., error covariance) of errors were checked, and the ones with high values, i.e., most striking values among all were detected (Arbuckle, 1999). The pairs with high error covariances were ε3- ε4, ε4- ε18, ε10- ε11, ε11- ε13, ε12- ε22, ε15- ε16, ε15- ε16, ε18- ε19 and ε20- ε21. The items related to these errors were examined in terms of belonging to the same factor. The items 3-4 loaded on the same factor, student engagement efficacy. Items 10-11, 11-13, 15-16 loaded on instructional strategies efficacy ,and items 18-19, 20-21 loaded on classroom management efficacy. Although two of the item pairs, 12-22 and 4-18, did not load on the same factors, these items measured similar tasks related to efficacy beliefs which focuses on engaging students with different abilities, providing relevant instructional strategies and managing them. In that sense, related error pairs were connected in the model and analysis was run again. After this change, RMSEA value decreased to .057 and this value indicated mediocre fit (MacCallum, Browne, & Sugawara 1996). However, GFI (.88) and CFI (.93) values not being higher than .95 did not support a good model fit (Hu & Bentler, 1999). Moreover, chi-square statistics resulted in a significant value of 464.3 (p<.00). Although these indicated that the CFA model unlikely representing a good fit, the researchers considered the result which is proved by RMSEA.

Table 3.8

Regression weights of self efficacy beliefs scale

Item		*Factor*	*Estimate*	*C.R.*	*SE*	*p*
ST8	<---	STEFFICACY	1		.45	
ST7	<---	STEFFICACY	.94	6.83	.76	***
ST6	<---	STEFFICACY	.75	6.29	.60	***
ST5	<---	STEFFICACY	.78	6.45	.65	***
ST4	<---	STEFFICACY	.59	5.72	.50	***
ST3	<---	STEFFICACY	.85	6.39	.63	***
IN8	<---	INSEFFICACY	1		.62	
IN7	<---	INSEFFICACY	1		.59	***
IN6	<---	INSEFFICACY	.94	8.91	.67	***
ST2	<---	STEFFICACY	.97	6.78	.75	***
ST1	<---	STEFFICACY	.63	5.75	.51	***
IN5	<---	INSEFFICACY	1	8.43	.62	***
IN4	<---	INSEFFICACY	1.1	9.04	.68	***
IN3	<---	INSEFFICACY	.69	6.16	.43	***
IN2	<---	INSEFFICACY	.74	7.75	.56	***
IN1	<---	INSEFFICACY	.96	9.04	.69	***
CM8	<---	CMEFFICACY	1		.76	
CM7	<---	CMEFFICACY	.90	12.06	.74	***
CM6	<---	CMEFFICACY	.98	11.53	.70	***
CM5	<---	CMEFFICACY	1.05	13.13	.80	***
CM4	<---	CMEFFICACY	.86	11.22	.70	***
CM3	<---	CMEFFICACY	.75	10.42	.65	***
CM2	<---	CMEFFICACY	.65	8.50	.53	***
CM1	<---	CMEFFICACY	.90	11.62	.71	***

Because chi-square statistic is sensitive to sample size and RMSEA indices are took into consideration in the case of significant chi-square result (Byrne, 2001). Moreover, standardized regression weights displayed that the items have significant correlations with the factors they were associated with. Table 3.8 displays standardized regression weights. Although the results related to CFA for TTSES indicated a mediocre model fit, the researcher decided to use it as it was suggested by

the developers of the scale due to two reasons. Initially, these results in CFA might change with a higher sample size. MacCallum et al (1999) suggest that increasing the sample size is one means of overcoming these problems. They argue that, as the sample size increases, sampling error is reduced, factor analysis solutions become more stable and more reliably produce the factorial structure of the population (MacCallum et al 1999). Secondly, this scale was used by several studies conducted in the field of self efficacy beliefs of teachers in Turkey such as Er (2009), Kafkas (2010), Sarıkaya (2004), Telef (2009), Taskın (2010), Senler (2010) and many others unmentioned. In all these studies the instrument had high reliability rate.

The reported reliability coefficient of this instrument is .82 for engagement, .86 for instructional strategies, .84 for management and .93 for the whole scale. When the reliability coefficient of the instrument in the present study was analyzed, reliability coefficient of this instrument is .89 for engagement, .84 for instructional strategies, .80 for management and .93 for the whole scale. All in all, the common use of the scale in the literature and higher reliability coefficient rates for the overall scale and subscales led researcher to use the scale as it is.

Figure 3.1 shows the confirmatory factor analysis model for self efficacy scale with standardized estimates between .45 and .77.

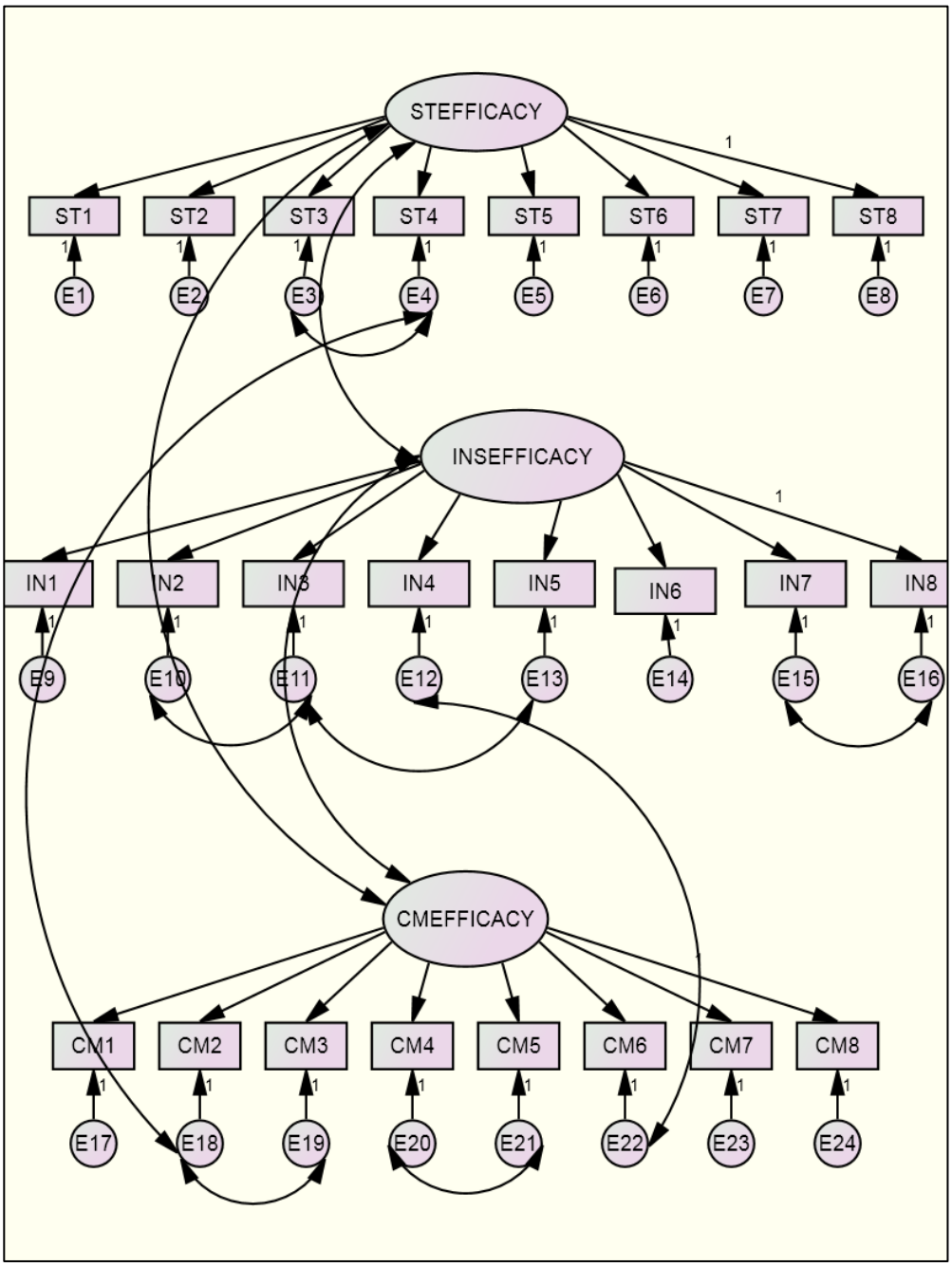

Figure 3.1

Three-factor CFA model of TTSES

3.3.2 Self reported English proficiency scale

As stated before among the self-perceived challenges that non-native English language teachers face are the lack of teacher confidence, biased attitudes of students and other teachers because of their nonnative status, as well as English language needs (Samimy & Brutt-Griffler, 1999). Hence, focusing on self reported English proficiency gains importance while studying the teachers' efficacy beliefs as well. After reviewing the relevant literature in the field, it was seen that Butler (2004), Chacón (2005), Eslami and Fatahi (2008) focused on the relationship between Self-reported English proficiency and teachers' self efficacy beliefs. Therefore, an adapted version of Chacón's (2005) scale was selected as an appropriate tool for the research since the main focus of self reported proficiency scale was reading, listening, speaking and writing skills.

In this scale fifteen items based on the professional literature and the researcher's experience constituted the measure of self-reported level of English proficiency. The items were ranked on 6-points, ranging from ''Strongly Agree'' (6) to ''Strongly Disagree'' (1). The factors of the scale were proficiency in reading, writing, listening, speaking, and culture knowledge in English. Each factor includes 3 items. The reported reliability coefficient of the instrument is .92 (Chacón, 2005). However, Chacón (2005) does not report the reliability coefficient for each factor in her research paper. However, in this study since the main focus is the teacher's competency in language skills, the items related to cultural knowledge would not be

used in Turkish version of the scale as it was done in Eslami and Fatahi's (2008) study which reported .85 as the reliability coefficient of overall instrument. Sample items from the scale are as follows:

a) I can understand a message in English on an answering machine (listening)

b) In face-to face interaction with an English speaker, I can participate in a conversation at normal speed (speaking)

c) I can draw inferences/conclusions from what I read in English (reading)

d) I can write a short essay in English on a topic of my knowledge (writing)

For this study self reported English proficiency scale was translated into Turkish. The rationale was to assure the participants' understanding of the items in the scale. The translation procedure was as follows: Three English instructors working at a university were asked to translate the items in Turkish. It was seen that the translated items were almost translated similarly so there were no meaning changes or misinterpretations initially. In order to examine the translation's felicity, intelligibility, reliability and authenticity of the translated items, linguistic parallelism was checked by independent back translation by three different instructors. Moreover, an English-Turkish translator checked the translated items and selected the most appropriate items by doing minor changes in some. The results were examined by the help of supervisor and found satisfying as the translated items were quite like the originals in terms of meaning. After making minor changes in wording the instrument was tested. The pilot study was conducted among 100

participants from Atılım University (*n*=42), TOBB ETU (*n*=21) and Ankara University (*n*=37). The items of scale were subjected to factor analysis using PASW 18. Prior to performing, the suitability of factor analysis was assessed. Inspection of the correlational matrix revealed that the presence of many correlation coefficients of .3 and above. The Kaiser-Meyer-Olkin (Pallant, 2002) value was .90, exceeding the recommended value of .6 and the Barlett's Test of Sphericity (Pallant, 2002). These values had statistical significance supporting the factorability of the correlation matrix. In order to decide the number of factors to rotate, the factor number suggested by the scale developer, the scree plot and the Eigenvalues- greater-than-one criteria were used. The interpretability of the pattern matrix was used to finalize the decision. Maximum likelihood analysis revealed the presence of three components with Eigen values greater than 1, explaining 40.16%, 13.29 %, and 10.57 % of the variance respectively (See Table 3.9).

Table 3.9

Eigen Values for the Dimensions in Self Reported Proficiency Scale

Factors	*Initial Eigenvalues*		*Extraction Sums of Squared Loadings*				*Rotation Sums of Squared Loadings*
	Total	*% of Variance*	*Cum. %*	*Total*	*% of Variance*	*Cum. %*	*Total*
Reading	4.82	40.16	40.16	4.33	36.04	36.04	3.46
Writing	1.59	13.29	53.44	1.20	10.03	46.07	2.38
Lis.&Sp.	1.27	10.57	64.01	.81	6.78	52.85	3.03

The scree plot showed a break after the fourth component (See Figure 3.2).

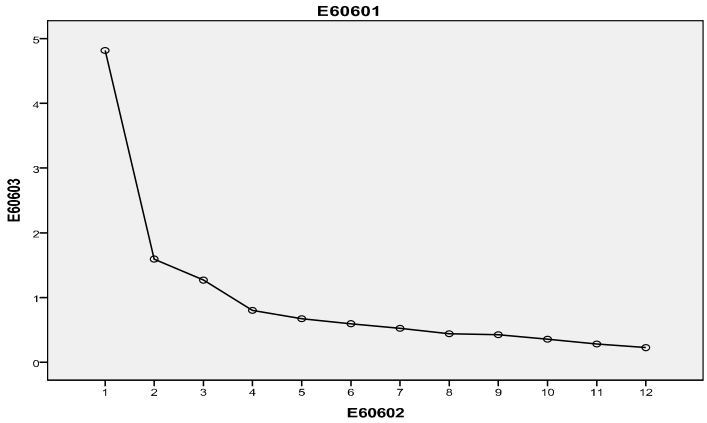

Figure 3.2

Secree Plot for the Dimensions in Self Reported Proficiency Scale

Although it was suggested by the scale developer as a 4-factor scale, the initial factor analysis steps revealed it as a 3-factor scale. Hence, in order to aid the interpretation of the factor loadings, Direct Oblimin rotation was performed and factor loads on pattern matrix are summarized on Table 3.10. When Table 3.10 is examined, it is seen that the items related to listening and speaking are loaded in Factor 1, the items related to writing in Factor 2, and the items related to reading are loaded in Factor 3. In order to check the results of this factor analysis since the original scale was reported to be a 4-factor one, maximum likelihood analysis with Direct-Oblimin rotation was also conducted for four factors set in advance. However, the factor loadings on pattern matrix were difficult to analyze to form a meaningful relationship. Hence, for the main study listening and speaking skills proficiency were analyzed under one factor.

Table 3.10

The Results of Factor Analysis with Direct Oblimin Rotation for Self Reported Proficiency Scale

The Items	*Factor*		
	1	*2*	*3*
In face-to-face interaction with an English-speaker. I can participate in a conversation at a normal speed. (Speaking 1)	**.822**	.099	-.007
I can understand a message in English on an answering machine. (Listening 3)	**.746**	-.124	-.108
I can express and support my opinions in English when speaking about general topics. (Speaking 2)	**.705**	-.022	-.006
I understand English films without subtitles. (Listening 2)	**.639**	.040	.046
I can understand when two English-speakers talk at a normal speed. (Listening 1)	**.582**	-.067	.103
I understand the meaning of common idiomatic expressions used by English-speakers. (Speaking 3)	**.545**	-.026	.056
I can write business and personal letters in English without errors that interfere the meaning I want to convey. (Writing 1)	-.078	**-.892**	.025
I can write a short essay in English on a topic of my knowledge. (Writing 2)	.090	**-.739**	.033
I can fill in different kinds of applications in English (e.g.. credit card applications). (Writing 3)	.202	**-.347**	.107
I can understand magazines newspapers and popular novels when I read them in English. (Reading 1)	-.034	.026	**.859**
I can draw inferences/conclusions from what I read in English. (Reading 2)	.014	-.010	**.812**
I can figure out the meaning of unknown words in English from the context. (Reading 3)	.081	-.113	**.618**

As for the reliability coefficient of the instrument, it was found to be high with a Cronbach alpha coefficient of .86, which shows the scale has high internal consistency. In terms of sub-scales, reading sub-scale reliability coefficient is .75, writing subscale reliability coefficient is .72 and listening-speaking subscale reliability coefficient is .82.

3.3.2.1 Confirmatory factor analysis

Exploratory factor analysis done in the pilot study proposed a three-factor structure for self reported proficiency scale in contrast to four factor model suggested in the adapted model. Hence, in order to confirm model fit of the three-factor structure suggested by the results of the present study CFI was conducted for this scale. These factors were listening/speaking, writing and reading. CFA resulted in significant chi-square value (=89.9), CFI value of .97, and GFI value of .95; RMSEA value was .05. Because chi-square statistic is sensitive to sample size, CFI, GFI and RMSEA indices are took into consideration in the case of significant chi-square result (Byrne, 2001). In addition, resulting GFI (.95) and CFI (.97) values supported good fitting model due to being higher than .95 (Hu & Bentler, 1999). Moreover, standardized regression weights displayed that the items have significant correlations with the factors they were associated with. Table 3.11 displays standardized regression weights.

Table 3.11

Regression weights of self reported proficiency scale

Item	*Factor*	*Estimate*	*C.R.*	*SE*	*p*
S1	<--- LS	1		.76	
S2	<--- LS	1.05	11.26	.73	***
S3	<--- LS	1.05	9.07	.59	***
L1	<--- LS	.82	10.83	.70	***
L2	<--- LS	.94	9.63	.63	***
L3	<--- LS	1.02	11.05	.71	***
W1	<--- W	1		.79	
W2	<--- W	1.09	12	.79	***
W3	<--- W	.60	8.71	.57	***
R1	<--- R	1		.76	
R2	<--- R	.97	12.67	.82	***
R3	<--- R	1.20	12.01	.77	***

Figure 3.3 represents the final CFA model with standardized estimates ranged from .57 to .82.

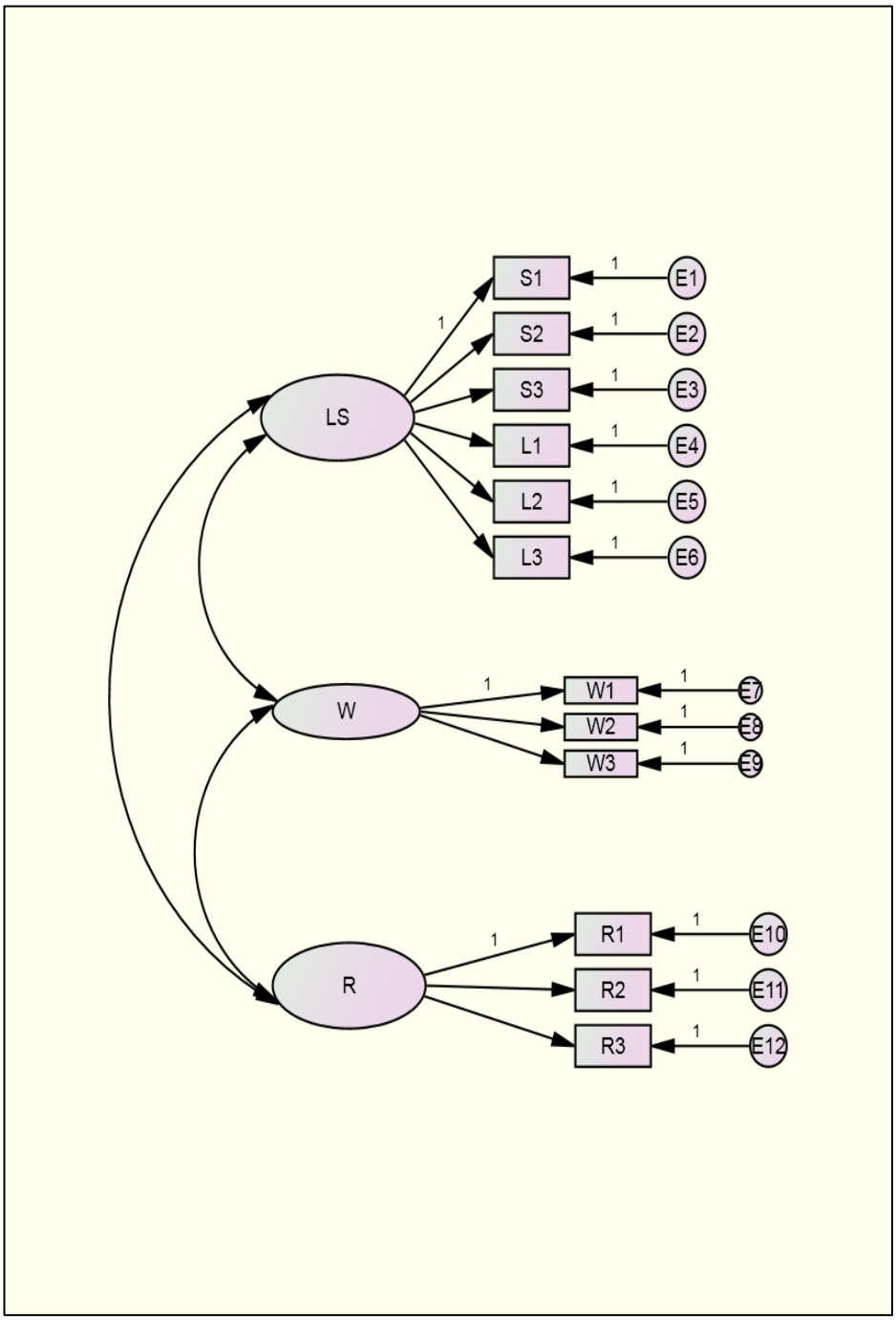

Figure 3.3

Three-factor CFA model of self-reported proficiency scale

3.3.3 Language teaching methods scale

Language teaching methods included teaching routines, procedures, tasks, and materials regularly used to facilitate student learning in the English class. As Kırkgöz (2007) stated in his article language teaching period was divided into two: the period before 1997 in which grammar translation method is commonly used and the period after 1997 since which introduces the 1997 education reform and communicative language teaching method, and has had a great impact on ELT at all levels of education, along with other policy changes. Due to this overwhelming use of two methods in language teaching, studying the relationship between teachers' self efficacy beliefs and the use of language teaching methods became another considerable point to be seen in this research.

In order to assess the language teaching method used in their classrooms, the survey developed by Eslami and Fatahi (2008) was used. Ten statements based on the professional literature (Brown, 1994; Freeman, 1989; Nunan, 1995; Savignon, 1983; Spratt, 1999) were developed to assess language teaching methods to teach English by Eslami and Fatahi (2008) in their studies. This survey was used in this study. The reported reliability coefficient of the instrument is .50. Although the reported reliability coefficient displayed a low magnitude, this might be due to the participant number in the study that is 48 elementary school teachers in Iran. In order to test the reliability for this study a pilot study was conducted. In this scale the participants were asked to rate their response from 5 to 1 on a scale ranging from ‘‘always’’ (5)

to “never’’ (1). Like self reported proficiency scale, language teaching methods scale was also translated into Turkish. The rationale was to assure the participants' understanding of the survey items. The translation procedure was as follows:

Three English instructors working at a university were asked to translate the items in Turkish. It was seen that the translated items were almost translated similarly so there were no meaning deviations regarding the main idea of the item. In order to examine the felicity, intelligibility, reliability and authenticity of the translated items, linguistic parallelism was checked by independent back translation by three different instructors. Moreover, an English-Turkish translator checked the translated items and selected the most appropriate items by doing minor changes in some. The results were examined by the help of supervisor and found satisfying as the translated items were quite like the originals in terms of meaning. After making minor revisions in wording the instrument was prepared for pilot testing.

Similar to Reported Language Proficiency Scale, a pilot study was conducted among 100 participants from Atılım University (*n*=42) , TOBB ETU (*n*=21) and Ankara University (*n*=37). The items of scale were subjected to the maximum likelihood factor analysis using PASW 18. Inspection of the correlational matrix revealed that the presence of many coefficients of .3 and above. The Kaiser-Meyer-Olkin (Pallant, 2002) value was .71, exceeding the recommended value of .6 and the Barlett’s Test of Sphericity (Pallant, 2002) reached statistical significance, supporting the factorability of the correlation matrix. Maximum likelihood analysis displayed the

presence of three components with Eigenvalues greater than 1, explaining 23.48%, 22.10 %, and 10.92 % of the variance respectively (See Table 3.12).

Table 3.12

Eigen Values for the Dimensions in Language Teaching Methods Scale

	Initial Eigenvalues			*Extraction Sums of Squared Loadings*			*Rotation Sums of Squared Loadings*
Factors	*Total*	*% of Variance*	*Cum. %*	*Total*	*% of Variance*	*Cum. %*	*Total*
1	2.35	23.48	23.48	1.74	17.36	17.36	1.57
2	2.21	22.10	45.58	1.65	16.47	33.83	1.63
3	1.09	10.92	56.50	.55	5.48	39.31	1.30

However, since the literature of the scale suggests a 2-factor, in order to aid the interpretation of the factor loadings Direct Oblimin rotation was performed and factor loads on pattern matrix are summarized on Table 3.12. When the Table 3.13 is analyzed the items related to communicative language teaching methods were loaded in factor 1 while the items related to grammar translation method were loaded in factor 2 as it was also suggested by scale developers. In terms of the reliability coefficient of the overall scale, it displayed a relatively low reliability coefficient as with a Cronbach alpha coefficient of .57. However, Cortina (1993) states the value of α depends on the number of items on the scale. As there are only 10 items on the scale, this relatively lower reliability coefficient degree might be the result of number of items in the scale. As for the sub-scales, it was .67 for grammar translation methods and .65 for communicative methods sub-scale.

Table 3.13

The Results of Factor Analysis with Direct Oblimin Rotation for Language Teaching Methods Scale

The Items	*Factor*	
	1	*2*
I present students with real-life situations and ask them to come up with responses or answers in English that are appropriate to these situations. (Communicative Method (Com.Met. Item 5)	**,810**	-,052
I play audio tapes that feature native English speakers' conversation exchanges and ask students to answer questions related to the conversation. (Com.Meth. Item 2)	**,561**	-,005
I ask students to converse with one another in English and encourage them to find opportunities to speak English outside the classroom. (Com.Meth. Item 4)	**,552**	-,104
I give students the opportunity to get into groups and discuss answers to problem-solving activities. (Com. Met. Item1)	**,517**	-,028
I play English films and videos in class and ask students to engage in discussions about the films or videos. (Com. Met. Item 3)	**,502**	,110
As a classroom exercise, I ask students to translate single sentences in the English text into their native language. (Grammar Translation Method (GRT) Item 3)	-,225	**,568**
I ask students to memorize new vocabulary or phrases without showing them how to use the words in context. (GRT Item 2)	-,072	**,509**
I use students' native language rather than English to explain terms or concepts that are difficult to understand. (GRT Item 1)	-,289	**,491**
I pay more attention to whether students can produce grammatically correct sentences than whether they can speak English with fluency. (GRT Item 5)	,167	**,490**
I use grammatical rules to explain complex English sentences to students. (GRT Item 4)	,206	**,313**

Moreover, when the scree plot was analyzed, it showed a break after the third item (Figure 3.4).

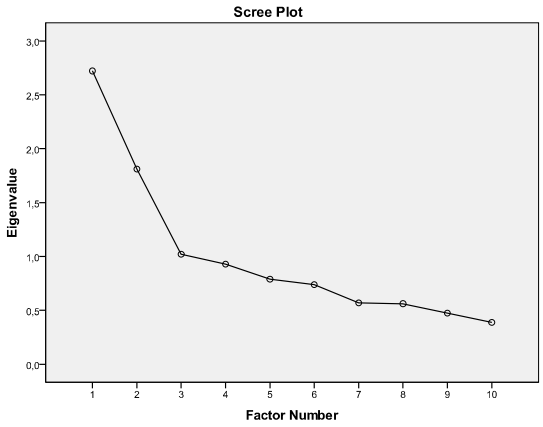

Figure 3.4

Secree Plot for the Dimensions in Language Teaching Methods Scale

3.4 Data collection procedures

As for administering the instruments, the first step was to take necessary permissions from the Applied Ethics Research Center (AERC) to use the instruments and also to administer them for data collection at universities from which the data would be collected. After the necessary permissions were taken from selected universities – METU, TOBB ETU, Bilkent, Gazi, Hacettepe, Ankara, Atılım, Cankaya Universities, the researcher got in touch with the head of English Preparatory Schools and the instructors to get information about the instructors' schedules to set up an appropriate time schedule to administer the instruments. The administering of the instruments started in October, fall semester 2010- 2011, and ended on March the

8th. All the participants were informed about the purpose of the survey, the importance of their responses and the information related to researcher. The data were collected by directly administering surveys to the participants. It took approximately 15-20 minutes to complete the instrument for each participant. Although the researcher took as many instruments as the number of instructors to the institutions, the instrument was submitted to 272 participants. Fifteen of them did not answer the questions related to demographic information, so these were not used for data analysis. All the information provided by the subjects remained confidential and anonymous.

3.5. Data analysis procedures

All collected data which includes demographic information of participants, self efficacy belief, self reported proficiency and language teaching methods survey responses transferred to computer environment in a PASW data file. The data obtained from the study were analyzed in two steps namely descriptive analysis and inferential statistics by using PASW 18.0 software.

To begin with appropriate descriptive statistics was conducted. As for the inferential statistics, Pearson's product moment-correlation coefficient was computed to find out the relationship between instructors' efficacy beliefs for student engagement, instructional strategies and classroom management and their use of language teaching methods. As this was a correlational study conducted with 4 independent variables, multiple regression analyses, that enables researchers determine a

correlation between a criterion variable and the best combination of two or more predicting variables (Freankel & Wallen, 2006), was carried out to answer the research questions. The predictors are supposed to be selected based on past research but if the researcher adds new predictors, they should be added based on their theoretical importance; and the predictors included, and the way in which they are entered into the regression model have deterministic roles on the method selection (Field, 2005). Among three methods of multiple regressions, that is hierarchical, forced entry and stepwise, hierarchical regression was utilized since in this type the predictors are selected based on past work and the researcher decides in which order to enter the predictors into the model (Field, 2005).

For Tabachnick and Fidell (2001, p.117), "adequate sample size for multiple regression is $N > 50 + 8m$ (m: numbers of predictor variables)". Therefore, data collected from 257 participants with 4 predictors were considered to be sufficient for the present study. In the study, hierarchical regression analysis was done in two blocks for four predictor variables. In Block 1, continuous variables; English competency scores, self reported English proficiency and experience years were entered into regression and in Block two; the dichotomous variable graduate department type was entered into the regression. The graduate department type was reduced into two as graduates of Education faculties and graduates of other departments and dummy coded. Furthermore, the assumptions of multiple regression analyses (normality, linearity, independence of errors, multicollinearity, and

homoscedasticity) were checked. None of the assumptions were violated, and they were reported on results chapter in detail.

Table 3.14

Order and name of the variables entered into regression

Variables entered		
Blocks	Number of variables	Name of these variables
1	3	English competency score, self reported proficiency, experience year
2	1	Graduate department type

3.6 Limitations of the Study

The present study has two limitations. Initially, considering the research sample, the study was conducted only among the prep-school instructors in universities in Ankara. Hence, the results can only be generalized to the instructors working in Ankara. Besides, the data were collected by self-reported questionnaire. The self-reported tools are likely to be affected by instructors' own view of themselves.

CHAPTER 4

RESULTS

The primary purpose of the present study was to examine the university prep-school instructors' self efficacy beliefs and the factors influencing them. The participants of the study were prep-school instructors at universities in Ankara. They were administered an instrument which was compromised of four parts; that is, one of which is asking for demographic information. The second part was aimed at measuring teacher self efficacy beliefs with three subscales- self efficacy beliefs for student engagement, instructional strategy and classroom management. The third part was aimed to measure instructors' self reported language proficiency in reading, listening, writing and speaking skills. Lastly, language teaching methods scale aimed to determine instructors' use of grammar translation and communicative language teaching methods. In this chapter, the analyses and findings of these analyses were reported. First, self efficacy levels of prep-school instructors were presented. Second, self reported proficiency levels of instructors were analyzed. Following these, the results of regression analyses, which were conducted to check whether years of teaching experience, English competency and self reported

proficiency and graduate department predict instructors' self efficacy beliefs, were reported. This analysis was carried out 249 participants since eight of them did not report their competency scores. Lastly, the relationship between language teaching strategies and self efficacy beliefs were analyzed and reported. The participants of this study were 257 prep-school instructors (224 female, 33 male), who are teaching English to young adults at university level. Participants' demographic characteristics are shown in Table 4.1.

Table 4.1

Demographic Characteristics of the Sample

Characteristics	*n*	*%*
Gender		
Male	224	87.20
Female	33	12.80
Universities		
METU	62	24.10
Gazi	41	16.00
Hacettepe	31	12.10
Başkent	44	17.10
Bilkent	37	8.40
TOBB	19	7.30
Çankaya	13	5.10
Ufuk	10	3.90
Graduate Faculty		
Faculty of Education	135	52.50
Faculty of Science and Literature	122	47.50
Graduate Degree		
Bachelor	154	59.92
Master	98	38.18
Doctorate	5	1.90

Table 4.1 (cont.)

Demographic Characteristics of the Sample

Characteristics	*n*	*%*
Pedagogical Formation		
Exists	242	94.20
Does not exist	15	5.80
Exam		
KPDS	236	94.77
TOEFL	10	4.03
IELTS	3	1.20

The scope of the study was three state universities and five private universities in Ankara. 52.1 % (*n*= 134) of the participants were working for a state university while 47.9% (*n*=123) for a private university (See Table 4.1). Among these instructors, 52.5% (*n*=135) of them were graduates of Faculty of Education ELT department whereas 47.5 % (*n*=122) of them were graduates of departments in Science and Literature Faculty. In terms of pedagogical formation, 94.2% (*n*=242) of the participants have pedagogical formation while 5.8% (*n*=15) of them do not have it (See Table 4.1). The instructors have also been involved in post graduate studies. When the post graduate degree and the field of the instructors are analyzed, 59.92 % (*n*= 154) of them do not have any post-graduate degree, 38.18 % (*n*= 98) of them have an MA degree, and 1.90 % (*n*=5) of them have a doctorate degree (See Table 4.1).

Among 257 participants, 249 of them responded to the item related to their competency in English, which is measured by standard exams such as KPDS, TOEFL, IELTS or an equivalent one. Although this leads to mortality, as stated in the third chapter design of the study part, the number of participants does not prevent regression analysis. 94.77% (*n*=236) of them reported their KPDS exam scores, 4.03% (*n*=10) reported their TOEFL IBT scores and 1.2% (*n*=3) reported their IELTS scores. Regarding English competency scores of the instructors, KPDS exam scores are analyzed in inferential statistics because the scores related to this exam were reported more, and this exam is frequently used one throughout the recruitment process. Other exam scores are converted into KPDS equivalent scores based on the conversion table suggested by The Council Higher Education. The reported exam scores is relatively high ranging between 67 and 100 (*M*= 91.90, *SD*= 4.57).

4.1 Self-efficacy levels of prep-school instructors

The first research question of this study was:

1. What is the level of the university prep-school instructors' self efficacy beliefs?

In order to answer this question, descriptive analyses were utilized. For that purpose, first, the overall self efficacy belief, and then the three subscales were analyzed separately. The mean and total item scores are calculated for each participant. Each

subscale included 8 items with the total of 24 items. The maximum score for each item was 9 (the most efficacious) and minimum score was 1 (the least efficacious), which makes up a total of maximum 72 (the most efficacious) and minimum 8 (the least efficacious). The results of the descriptive analysis displayed that the overall self efficacy beliefs mean score was 7.20 out of 9, and the standard deviation was 0.79 for the English instructors.

In connection to the first research question, the first sub-research question of the study was:

1.1 What is the level of the university prep-school instructors' self efficacy beliefs for student engagement, instructional strategies and classroom management?

For these three subscales, the analyses were done separately. For the student engagement subscale the raw scores ranged between 3.38 and 8.63 with a mean score 6.82 and the standard deviation of 0.88. For the second subscale on instructional strategy scores ranged between 3.88 and 9 with a mean score of 7.36 and a standard deviation 0.84. Lastly, for classroom management subscale scores ranged between 4 and 9 with a mean score 7.45 and a standard deviation 0.90. The results are summarized on Table 4.2.

Table 4.2

Descriptive Statistics for Teacher Self-Efficacy

	n	*Min*	*Max*	*M*	*SD*
Self Efficacy	257	3.75	8.79	7.20	0.79
Student Engagement	257	3.38	8.63	6.82	0.88
Instructional Strategies	257	3.88	9.00	7.36	0.84
Classroom Management	257	4.00	9.00	7.45	0.90

The response to this scale nominally ranged between nothing (1) to a great deal (9) since the participants were asked "How much" and "To what extent" type questions. Since the number 3 on the response scale stands for somewhat competent, the weighted mean was calculated for each item. Hence, the responses of the participants were re-coded as negative for the responses between 1 and 2.67, moderated for the ones between 2.68 and 5.34 and positive for the responses between 5.35 and 9. The results were analyzed for three subscales. As for the student engagement subscale of TSES, the participants had higher student engagement efficacy beliefs and their efficacy was positive (*M*= 6.82; *SD*= 0.88). The results of descriptive analyses were reported on Table 4.3 for student engagement subscale. When the items related to subscale are analyzed one by one, it was seen that 82.89 % (*n*=213) of the participants believed that they could get through the most difficult students while 85.6% (*n*=220) of instructors had higher efficacy beliefs in helping their students to think critically.

Table 4.3

Student Engagement Subscale of TSES

Item description	*Negative %*	*Moderate %*	*Positive %*	*M*	*SD*
1. How much can you do to get through to the most difficult students?	0	17.11	82.89	6.78	1.19
2. How much can you do to help your students think critically?	0	14.4	85.6	6.87	1.24
4. How much can you do to motivate students who show low interest in school work?	0	14.4	85.6	6.83	1.30
6. How much can you do to get students to believe they can do well in school work?	0	5.4	94.6	7.42	1.13
9. How much can you do to help your students value learning?	0	8.6	91.4	7.08	1.14
12. How much can you do to foster student creativity?	0	11.3	88.7	6.96	1.18
14. How much can you do to improve the understanding of a student who is failing?	0	9.3	90.7	7.02	1.18
22. How much can you assist families in helping their children do well in school?	10.9	34.6	54.5	5.62	2.16

As for motivating students who show low interest 85.6% (*n*=220) of the participants reported higher efficacy beliefs. 94.6 % (*n*=243) of them believed that they could get students to believe they can do well at school whereas 91.4 % (*n*=235) had higher efficacy beliefs in helping their students value learning. In terms of fostering student creativity, 88.7% (*n*=228) of the participants reported higher efficacy beliefs. While 90.7% (*n*=233) of them stated that they could improve the understanding of a student who is failing, 54.5 % (*n*=140) of them claimed they could assist families in helping their children do well at school. The mean score for the responses to this item were relatively low since at universities the instructors generally do not have direct interaction with the families.

In the second subscale about instructional strategies the participants reported higher efficacy beliefs (*M*= 7.36; *SD*= 0.84). 96.5 % (*n*=248) of the participants stated that they could respond to difficult questions from their students while 97.3 % (*n*=250) of them had higher efficacy beliefs in gauging student comprehension of what they had taught. 92.2% (*n*=237) of the participants reported higher efficacy beliefs in crafting good questions for their students. 86 % (*n*=221) of them believed that they could adjust their lessons to the proper level for individual students whereas 87.5 % (*n*=225) had higher efficacy beliefs in using a variety of assessment strategies. In terms of providing an alternative explanation or example when students are confused, 96.1 % (*n*=247) of the participants reported higher efficacy beliefs. While 91.8% (*n*=236) of them stated that

they could implement alternative strategies in their classrooms, 89.1 % (*n*=229) of them claimed that they could provide appropriate challenges for very capable students. The results of descriptive analyses for instructional strategies subscale were reported on Table 4.4.

Table 4.4

Instructional Strategies Subscale of TSES

Item description	*Negative %*	*Moderate %*	*Positive %*	*M*	*SD*
7. How well can you respond to difficult questions from your students?	0	3.5	96.5	7,80	1,09
10. How much can you measure student comprehension of what you have taught?	0	2.7	97.3	7,63	1,03
11. To what extent can you craft good questions for your students?	.4	7.4	92.2	7,32	1,25
17. How much can you do to adjust your lessons to the proper level for individual students?	0	14	86	6,82	1,31

Table 4.4 (cont.)

Instructional Strategies Subscale of TSES

Item description	*Negative %*	*Moderate %*	*Positive %*	*M*	*SD*
18. How much can you use a variety of assessment strategies?	.4	12.1	87.5	7,03	1,27
20. To what extent can you provide an alternative explanation or example when students are confused?	0	3.9	96.1	7,86	1,10
23. How well can you implement alternative strategies in your classroom?	.8	7.4	91.8	7,23	1,35
24. How well can you provide appropriate challenges for very capable students?	0	10.9	89.1	7,18	1,27

Self efficacy for classroom management was the one which got the highest scores among these three dimensions with a mean score of 7.45 out of 9 and standard deviation 0.90. 93 % (*n*=239) of the participants believed that they could control disruptive behavior in the classroom while 96.5% (*n*=248) of them had higher efficacy beliefs in making their expectations clear about student behavior. As for establishing routines to keep activities running smoothly, 95.7% (*n*=246) of the participants reported higher efficacy beliefs. 87.9% (*n*=226) of them believed that they could get children to follow

classroom rules whereas % 93.4 (*n*=240) had higher efficacy beliefs in calming student who is noisy and disruptive. In terms of establishing a classroom management system with each group of students, 87.9% (*n*=226) of the participants reported higher efficacy beliefs. While 93.8 % (*n*=241) of them stated that they could keep a few problem students from ruining an entire lesson, 94.2 % (*n*=242) of them claimed that they could respond to defiant students. The results of descriptive analyses for classroom management subscale were reported on Table 4.5.

Table 4.5

Classroom Management Subscale of TSES

Item description	*Negative %*	*Moderate %*	*Positive %*	*M*	*SD*
3. How much can you do to control disruptive behavior in the classroom?	0	7	93	7.36	1.20
5. To what extent can you make your expectations clear about student behavior?	0	3.5	96.5	7.93	1.15
8. How well can you establish routines to keep activities running smoothly?	0	4.3	95.7	7.54	1.10

Table 4.5 (cont.)

Classroom Management Subscale of TSES

Item description	*Negative %*	*Moderate %*	*Positive %*	*M*	*SD*
13. How much can you do to get children to follow classroom rules?	.4	11.7	87.9	7.55	1.17
15. How much can you do to calm a student who is disruptive or noisy?	0	6.6	93.4	7.44	1.24
16. How well can you establish a classroom management system with each group of students?	.4	11.7	87.9	7.01	1.31
19. How well can you keep a few problem students form ruining an entire lesson?	0	6.2	93.8	7.31	1.15
21. How well can you respond to defiant students?	0	5.8	94.2	7.44	1.25

4.2 Self-reported proficiency levels of instructors

The second research question was:

2. What is the level of instructors' self-reported proficiency in four skills; listening, reading, writing and speaking?

Since language competency is one of the factors focused on the present study, in addition to the language competency scores of the participants from the standardized test KPDS, the participants were also given a 12-item self-reported proficiency scale. Since official KPDS exam focuses on grammar, vocabulary and reading, this scale provided the opportunity of getting self-reported data on other skills which are listening, speaking and writing. In this scale, 12 items constituted the measure of self-reported level of English proficiency. The items were ranked on a 6-point-scale, ranging from ‘‘Strongly Agree’’ (6) to ‘‘Strongly Disagree’’ (1). The factors of the scale were proficiency in reading, writing, listening, and speaking. Each factor includes three items. The minimum score for each subscale was 3 (not competent) and the maximum score was 18 (highly competent). When the scores are analyzed, the participants reported relatively high proficiency in reading (*M*= 5.77, *SD*=0.43) in comparison to writing (*M*= 5.64, *SD*=0.52), listening (*M*= 5.55, *SD*=0.52) and speaking (*M*= 5.37, *SD*=0.58) skills. The mean scores are summarized on Table 4.6.

Table 4.6

Descriptive Statistics for Self-Reported Proficiency

Skills	*n*	*Min*	*Max.*	*M*	*SD*
Reading	257	2.67	6.00	5.77	.43
Writing	257	2.67	6.00	5.64	.52
Listening	257	2.33	6.00	5.55	.52
Speaking	257	2.67	6.00	5.37	.58

4.3 Predictors of instructors' self efficacy beliefs

Hierarchical regression analyses were utilized to investigate to what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy beliefs and their self efficacy beliefs for three subscales: (1) student engagement, (2) instructional strategies and (3) classroom management. In order to achieve this purpose, the following two research questions were asked:

3. To what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy belief composite scores?

3.1 To what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy beliefs for student engagement, instructional strategies and classroom management?

The dependent variables in hierarchical analysis were: overall self efficacy beliefs of instructors, student engagement self efficacy, instructional strategies efficacy, and lastly it was classroom management efficacy. For each variable a separate hierarchical regression analysis was run. The independent, predictor, variables were years of

teaching experience, English competency scores, self reported English proficiency and graduate department. Table 4.7 describes the models included in hierarchical regression analyses.

Table 4.7

Description of models included in hierarchical regression analysis

		Variables entered		
Model	*Dependent variables*	*Blocks*	*Number of variables*	*Predictor variables*
1	Instructors' self efficacy beliefs	1	3	English competency score, self reported proficiency, years of teaching experience
2		2	1	Graduate department type
1	Instructors' self efficacy beliefs in student engagement	1	3	English competency score, self reported proficiency, years of teaching experience
2		2	1	Graduate department type

Table 4.7 (cont.)

Description of models included in hierarchical regression analyses

			Variables entered	
Model	*Dependent variables*	*Blocks*	*Number of variables*	*Predictor variables*
1	Instructors' self efficacy beliefs in instructional strategies	1	3	English competency score, self reported proficiency, years of teaching experience
2		2	1	Graduate department type
1	Instructors' self efficacy beliefs in classroom management	1	3	English competency score, self reported proficiency, years of teaching experience
2		2	1	Graduate department type

4.3.1 Testing assumptions of hierarchical regression analysis

Before conducting hierarchical regression analysis, the assumptions to conduct the analysis were checked. Field (2005) listed eight assumptions to be checked which are (1) variable types (the need for either continuous independent variables or dichotomous ones that are dummy coded and continuous and quantitative dependent variable); (2) non-zero variance; (3) no perfect multicollinearity; (4) linearity; (5) homoscedasticity; (6) independent errors; (7) normally disturbed errors; (8) independent observations (p.169-170).

In terms of variable types, the dependent variable was self efficacy beliefs of instructors which were continuous and quantitative ones. Three of the predictor variables which are English competency scores, self reported proficiency; years of teaching experience were all continuous as well. The only dichotomous variable, graduate department was dummy coded and entered into the analysis with its dummy coded version. For the second assumption both the criterion and predictor variables hold variances, which are obviously seen in Table 4.1. In order to diagnose multicollinearity, correlations among predictors were checked from the correlation matrix (Table 4.8). The correlations between predictors do not exceed the critical limit, .80 (Stevens, 2002)

Table 4.8

Bivariate Correlations for Total Self-efficacy Scores and Predictor Variables

	Self-Efficacy	*Experience*	*English Compt.*	*Reported Prof.*	*Graduate Dept.*
Self-efficacy	1.000				
Experience	.162	1.000			
English compt.	-.107	-.082	1.000		
Reported prof.	.197	-.114	. 217	1.000	
Graduate Dept.	.039	.261	.098	-.047	1.000

Figure 4.1 displays the histogram of the standardized residuals and the normal probability plot.

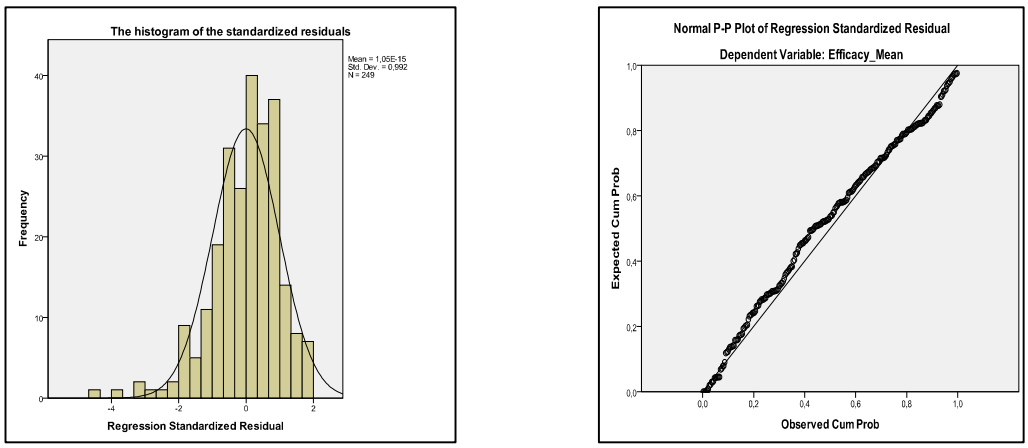

Figure 4.1

The histogram of the standardized residuals and the normal probability plot

According to the shapes of the histogram and P-P plots, the normality assumption which focuses on normally distributed errors was met. Hence, the normality assumption was not violated. As for the homoscedasticity assumption, the scatter plot did not show a significant pattern. Figure 4.2 displays the scatter plot of predicted value and residuals.

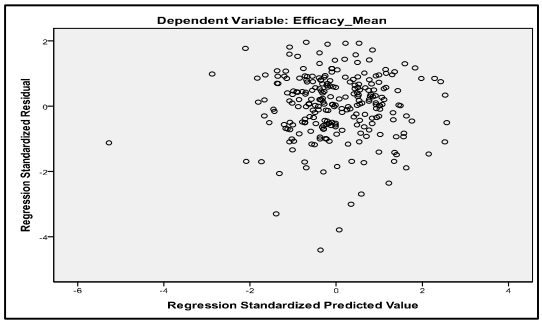

Figure 4.2

Residuals scatter plot

The Durbin-Watson coefficient test for independent errors was utilized. The test value was 2.07 which was appropriate for the criterion of being between 1.5 and 2.5 to indicate independent observation. Furthermore, the variance inflation factor (VIF) values in the correlation was 1.08, which did not exceed 4 (Field, 2005) and tolerance value was 0.92, which was higher than 0.20 (Field, 2005). Finally, since the participants fill out the data collection instruments on their own after being provided by the necessary instructions from the researcher, independent observations assumption was met as well.

4.3.2 Results of hierarchical regression analysis

A hierarchical regression analysis, in which the researcher had the chance of selecting and prioritizing the predictors (Field, 2005) was utilized to find out whether years of teaching experience, English competency scores; self reported English proficiency and graduate department predict instructors' self efficacy belief composite scores. In order to check this, following research question was asked:

3. To what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy belief composite scores?

The dependent variable was the mean of instructors' overall self efficacy beliefs. As for the independent variables, the first block compromised of continuous variables which are years of teaching experience, English competency scores and self reported English proficiency. The independent variable in the second block was graduate department, which was a dichotomous variable. Because it was a dichotomous variable, it was dummy coded by taking graduates of Faculty of Education as reference point (0). Table 4.9 displays the unstandardized regression coefficients (*B*) and intercept, the standardized regression coeeficients (β), *F* changes, R^2 and $\Delta R2$.

Table 4.9

Hierarchical Regression Analysis Summary for Self Efficacy Composite Scores

	B	*SE B*	*β*	sr^2	*R*	R^2	ΔR^2	*ΔF*	*p*
Model 1					.306	.094	.094	8.439	.000
Experience	.019	.006	.179	0.031					.004
English compt.	-.025	.011	-.147	0.021					.020
Reported prof.	.469	.118	.249	0.06					.000
Model 2					.319	.102	.008	2.259	.134
Experience	,021	,007	,203	0.038					.002
English compt.	-,027	,011	-,154	0.022					.015
Reported prof.	,468	,118	,249	0.058					.000
Graduate Dept.	-,150	,100	-,095	0.008					.134

According to Table 4.9, Model 1 significantly predicted self efficacy composite scores, F (3,245) = 8.439, p<. 05 with R^2 =.094, and 95% confidence limits from 4.587 to 8.858. The R^2 =.094 indicated that 9.4% of the variance in self efficacy composite scores was predicted by experience, English competency and self reported proficiency. In this model, years of teaching experience variable uniquely accounted for 3% (sr^2=.031) of

the variation having significant contribution to prediction equation $t\ (245) = 2.913$, $p<.05$. While English competency variable uniquely accounted for 2% ($sr^2=.021$) of the variation having significant contribution to prediction equation $t\ (245) = -2.347$, $p<.05$., self reported proficiency variable uniquely accounted for 6% ($sr^2=.06$) of the variation having significant contribution to prediction equation $t\ (245) = 3.975$, $p<.05$.

According to standardized coefficients (β), there is a positive relationship between experience and self efficacy composite score ($\beta=.179$) while a negative one between English competency scores and self efficacy composite scores ($\beta=-.147$). Lastly, there is a positive correlation between self reported proficiency and self efficacy composite scores ($\beta=.249$), and this variable has more impact on self efficacy composite scores than other two variables, which are years of teaching experience and competency.

When Model 2, to which graduate department variable was added, was analyzed, it was seen that Model 2 did not significantly predict total self efficacy $F\ (1,244) = 2.259$, $p>.05$.

4.3.3 Self efficacy for student engagement

The second hierarchical regression analysis was utilized to find out the extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' student engagement self efficacy belief. For that purpose following research question was addressed:

3.1 To what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy belief for student engagement?

A hierarchical regression analysis was utilized to answer the research questions. The dependent variable was the mean of instructors' student engagement self efficacy belief. As for the independent variables, the first block compromised of continuous variables which are years of teaching experience, English competency scores and self reported English proficiency. The independent variable in the second block was graduate department, which was a dichotomous variable. Because it was a dichotomous variable, it was dummy coded by taking graduates of Faculty of Education as reference point (0).

The results of the analysis indicated that according to Table 4.10, Model 1 significantly predicted student engagement efficacy scores of instructors, F (3, 245) = 4.273, p<. 05 with R^2 =.050, and 95% confidence limits from 4.670 to 8.542. The R^2 =.050 indicated that 5% of the variance in instructors' student engagement self efficacy belief was predicted by experience, English competency and self reported proficiency. In this model, years of teaching experience variable uniquely did not have a significant contribution to prediction equation t *(245)* = 1.420, p>. 05. While English competency variable uniquely accounted for 1% (sr^2=.01) of the variation having significant contribution to prediction equation t *(245)* =*-2.253*, p<. 05., self reported proficiency variable uniquely accounted for 3% (sr^2=.03) of the variation having significant

contribution to prediction equation $t\ (245) = 2.287$, $p<.05$ (See Table 4.11). According to standardized coefficients (β), there is a positive relationship between experience and student engagement efficacy score ($\beta = .089$) while a negative one between English competency scores and student engagement efficacy ($\beta = -144$). Lastly, there is a positive correlation between self reported proficiency and student engagement efficacy ($\beta = .185$).

Table 4.10

Hierarchical Regression Analysis Summary for Student Engagement Efficacy Scores

	B	*SE B*	*β*	sr^2	*R*	R^2	ΔR^2	*ΔF*	*p*
Model 1					.223	.050	.050	4.273	.006
Experience	.010	.007	.089	0.009					.157
English compt.	-.028	.012	-.144	0.01					.025
Reported prof.	.388	.134	.185	0.03					.004
Model 2					.245	.060	.010	3.902	.102
Experience	.013	.007	.116	0.01					.074
English compt.	-.029	.012	-.152	0.02					.018
Reported prof.	.388	.134	.185	0.03					.004
Graduate Dept.	-.187	.114	-.106	0.01					.102

When Model 2, to which graduate department variable was added, was analyzed, it was seen that Model 2 did not significantly predict student engagement self efficacy F (4,244) = 3.902, p> .05.

4.3.4 Self efficacy for instructional strategies

The third hierarchical regression analysis was utilized to find out the extent years of teaching experience, English competency scores; self reported English proficiency and graduate department predict instructors' self efficacy belief for instructional strategies. For that reason following research question was asked:

3.1 To what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy belief for instructional strategies?

A hierarchical regression analysis was utilized to answer the research questions. The dependent variable was the mean of instructors' efficacy beliefs for instructional strategies. As for the independent variables, the first block compromised of continuous variables which are years of teaching experience, English competency scores and self reported English proficiency. The independent variable in the second block was graduate department, which was a dichotomous variable. Because it was a dichotomous variable, it was dummy coded by taking graduates of Faculty of Education as reference point (0).

The results of the analysis indicated that According to table 4.11, Model 1 significantly predicted instructional efficacy, F (3,245) = 9.042, p<. 05 with R^2 =.100, and 95% confidence limits from 4.148 to 8.671. The R^2 =.100 indicated that 10% of the variance in instructional strategies efficacy were predicted by experience, English competency and self reported proficiency. In this model, years of teaching experience variable uniquely had a significant contribution to prediction equation *t (245)* = 1.969, p=. 05. It uniquely accounted for only 0.8% of the variation. While English competency variable uniquely accounted for 2% (sr^2=.020) of the variation having significant contribution to prediction equation *t (245) =-2.474*, p<. 05., self reported proficiency variable uniquely accounted for 8% (sr^2=.082) of the variation having significant contribution to prediction equation *t (245)* = 4.743, p<. 05.

According to standardized coefficients (β), there is a positive relationship between experience and instructional strategies efficacy score (β= .120*)* while a negative one between English competency scores and instructional strategies efficacy (β= -147*).* Lastly, there is a positive correlation between self reported proficiency and instructional strategies efficacy (β= .296*)*, and this variable seems to have more effect on instructional strategies efficacy than the other variables, which are years of teaching experience and English competency. When Model 2, to which graduate department variable was added, was analyzed, it was seen that Model 2 did not significantly instructional strategies self efficacy F (4,244) = 7.282, p> .05.

Table 4.11

Hierarchical Regression Analysis Summary for Instructional Strategies Efficacy Scores

	B	*SE B*	*β*	sr^2	*R*	R^2	ΔR^2	*ΔF*	*p*
Model 1					.316	.100	.100	9.042	.000
Experience	.013	.007	.120	0.008					.050
English compt.	-.027	.011	-.144	0.02					.019
Reported prof.	.592	.125	.296	0.08					.000
Model 2					.327	.107	.007	7.282	.169
Experience	.016	.007	.142	0.02					.025
English compt.	-.028	.012	-.154	0.02					.014
Reported prof.	.592	.125	.296	0.08					.000
Graduate Dept.	-.146	.106	-.087	0.006					.169

4.3.5 Self efficacy for classroom management

The fourth hierarchical analysis was utilized to find out the extent years of teaching experience, English competency scores; self reported English proficiency and graduate

department predict instructors' self efficacy belief for classroom management. For that reason following research question was asked:

3.1 To what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy belief for classroom management?

A hierarchical analysis was utilized to answer the research question. The dependent variable was the mean of instructors' self efficacy belief for classroom management. As for the independent variables, the first block compromised of continuous variables which are years of teaching experience, English competency scores and self reported English proficiency. The independent variable in the second block was graduate department, which was a dichotomous variable. Because it was a dichotomous variable, it was dummy coded by taking graduates of Faculty of Education as reference point (0).

The results of the analysis indicated that According to Table 4.12, Model 1 significantly predicted classroom management efficacy scores, F (3,245) = 9.496, p<. 05 with R^2 =.094, and 95% confidence limits from 4.008 to 8.844. The R^2 =.104 indicated that 10.4% of the variance in classroom management efficacy was predicted by years of teaching experience, English competency and self reported proficiency. In this model, years of teaching experience variable uniquely accounted for 6.3% (sr^2=.06) of the variation having significant contribution to prediction equation $t\ (245)$ = 4.157, p<. 05.

While English competency variable uniquely did not have a significant contribution to prediction equation *t (245)* = -1681, *p*>. 05., self reported proficiency variable uniquely accounted for 4% (sr^2=.04) of the variation having significant contribution to prediction equation *t (245)* = 3.484, *p*<. 05. According to standardized coefficients (β), there is a positive relationship between experience and classroom management efficacy score (β= .253*)* while a negative one between English competency scores and classroom management efficacy (β= -.104*).* Lastly, there is a positive correlation between self reported proficiency and classroom management efficacy (β= .217*).* Experience variable has more impact on classroom management efficacy scores than other two variables, which are English competency and self reported proficiency.

When Model 2, to which graduate department variable was added, was analyzed, it was seen that Model 2 did not significantly predict classroom management self efficacy *F* (4,244) = 7.74, *p*> .05.

Table 4.12

Hierarchical Regression Analysis Summary for Classroom Management Efficacy Scores

	B	*SEB*	*β*	sr^2	*R*	R^2	ΔR^2	*ΔF*	*p*
Model 1					.323	.104	.104	9.496	.000
Experience	.030	.007	.253	0.06					.000
English compt.	-.021	.012	-.104	0.01					.094
Reported prof.	.465	.133	.217	0.04					.001
Model 2					.336	.113	.009	7.747	.127
Experience	.033	.007	.278	0.07					.000
English compt.	-.022	.012	-.112	0.01					.073
Reported prof.	.465	.133	.217	0.04					.001
Graduate Dept.	-.173	.113	-.096	0.008					.127

4.4 The relationship between self efficacy beliefs and language teaching methods

The fourth research question focused on whether there is a relationship between instructors' self efficacy beliefs and their use of language teaching methodologies. To find out this, the research question below was asked:

4. What is the relationship between instructors' self efficacy beliefs and their use of language teaching methodologies?

Pearson Product Moment correlation analysis was utilized to find out whether there is a relationship between instructors' self efficacy beliefs and their use of language teaching methodologies. Table 4.13 displays the descriptive statistics for self efficacy, grammar translation method and communicative language teaching.

Table 4.13

Descriptive Statistics for Self-efficacy Beliefs and Language Teaching Methodologies

	n	*M*	*SD*
Overall Self Efficacy	249	7.19	.794
Grammar Translation	249	2.59	.594
Communicative	249	3.94	.648

The response to this scale nominally ranged between never (1) to always (5) since the participants were given statements related to their use of language teaching methods.

When the scores are analyzed, the participants chose grammar translation approach relatively lower levels (M= 2.59, SD=0.594) in comparison to communicative approach (M= 3.94, SD=0.648).

The results of the correlation analysis displayed that there is only a significant relationship between the instructors use of communicative method and their self efficacy beliefs (r=.27, p<.001). Table 4.14 displays the correlation matrix.

Table 4.14

Correlation Matrix for Self-efficacy Beliefs and Language Teaching Methodologies

	Self-Efficacy	*Grammar Translation*	*Communicative Method*
Self-efficacy	-	-.05	.27**
Grammar Translation	-.05	-	-.11
Communicative Method	.27**	-11	-

***p<.001*

Although there is a significant relationship between instructors' self efficacy beliefs and their use of communicative language teaching methods, *r*=.27 still indicates a lower degree of relationship. As a sub-research question to the fourth one, the study also focused on the relationship between language teaching methodologies and three dimensions of self efficacy; student engagement, instructional strategies, and classroom management. To examine this, the following research question was asked:

4.1 What is the relationship between instructors' use of language teaching methodologies, instructors' self efficacy belief for student engagement, instructional strategies and classroom management?

When the relationship between instructors' student engagement efficacy, instructional strategies efficacy, classroom management efficacy and the instructors' use of language

teaching methods is analyzed, there is a significant relationship between the instructorsuse of communicative method and their student engagement efficacy level (r=.31, p (two tailed)<.001), instructional strategies self efficacy beliefs (r=.29, p (two tailed)<.001), and classroom management efficacy beliefs (r=.15, p (two tailed)<.05) whereas there is no significant relationship between the instructors' use of grammar translation method and self efficacy beliefs in student engagement, instructional strategies and classroom management. The results of the correlational analysis are summarized on Table 4.15.

Table 4.15

Correlation Matrix for Self-efficacy Beliefs Sub-Scales and Language Teaching Methodologies

	Student Engagement Efficacy	*Instructional Strategies Efficacy*	*Classroom Management Efficacy*
Grammar Translation	-.04	-.05	-.02
Communicative Method	.31**	.29**	.15*

**p<.001, *p<.05

All in all, the findings of the present study indicated that instructors held higher level of self efficacy beliefs in teaching. They felt themselves highly efficacious in engaging students, using instructional strategies and classroom management. Moreover, hierarchical regression analyses indicated that instructors' overall self efficacy beliefs

were predicted by their years of teaching experience, competency and self reported proficiency. As for efficacy in student engagement and instructional strategies, years ofteaching experience, competency and self reported proficiency predicted instructors' self efficacy beliefs; however, only years of teaching experience and self reported proficiency predicted self efficacy beliefs for classroom management. Lastly, the results indicated that high self efficacy beliefs of instructors' were related to their use of communicative teaching methods rather than grammar oriented methods.

CHAPTER 5

DISCUSSION AND IMPLICATIONS

In this chapter the results were discussed and their implications for practice and further study were presented. This present study aimed to examine the self-efficacy levels of instructors, to what extent years of teaching experience, language competency, self reported proficiency and graduate department predict instructors' self efficacy beliefs, and lastly the relationship between instructors' self efficacy beliefs and their use of language teaching approaches. The conclusions on the results of the present study are presented including the discussions and the implications in line with the relevant literature. The findings are also analyzed to explore the parallel and contrary aspects of the study compared with the other studies on the same issue; and the reasons for the current results are discussed.

5.1 Discussion

This part presents the discussions on findings under the light of relevant literature. The results and the probable reasons behind those findings were discussed by comparing

them with the other studies on the same subject. The discussion was provided under three main headings: The self-efficacy levels of instructors, the predictors of instructors' self efficacy beliefs, and the relationship between instructors' self efficacy beliefs and their use of language teaching approaches.

5.1.1 The self-efficacy levels of instructors

One of the major aims of the present study was to investigate instructors' self efficacy beliefs. The study was conducted with 257 participants from both private and public universities in Ankara. The age range of the participants was between 22 and 67. Furthermore, 80% of them were working as teacher for less than 16 years. 87.2 % of them were female and around 74% of them got above 90 out of 100 from KPDS exam. Moreover, 52.5% of them were graduates of Faculty of Education.

In the current study, it was found out that the instructors' have high self efficacy beliefs composite scores which indicate they feel efficacious about teaching and believe that they have a positive influence over student engagement (M=6.82, SD=0.88) in classroom activities in addition to having effective instructional strategies (M=7.3, SD=0.84) and classroom management (M=7.45, SD=0.90). The participants of the current study were all working for a reputable university in Ankara in addition to being graduates of reputable universities which accept students who are academically successful according to University Entrance Exam. 93.6 % of the participants were graduated from a

university either in Istanbul or Ankara. Moreover, nearly 40% of the participants completed at least master's degree in the field of teaching It is known that success tends to strengthen beliefs in one's efficacy whereas failures tend to weaken them (Bandura,1997). Moreover, Murshidi (2006) found that types of teacher education program were also significant predictor for overall sense of efficacy and student engagement efficacy. Hence, this high level of instructors' self efficacy beliefs can be traced back to their successful academic backgrounds which were proved by the graduated university and graduate studies of the participants.

As for the instructors' self efficacy beliefs regarding student engagement, instructional strategy and classroom management, the results of the present study indicate that the instructors feel more efficacious in classroom management (M=7.45, SD=0.90) than using instructional strategies (M=7.3, SD=0.84) while they feel least efficacious in terms of engaging students (M=6.82, SD=0.88). Similarly, in his study with 226 instructors at universities in Istanbul, Yavuz (2005) found that teachers perceived themselves more efficacious in classroom management and instructional strategies than student engagement. The results of the study carried out by Gencer and Çakıroglu (2005) also showed that teachers' levels of self-efficacy beliefs considerably affect their classroom management styles. Henson (2001) proposes that self-efficacy levels of teachers increase a result of experience gained over time. The results of this study by Henson (2001) support the results of present study because in the present study 71 % of

the instructors have teaching experience of more than five years (See Table 3.2). Hence, their relatively higher level of efficacy in terms of classroom management might be the result of their high level of experience. Moreover, the students at prep-schools of university are young adults and they have a highly discipline oriented background of primary and elementary education. Hence, it is easier to manage a class at a university prep-school in comparison to elementary and high schools. Efficacy level in student engagement is the lowest one among all three. In Chacón's (2005) work participants judged themselves more efficacious for instructional strategies (*M*= 7.13) than for management (*M*=7.00) and engagement (*M*=6.59).

In the study done by Eslami and Fatahi (2008), the EFL teachers in Iran rated themselves as more efficacious in instructional strategies (*M* = 4.26) than in managing the class (*M* = 4.17) and engaging students interactively (*M* = 4.02). Hence, in both Chacón's (2005) and Eslami and Fatahi's study on English teachers' self efficacy beliefs, the results indicated that student engagement efficacy ranked at relatively lower levels among all three as the present study suggests as well. As cited in Tschannen-Moran and Woolfolk Hoy 's (2007) paper, the reason behind this relatively lower level of student engagement efficacy might be traced back to attending to student engagement' being a more developmentally advanced task for teachers (Meister & Melnick, 2003; Pigge & Marso, 1997). That is, the field of teaching is highly engaged in

developing strategies to develop student engagement in course and school work (Tschannen-Moran and Woolfolk Hoy, 2007).

5.1.2 The predictors of instructors' self efficacy beliefs

The results for predictors of self efficacy beliefs, and self efficacy for student engagement, instructional strategies, classroom management were obtained by four separate hierarchical multiple regression analysis. These analyses investigated to what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy beliefs and their self efficacy belief for three subscales: (1) student engagement, (2) instructional strategies and (3) classroom management (See Table 4.8).

According to the results of the first regression analysis which was utilized to find out to what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' self efficacy beliefs, Model 1, including years of teaching experience, English competency scores, self reported English proficiency as predictor variables (See Table 4.10) significantly predicted self-efficacy composite scores. According to the results of the first hierarchical regression analysis, 9.4% of the variance in self efficacy composite scores was predicted by years of teaching experience, English competency and self reported proficiency in Model 1. When the relevant literature regarding teacher efficacy is

analyzed, many researchers found out that there is a strong relationship between years of teaching experience (Campbell ,1996; Chacón,2005); competency in subject matter (Mujis & Raynolds,2001; Er,2010;Eslami & Fatahi,2008; Akbari & Moradkhani,2010) and teachers' self efficacy beliefs. The results of the present study support the same results suggested by literature. Hence, it can be said that the variance between instructors' self efficacy beliefs might be explained by years of teaching experience, English competency and self reported proficiency although this variance is only 9.4%.

When the unique contribution of predictor variables to Model 1 was analyzed, it was seen that years of teaching experience variable accounted for 3% of the variation in self-efficacy composite scores. In the present, study although years of teaching experience was a significant predictor, it is not a strong one in comparison to the other predictors in the model. A number of studies were conducted to find out the relationship between experience of teachers and their self efficacy beliefs. Campbell (1996) claimed that older teachers feel more efficacious. In examining the self-efficacy beliefs of novice teachers compared to experienced teachers, Tschannen-Moran and Woolfolk Hoy (2007) found somewhat lower mean self-efficacy beliefs among the novices than among the career teachers. However, there is a gap in literature in terms of studying whether years of teaching experience predict teachers' self efficacy levels. In the present study 71 % of the instructors have teaching experience of more than five years. These results related to overwhelmingly experienced instructors in the present study also indicate that there is

a relationship between years of teaching experience and instructors' self efficacy beliefs. However, there is still a need for conducting a study with a more heterogonous group of instructors who have various years of teaching experience.

Other predictor variables focused in Model 1 was the instructors' competency in English and their self reported proficiency which can also be called as competency in subject matter. Mujis and Raynolds (2001) stated that subject matter knowledge is one of the sources of self efficacy for teachers. In this study, the instructors' competency in the field is measured by their competency in standardized test KPDS in addition to their self reported proficiency. Since official KPDS exam measures only competency in grammar and reading, the participants were given a self reported proficiency scale which includes 4 skills, reading, listening, speaking and writing. While English language competency (KPDS) variable uniquely accounted for 2% of the variance in self- efficacy composite scores, the self reported proficiency variable uniquely accounted for 6% of the variation in self efficacy composite scores. In her study with pre-service instructors, Er (2009) found out that 4% of the variance in self efficacy composite scores is predicted by English competency in KPDS. When these results are analyzed, KPDS scores are not a strong predictor for self efficacy composite scores. Although competency scores was not a strong predictor for self efficacy composites scores, the mean of competency score is analyzed, it was 92 out of 100 and self efficacy mean was 7.19 out of 9. These mean scores indicated a higher competency and self efficacy. In this Model, self reported

proficiency (6% of the variance) is a better predictor of self efficacy beliefs than English competency (2% of the variance). Since 84% of the non-native English teachers were found to have problems with vocabulary and fluency aspects of the language including speaking, pronunciation, listening comprehension, and writing (Reves, 1994), which influenced their efficacy in teaching, this difference in the variance might be traced back to the nature of the self reported proficiency scale that included writing, speaking and listening skills; which are fluency oriented ones, in contrast to competency exam (KPDS) which focused only on grammar and reading.

The second model in first hierarchical analysis had another predictor variable, which is graduate department, in addition to the variables stated in Model 1 (See Table 4.8) .This variable was intentionally chosen to see whether being a graduate of Faculty of Education has an influence on self efficacy beliefs. The findings of the study indicated that Model 2 did not predict instructors' self efficacy beliefs. That is, the department the instructors graduated from had no significant influence on instructors' overall self efficacy beliefs. Although these results might indicate that being a graduate of Faculty of Education does not make any contribution to elf efficacy beliefs of instructors, when the participants of the present study were considered 95% of the Science and Literature Department graduates already hold a teaching certificate. Hence, in order to verify these conclusions a study with a more heterogeneous group might be needed.

5.1.2.1 The predictors of instructors' student engagement efficacy

In order to determine how years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' student engagement efficacy hierarchical regression analysis was conducted. Model 1, including years of teaching experience, English competency scores, self reported English proficiency and (See Table 4.11) significantly predicted instructors' student engagement efficacy. According to the results of hierarchical regression analysis, 5 % of the variance of student engagement efficacy beliefs of instructors was predicted by years of teaching experience, English competency and self reported proficiency. As stated before attaining to student engagement is a more developmentally advanced task for teachers (Meister & Melnick, 2003; Pigge & Marso, 1997). This low amount of variance in student engagement efficacy also indicates that there might be other factors such as student achievement (Ross, 1992), planning and organization in teaching (Freidman & Kass, 2002), enthusiasm for teaching (Guskey, 1984), and meeting needs of students (Guskey, 1988) and attitudes and anxieties about the teaching domain (Westerback, 1982) to be considered in addition to years of teaching experience, English competency and self reported proficiency that influence instructors' student engagement efficacy.

When each of the predictor variables in Model 1 were analyzed, the results of the study indicated that years of teaching experience variable uniquely did not have a significant

contribution while English competency variable accounted for 1% and self reported proficiency accounted for 3% of the variation for instructors self efficacy beliefs in student engagement. Tschannen-Moran and Woolfolk Hoy (2007) found that there were no differences between novice and experienced teachers in efficacy for student engagement. Rather than experience, they concluded that verbal persuasion significantly predicted novice teachers' sense of efficacy because "teachers who are struggling in their early years in their careers tend to lean more heavily on the support of their colleagues" (p.953). The results of the present study also indicated that years of teaching experience is not a significant predictor of student engagement efficacy.

Other predictor variables in the model were the language competency and self reported proficiency. Although these two variables significantly predicted student engagement efficacy, they predict student engagement efficacy at lower levels. English competency variable accounted for 1% while self reported proficiency accounted for 3% of the variation in student engagement efficacy. In her study with pre-service instructors, Er (2009) found out that English competency did not significantly predict student engagement efficacy. In contrast to the English competency, Chacón (2005) found positive correlations between Venezuelan EFL teachers' self-reported and their sense of efficacy for engagement. Depending on these results, it can be said that although subject matter competency and proficiency is an important construct while studying self efficacy

beliefs, as for student engagement there might be other variables to be considered in terms of engaging students.

In addition to these results related to Model 1, the results related to Model 2, which had another predictor variable, graduate department, in addition to the variables stated in Model 1 (See Table 4.8), indicated that graduate department did not predict instructors' student engagement self efficacy. In a qualitative study conducted by Yuksel (2010) in his MSc. thesis titled as Teacher Efficacy Beliefs of Turkish EFL Teachers, interview results indicated that there appears to be three possible reasons for the relatively low efficacy for student engagement as reported by EFL teachers. The first possibility was identified as curricula, standardized tests, and predetermined teaching methods affect teachers in a negative way while trying to engage students in the learning process. The second possibility could be the uncooperative school environment. The final possibility might be students‟ profile these teachers work with. Hence, by considering these reasons suggested by this study in literature, the results of the present study also indicated that rather than years of teaching experience, English competency, self reported proficiency, graduate department, there might be other factors to be considered for predicting instructors' student engagement efficacy.

5.1.2.2 The predictors of instructors' instructional strategies efficacy

A hierarchical regression analysis was conducted to find out to what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' instructional strategies efficacy. According to the results of the study, in Model 1, 10 % of the variance in instructional strategy efficacy of instructors was predicted by years of teaching experience, English competency scores, and self reported English proficiency (See Table 4.12). In her study, Chacón (2005) found out positive correlations between instructional strategies self efficacy beliefs and language proficiency, yet no relationship between experience and instructional strategies self efficacy beliefs. When the unique contribution of each predictor has been analyzed in the present study, it is seen that although years of teaching experience variable uniquely had a significant contribution to prediction equation, it uniquely accounted for only 0.8% of the variation. While 8% of the variance in instructional strategies efficacy was predicted by self reported proficiency, English competency variable uniquely accounted for 2% of the variation. In addition to Chacón's finding, Er (2009) found out that 12% of the variance in pre-service instructors' self efficacy for instructional strategy was predicted by competency scores. Rather than years of teaching experience, there was a significant relationship between teachers' sense of efficacy or confidence in teaching English and English language proficiency (Chacón, 2002, 2005; Kim, 2001; Shim, 2003). Hence, it might be said that

the teachers with high competency believe that they are efficacious in instructional strategies. They believe that they can respond to difficult questions, craft good questions, provide alternative explanations and gauge their comprehension of what they are taught. Moreover, achieving all these in their non-native language, English, requires proficiency and competency in that language. That is probably why competency and proficiency in English predicted instructional strategies self efficacy beliefs of instructors rather than years of teaching experience.

In contrast to the predictor variables in Model 1, the results related to Model 2, which had another predictor variable, graduate department (See Table 4.8), indicated that graduate department did not predict instructors' instructional strategies self efficacy beliefs.

5.1.2.3 The predictors of instructors' classroom management efficacy

The last hierarchical regression analysis was conducted to find out to what extent years of teaching experience, English competency scores, self reported English proficiency and graduate department predict instructors' classroom management efficacy. According to the results of the study, in Model 1, 10.4 % of the variance in classroom management efficacy of instructors was predicted by years of teaching experience, English competency scores, and self reported English proficiency (See Table 4.13). These results in Model 1 indicated that the variance in classroom management efficacy is

influenced by years of teaching experience, English competency and self reported proficiency.

However, when the unique contribution of each predictor to the model was analyzed, it was seen that English competency variable did not significantly predict classroom management efficacy while years of teaching experience predicted 6.3 % of the variance in classroom management efficacy and self reported proficiency predicted 4% of it. Tschannen-Moran and Woolfolk Hoy (2007) found that experienced teachers in their sample had higher self-efficacy beliefs than the novice teachers in classroom management efficacy. Moreover, in their study Akbari and Moradkhani (2010) found out that the more experienced the teacher, the more efficacious he feels himself in managing classroom. These results suggested by the literature also support the results of the present study. Thus, it can be said that years of teaching experience in teaching is a significant factor influencing teachers' belief in their abilities to manage a classroom; that is, to control disruptive behavior in the classroom, to make expectations clear about student behavior, to keep activities running smoothly, to get children to follow classroom rules, to calm a student who is disruptive or noisy, to establish a classroom management system with each group of students, to keep a few problem students form ruining an entire lesson, and to respond to defiant students. On the other hand, Er (2009) found out that English competency, KPDS, did not predict pre-service teachers' classroom management efficacy. This result highly supports the result obtained in the

present study. In terms of self reported proficiency, studies done by Chacón (2005) and Eslami and Fatahi (2008) found positive correlations between self reported proficiency and classroom management efficacy. As for the self reported proficiency in English, the results of the present study indicate that teachers' proficiency in using the target language in classroom might have a strong relationship with their efficacy in classroom management. This is also supported by the correlation degree between self-reported proficiency and classroom management efficacy beliefs (r=.17, p<.001). Similarly, in the interviews conducted with English teachers, Yuksel (2010) found out that all the teachers participating in interviews reported that their English proficiency affects their efficacy in managing the classroom. It might also be said that the more capable instructors feel themselves in using English, the more efficacious they are in handling the misbehaviors.

Lastly, in contrast to the predictor variables in Model 1, the results related to Model 2, which had another predictor variable, graduate department (See Table 4.8), indicated that graduate department did not predict instructors' classroom management self efficacy beliefs.

5.1.3 The relationship between instructors' self efficacy beliefs and their use of language teaching methods

In order to analyze the relationship between instructors' self efficacy beliefs and their use of language teaching methods Pearson Product Moment correlation analysis was utilized. As for the self efficacy composite scores, although there was a significant relationship between instructors' self efficacy beliefs and their use of communicative language teaching methods, r=.27 still indicates a low degree of relationship. Moreover, there was a significant relationship between the instructors use of communicative method and their student engagement efficacy level (r=.31, p <.001), instructional strategies self efficacy beliefs (r=.29, p <.001) and classroom management efficacy beliefs (r=.15, p <.05) whereas there was no significant relationship between the instructors' use of grammar translation method and self efficacy beliefs in student engagement, instructional strategies and classroom management. Similarly, Eslami and Fatahi (2008) found out that the more efficacious the teachers felt, the more inclined they were to use communicative-based strategies. Hence, the literature supported the results of the present study. Since communicative strategies are more students centered ones in comparison to grammar oriented strategies, the increase in instructors' self efficacy beliefs would naturally orchestrate the activities they conduct in class (Gibson & Dembo, 1984).

5.2 Implications for further research

Implications for further research are put forward in this part.

1. The participants of this study were only instructors working at universities in Ankara. A nation-wide study can be conducted to have a broader perspective on instructors' self efficacy beliefs.

2. Effects of similar variables and other variables such as in service training programs, grade level, and teacher's motivation towards teaching can be examined in another study.

3. The study might be conducted with language teachers who are working for high schools, elementary schools starting from grade 4 and upward.

4. In the present study, correlational design was utilized to study on instructors' use of language teaching methods and their self efficacy beliefs by a self reported survey. In order to eliminate the problems related to self reported data, classroom observations might be done or the survey might be developed with open-ended cases in terms of using language teaching methods in addition to quantitative research methods.

5. In addition to using teacher efficacy scale, self efficacy beliefs for teaching

English might be explored by developing a discipline specific instrument that measures efficacy for teaching reading, listening, speaking, writing, grammar and lexis.

6. Efficacy for language teaching skills might be explored by only using a more comprehensive measurer instrument like TOEFL.

5.3 Implications for practice

In this section, some implications for practice were put forward in the light of research results.

According to Bandura (1993, 1997), teachers' beliefs in their instructional efficacy influence the kind of learning environment they create to orchestrate learning. (Gibson & Dembo, 1984). In this respect, self efficacy beliefs of teachers play an important role in effective teaching. Research conducted over the past three decades has found that engaging students into learning and reaching even to difficult and unmotivated students (Gibson & Dembo, 1984), instructional practices introduced in the classroom (Bandura, 1997), teachers' classroom management and control strategies (Woolfolk & Hoy, 1990; Woolfolk , 1990); and it is affected by teachers' personal characteristics such as competency (Campbell, 1996; Cantrell , 2003; Hoy & Woolfolk, 1993), and experience (Ghaith & Shaaban, 1999; Ross, Cousins, & Gadalla,1996). Due to this obvious

importance of this construct in the field of teaching, the institutions where instructors work and their training programs should evaluate their efficacy levels and find strategies to both enhance and maintain efficacy beliefs of instructors. This study has the following implications:

1. Years of experience in teaching significantly predicted self efficacy beliefs of instructors, especially in classroom management efficacy beliefs. Hence, both training programs and institutions should create opportunities to instructors to develop their experience in teaching. The institutions may provide in-service training programs so that the novice teachers would have the opportunity of practice more and developing their teaching and management perspectives.

2. Although competency scores (KPDS) significantly predicted self efficacy composite scores, self reported proficiency in four skills had predicted both self efficacy composite scores and self efficacy beliefs in student engagement, instructional strategies and classroom management more. Hence, in addition to KPDS exam results which are the only criteria for instructor recruitment in terms of language competency, the institutions should also have oral and written proficiency exam. KPDS exam does not include all the skills that show language competency; in addition, it measures only subject matter competency rather than the knowledge of teaching English.

3. The relationship between instructors' self efficacy beliefs and their use of communicative language teaching methods indicate that when self efficacy beliefs of instructors are promoted, this will be reflected in their choice of approach to teaching English or in broader terms teaching language. Communicative language teaching method is the one that involve learners in using the language for communicative rather than display purposes, that focus on fluency rather than accuracy and which involve learners in pair or group work as a setting for that communication (Spratt,1999). Thus, promoting self efficacy beliefs of instructors will also promote the use of a method that upholds language fluency.

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APPENDICES

APPENDIX A

ÖĞRETMEN ÖZYETERLİK ÖLÇEĞİ

Öğretmen Özyeterlik Ölçeği	**çok yeterli**		**oldukça yeterli**		**biraz yeterli**		**çok az yeterli**		**yetersiz**
1.Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
2. Öğrencilerin eleştirel düşünmelerini ne kadar sağlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
3. Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
4. Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
5. Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
6. Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
7. Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
8. Sınıfta yapılan etkinliklerin düzenli yürümesini ne kadar iyi sağlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
9. Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
10. Öğrettiklerinizin öğrenciler tarafından kavranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**

Öğretmen Özyeterlilik Ölçeği(devam)	**çok yeterli**		**oldukça yeterli**		**biraz yeterli**		**çok az yeterli**		**yetersiz**
11. Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
12. Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
13. Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
14. Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
15. Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
16. Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyi oluşturabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
17. Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
18. Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
19. Birkaç problemli öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
20. Öğrencilerin kafası karıştığında ne kadar alternatif açıklama ya da örnek sağlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
21. Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
22. Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
23. Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
24. Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlayabilirsiniz?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**

TEACHER SELF EFFICACY SCALE

Teacher Self Efficacy Scale	a great deal		quite a bit		some influence		very little		nothing
1. How much can you do to get through to the most difficult students?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
2. How much can you do to help your students think critically?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
3. How much can you do to control disruptive behavior in the classroom?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
4. How much can you do to motivate students who show low interest in school work?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
5. To what extent can you make your expectations clear about student behavior?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
6. How much can you do to get students to believe they can do well in school work?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
7. How well can you respond to difficult questions from your students?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
8. How well can you establish routines to keep activities running smoothly?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
9. How much can you do to help your students value learning?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
10. How much can you measure student comprehension of what you have taught?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
11. To what extent can you craft good questions for your students?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
12. How much can you do to foster student creativity?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**

Teacher Self Efficacy Scale	a great deal		quite a bit		some influence		very little		nothing
13. How much can you do to get children to follow classroom rules?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
14. How much can you do to improve the understanding of a student who is failing?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
15. How much can you do to calm a student who is disruptive or noisy?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
16. How well can you establish a classroom management system with each group of students?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
17. How much can you do to adjust your lessons to the proper level for individual students?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
18. How much can you use a variety of assessment strategies?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
19. How well can you keep a few problem students form ruining an entire lesson?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
20. To what extent can you provide an alternative explanation or example when students are confused?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
21. How well can you respond to defiant students?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
22. How much can you assist families in helping their children do well in school?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
23. How well can you implement alternative strategies in your classroom?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**
24. How well can you provide appropriate challenges for very capable students?	**9**	**8**	**7**	**6**	**5**	**4**	**3**	**2**	**1**

APPENDIX B

DİL YETERLİLİK ÖLÇEĞİ

		Tamamen katılıyorum	**Büyük ölçüde katılıyorum**	**Kısmen katılıyorum**	**Kısmen Katılmıyorum**	**Büyük ölçüde katılmıyorum**	**Tamamen katılmıyorum**
1	İngilizce dergi, gazete ve popüler romanları okuduğumda anlayabilirim.	**6**	**5**	**4**	**3**	**2**	**1**
2	İngilizce okuduğum metinlerden/okuduklarımdan çıkarımlar yapabilirim.	**6**	**5**	**4**	**3**	**2**	**1**
3	İngilizce bir metinden bilinmeyen kelimelerin anlamını bağlamdan çıkarabilirim.	**6**	**5**	**4**	**3**	**2**	**1**
4	Aktarmak istediğim anlamı engelleyecek hatalar yapmaksızın İngilizce iş mektupları ve kişisel mektuplar yazabilirim.	**6**	**5**	**4**	**3**	**2**	**1**
5	Bildiğim bir konu hakkında kısa bir İngilizce makale yazabilirim.	**6**	**5**	**4**	**3**	**2**	**1**
6	Farklı türdeki başvuru formlarını (ör. Kredi kartı başvurusu) İngilizce doldurabilirim.	**6**	**5**	**4**	**3**	**2**	**1**
7	Normal bir hızda İngilizce konuşan iki kişiyi anlayabilirim.	**6**	**5**	**4**	**3**	**2**	**1**
8	İngilizce filmleri alt yazısız anlarım.	**6**	**5**	**4**	**3**	**2**	**1**
9	Telesekretere bırakılmış İngilizce bir mesajı anlayabilirim.	**6**	**5**	**4**	**3**	**2**	**1**

	DİL YETERLİLİK ÖLÇEĞİ	Tamamen katılıyorum	Büyük ölçüde katılıyorum	Kısmen katılıyorum	Kısmen Katılmıyorum	Büyük ölçüde katılmıyorum	Tamamen katılmıyorum
10	İngilizce konuşan biriyle yüz yüze iletişim esnasında konuşmaya normal bir hızda katılabilirim.	**6**	**5**	**4**	**3**	**2**	**1**
11	Genel konular hakkında konuşurken, düşüncelerimi İngilizce ifade edebilir ve destekleyebilirim.	**6**	**5**	**4**	**3**	**2**	**1**
12	İngilizce konuşan insanlar tarafından yaygın olarak kullanılan deyimlerin anlamlarını anlayabilirim.	**6**	**5**	**4**	**3**	**2**	**1**

SELF REPORTED PROFICIENCY SCALE

		Strongly Agree	**Agree**	**Partially Agree**	**Partially Disagree**	**Disagree**	**Strongly agree**
1	I can understand magazines, newspapers, and popular novels when I read them in English.	**6**	**5**	**4**	**3**	**2**	**1**
2	I can draw inferences/conclusions from what I read in English.	**6**	**5**	**4**	**3**	**2**	**1**
3	I can figure out the meaning of unknown words in English from the context.	**6**	**5**	**4**	**3**	**2**	**1**
4	I can write business and personal letters in English without errors that interfere the meaning I want to convey.	**6**	**5**	**4**	**3**	**2**	**1**
5	I can write a short essay in English on a topic of my knowledge.	**6**	**5**	**4**	**3**	**2**	**1**
6	I can fill in different kinds of applications in English (e.g., credit card applications).	**6**	**5**	**4**	**3**	**2**	**1**
7	I can understand when two English-speakers talk at a normal speed.	**6**	**5**	**4**	**3**	**2**	**1**
8	I understand English films without subtitles.	**6**	**5**	**4**	**3**	**2**	**1**
9	I can understand a message in English on an answering machine.	**6**	**5**	**4**	**3**	**2**	**1**

	SELF REPORTED PROFICIENCY SCALE	Strongly Agree	Agree	Partially Agree	Partially Disagree	Disagree	Strongly agree
10	In face-to-face interaction with an English-speaker, I can participate in a conversation at a normal speed.	**6**	**5**	**4**	**3**	**2**	**1**
11	I can express and support my opinions in English when speaking about general topics.	**6**	**5**	**4**	**3**	**2**	**1**
12	I understand the meaning of common idiomatic expressions used by English-speakers.	**6**	**5**	**4**	**3**	**2**	**1**

APPENDIX C

DİL ÖĞRETİM YÖNTEMİ ÖLÇEĞİ

		Her Zaman	Genellikle	Bazen	Nadiren	Hiçbir Zaman
1	Anlaşılması zor olan terim ve kavramları açıklamak için İngilizce yerine öğrencilerin ana dilini kullanırım.	**5**	**4**	**3**	**2**	**1**
2	Öğrencilerden yeni sözcük ya da sözcük öbeklerini parça içinde kullanımını göstermeden ezberlemesini isterim.	**5**	**4**	**3**	**2**	**1**
3	Ders içi etkinlik olarak öğrencilerden İngilizce bir metindeki cümleleri kendi ana dillerine çevirmelerini isterim.	**5**	**4**	**3**	**2**	**1**
4	Öğrencilerime problem çözme (problem solution) etkinliklerinin cevaplarını tartışmaları için olanak sağlarım.	**5**	**4**	**3**	**2**	**1**
5	Öğrencilere ana dili İngilizce olan konuşmacıların konuşmalarını dinletirim ve onlardan bu konuşmalarla ilgili soruları cevaplamalarını isterim.	**5**	**4**	**3**	**2**	**1**
6	Yapı olarak çok yönlü İngilizce cümleleri açıklamak için sadece dilbilgisi kurallarından faydalanırım.	**5**	**4**	**3**	**2**	**1**
7	Fırsatım olduğunda sınıfta İngilizce film ve videolar izletirim ve öğrencilerden bu film ve videolarla ilgili tartışmalara katılmalarını isterim.	**5**	**4**	**3**	**2**	**1**
8	Öğrencilerin İngilizce'yi akıcı konuşabilmelerinden çok dilbilgisine uygun, doğru cümleler kurabilmelerine dikkat ederim.	**5**	**4**	**3**	**2**	**1**
9	Öğrencilerin sınıf içi iletişimlerinde İngilizce kullanmalarını ister ve onları sınıf dışında da İngilizce konuşmaya teşvik ederim.	**5**	**4**	**3**	**2**	**1**
10	Öğrencilere gerçek hayatla ilgili durumlar(örnekler) sunar onlardan bu durumlara uygun çözüm ve yanıtlar üretmelerini isterim	**5**	**4**	**3**	**2**	**1**

LANGUAGE TEACHING METHODS SCALE

		Always	Usually	Sometimes	Rarely	Never
1	I use students' native language rather than English to explain terms or concepts that are difficult to understand.	**5**	**4**	**3**	**2**	**1**
2	I ask students to memorize new vocabulary or phrases without showing them how to use the words in context.	**5**	**4**	**3**	**2**	**1**
3	As a classroom exercise, I ask students to translate single sentences in the English text into their native language.	**5**	**4**	**3**	**2**	**1**
4	I give students the opportunity to get into groups and discuss answers to problem-solving activities.	**5**	**4**	**3**	**2**	**1**
5	I play audio tapes that feature native English speakers' conversation exchanges and ask students to answer questions related to the conversation.	**5**	**4**	**3**	**2**	**1**
6	I use grammatical rules to explain complex English sentences to students.	**5**	**4**	**3**	**2**	**1**
7	I play English films and videos in class and ask students to engage in discussions about the films or videos.	**5**	**4**	**3**	**2**	**1**
8	I pay more attention to whether students can produce grammatically correct sentences than whether they can speak English with fluency.	**5**	**4**	**3**	**2**	**1**
9	I ask students to converse with one another in English and encourage them to find opportunities to speak English outside the classroom.	**5**	**4**	**3**	**2**	**1**
10	I present students with real-life situations and ask them to come up with responses or answers in English that are appropriate to these situations.	**5**	**4**	**3**	**2**	**1**