T.C.

Marmara Üniversitesi

Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Ana Bilim Dalı

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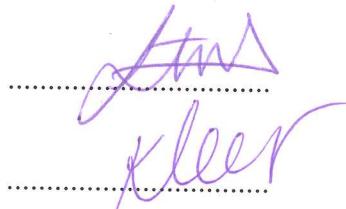**Yrd. Doç. Dr. Selma KARABINAR**

İstanbul - 2014

ONAY

Menekşe Onbaşı tarafından hazırlanan "İngilizce Yazma Öğretiminde Öğretmenlerin Öz Yeterliliği ve Bunun Öğrenci Başarısı ve Öğrencinin Öğretmen Performansı Hakkındaki Görüşü ile İlişkisi" konulu bu çalışma, 2 Temmuz 2014 tarihinde yapılan savunma sınavı sonucunda jüri tarafından başarılı bulunmuş ve yüksek lisans tezi olarak kabul edilmiştir.
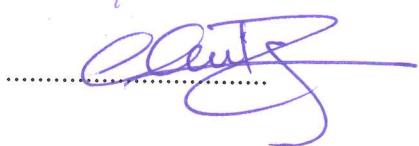
	Adı Soyadı	**İmza**
TEZ DANIŞMANI	Yrd. Doç. Dr. Selma Karabınar	....
JÜRİ ÜYESİ	Yrd. Doç. Dr. Kamile Hamiloğlu	....
JÜRİ ÜYESİ	Yrd. Doç. Dr. Dilek İnal	....

ÖZGEÇMİŞ

25.08.1984'te Bulgaristan'da doğdu. İlk ve orta öğretimini Kocaeli/Gebze'de tamamladı. Daha sonra İstanbul Üniversitesi İngilizce Öğretmenliği Bölümü'nü 2006'da bitirdi. Aynı zamanda, Psikolojik Danışmanlık ve Rehberlik Bölümü'nde çift anadal programını tamamladı. 2006'da İstanbul Teknik Üniversitesi Yabancı Diller Okulu'nda İngilizce okutmanlığına başladı. 2008 yılında Marmara Üniversitesi Yabancı Diller Anabilim Dalı İngilizce Öğretmenliği Bilim Dalı' nda yüksek lisansına başladı. 2010-2011 yılında Fulbright bursiyeri olarak Yabancı Dil Öğretim Asistanı olarak Amerika'nın Kaliforniya Üniversitesi'nde Türkçe öğretmenliği yaptı. Halen İstanbul Teknik Üniversitesi Yabancı Diller Okulu'nda İngilizce okutmanlığı ve yabancı uyruklulara Türkçe okutmanlığı yapmayı sürdürmektedir. Evli ve bir kız çocuğu annesidir.

Menekşe ONBAŞI

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I would like to dedicate my thesis to my beloved husband and beautiful daughter.

ÖZET

Hem nicel hem nitel araştırma tekniklerinin kullanıldığı bu çalışma, üniversite hazırlık okullarında görev yapan İngilizce öğretmenlerinin yazma dersi ile ilgili öz yeterliliğini ve bunun alt boyutlarını (öğretim stratejilerine yönelik öz yeterlilik, sınıf yönetimine yönelik özyeterlilik ve öğrenci katılımına yönelik özyeterlilik) araştırmayı amaçlamıştır.

Bu çalışma, İngilizce öğretmenlerinin yazma dersi öğretimindeki öz yeterliğinin kişisel ve eğitsel değişkenlere göre farklılık gösterip göstermediğini bulmayı amaçlamıştır. Bu çalışma ayrıca, öğrencilerin yazma dersi öğretmenlerinin yazma öğretimindeki yeterliliklerini nasıl değerlendirdiklerini ortaya çıkarmayı ve öğretmenlerin öz yeterliliğinin öğrencilerin yazma dersindeki basarısını etkileyip etkilemediğini araştırmayı amaçlamıştır. Son olarak, bu çalışma yazma dersi öğretimi ile ilgili öz yeterliliği yüksek ve öz yeterliliği düşük olan öğretmenlerin öğretme stratejileri arasında fark olup olmadığını bulmayı amaçlamıştır.

Bu çalışmanın katılımcıları, İstanbul Teknik Üniversitesi Yabancı Diller Yükseokulu'ndan 98 ingilizce öğretmeni ve 307 öğrencidir. Çalışma için gerekli olan veriler, Öğretmen Öz Yeterlilik Ölçeği (TSES), Öğrencilerin, Yazma Dersi Öğretmenlerinin Performansını Değerlendirdiği Anket (SPWTP) ve öğretmenlerle yapılan yüz yüze görüşmelerden elde edilmiştir. Anketlerden elde edilen nicel veriler SPSS aciklayici tanimlayici istatistik t-testi ve tek yonlu ANOVA kullanilarak analiz edilirken, görüşmelerden elde edilen veriler için içerik analizi tekniği kullanılmıştır.

Elde edilen bulgular, öğretmenlerin yazma öğretimine yönelik öz yeterliliklerinin orta seviyede olduğunu ve öğretim stratejilerine ve sınıf yönetimine yönelik özyeterliliklerinin öğrenci katılımına yönelik özyeterliliklerinden daha yüksek olduğunu ortaya koymustur. Ayrıca, kadın öğretmenlerin, erkek öğretmenlere oranla, yazma dersinde uyguladıkları öğretim stratejileri ve öğrencilerin yazma dersine katılımları hususundaki öz yeterliliğinin daha yüksek olduğunu ortaya koymuştur. Ayrıca, ana dili İngilizce olmayan öğretmenlerin, ana dili İngilizce olan öğretmenlere oranla, sınıf yönetimi konusunda daha yüksek öz yeterliğe sahip olduğu bulunmuştur. Bu çalışma ile ayrıca orta düzey İngilizce öğreten öğretmenlerin, diğer seviyelere ders veren

katılımcılara kıyasla, özellikle kullandıkları öğretim stratejileri ve öğrencilerin derse katılımına yönelik öz yeterliliğinin daha yüksek olduğu saptanmıştır. İngilizce Öğretmenliği (ELT) bölümünden mezun olan öğretmenlerin, öğretme stratejileri ve öğrencileri derse katma stratejilerinde daha yüksek öz yeterliliğe sahip oldukları bulunmuştur. Bu bulgular ayrıca, 6-10 yıl arası yazma eğitimi konusunda tecrübesi olan öğretmenlerin, öğretim stratejileri ve öğrencinin derse katılımı ile ilgili stratejilerde daha yüksek öz yeterliliği olduğunu ortaya çıkarmıştır. Buna ek olarak, hizmet içi eğitim almış öğretmenlerin, yazma dersine yönelik öz yeterliliğinin hizmet içi eğitim almayanlara oranla yüksek olduğu saptanmıştır.

Bu çalışma, öğretmenlerin yazma eğitimi konusundaki yeterliliklerinin farkındalığı ve öğrencilerin onların yazma öğretimindeki yeterliliğini nasıl değerlendirdiği konusunda bir uyum olduğunu göstermiştir. Çalışmanın sonucu ayrıca, yüksek öz yeterliliğe sahip olan öğretmenlerden yazma eğitimi alan öğrencilerin, düşük öz yeterliliğe sahip olan öğretmenlerden yazma eğitimi alan öğrencilere kıyasla yazma sınavlarında daha yüksek puanlar aldığını ortaya koymuştur.

Bu bulgular, öz yeterliliği yüksek öğretmenlerin, öz yeterliliği düşük olan öğretmenlerle kıyaslandığında; yeni öğretim tekniklerini daha çok kullandıklarını, yazma öğretiminde daha pozitif bir tavra sahip olduklarını, değerlendirme yaparken dilbilgisi hatalarından çok içeriğe odaklandıklarını ve daha çok ortak çalışmaya dayalı bir öğrenme çevresi tasarladıklarını ortaya koymuştur.

Anahtar Kelimeler: Öz yeterlilik, Yazma Öğretimi, Öğrenci Başarısı.

ABSTRACT

The present study, which was based on a mixed methods approach, attempted to explore English language teachers' self-efficacy in writing instruction in terms of classroom management, student engagement and instructional strategies.

Secondly, it aimed to investigate if teachers' self-reported beliefs about their capabilities in teaching writing change according to personal and educational variables. Thirdly, it aimed to find out how students perceive their teachers' efficacy in writing instruction. Then, it aimed to explore whether teacher efficacy in writing instruction has an impact on students' writing achievement. Finally, it attempted to find out if there is any difference between the teaching strategies used by high and low efficacious teachers in writing instruction.

The participants of the study were 98 English teachers and 307 students at Istanbul Technical University, School of Foreign Languages. The data were collected through Teachers' Sense of Self-efficacy Scale (TSES), Student Perception of their Writing Teacher's Performance (SPWTP) and teacher interviews. The data gathered from the questionnaires were analyzed through descriptive statistics, t-test and one way ANOVA. The data gathered from the interviews was analyzed through content analysis.

The results of this study indicated that the sample group of EFL teachers had moderate level of efficacy in teaching writing and were more assured of their capabilities in classroom management and instructional strategies than student engagement. Female teachers were more efficacious in terms of how they engage their students in writing and how they apply their instructional strategies than male teachers. Moreover, non-native speakers were found to have higher efficacy than native speakers of English in classroom management. It was found that teachers teaching at higher level of classes were found out to be more efficacious in teaching writing particularly considering the way they engage students and the strategies in writing instruction. The participant teachers graduating from English Language Teaching (ELT) department were found to be more efficacious in terms of their instructional and student engagement strategies. The findings also indicated that teachers with a 6-10 year writing experience were more

efficacious in terms of instructional strategies and student engagement. Also, the teachers who had in-service training were found to be more efficacious than the ones who did not.

The study indicated that there was a match between how teachers perceive their capabilities in writing and how their students evaluate these capabilities. The result also showed that the students taught by high efficacious teachers had better achievement in writing than the students taught by low efficacious teachers.

The findings revealed that high efficacious teachers have more strategies, apply new teaching techniques, have more positive attitudes and focus on content in assessment and design more collaborative learning environment in teaching writing than low efficacious teachers.

Key Words: Self-efficacy, Writing Instruction, Student Achievement.

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ABBREVIATIONS

EFL   **:** English as a Foreign Language

L1   **:** First Language

L2   **:** Second Language

Ss   **:** Students

TSES   **:** Teachers' Sense of Self-efficacy Scale

SPWTP   **:** Students' Perception of Their Writing Teacher's Performance

HET   **:** High Efficacious Teacher

LET   **:** Low Efficacious Teacher

SHET   **:** Students of High Efficacious Teacher

SLET   **:** Students of Low Efficacious Teacher

SE   **:** Student Engagement

CM   **:** Classroom Management

IS   **:** Instructional Strategies

CHAPTER I: INTRODUCTION

Background to the study, purpose of the study, significance and limitations of the study are presented in this chapter. The research questions and definition of the terms are also introduced.

1.1. Background of the Study

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

William Arthur Ward

Teachers are a key instrument in enabling students to develop positive beliefs about their capabilities. Similarly, teachers' attitudes and beliefs about themselves have been found to be contributing to their effectiveness as educators (Bandura, 1995, 1997; Pajares, 1992; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998).

There has been an upsurge of academic interest on the factors that affect teachers' actions and behavior in the last few decades. The reason for this growing interest is the belief that factors, such as teachers' beliefs, perceptions, assumptions, and motivational levels, are potential sources of differences in the judgmental, decisive, and behavioral patterns teachers follow and therefore, constitute one of the major effects on their instructional practices. This belief suggests that a thorough understanding of these factors should be developed to improve teachers' instructional practices and educational outcomes in return (Pajares, 1992).

As Bandura (1997) stated even if people have the knowledge and skills that are required to act, it still does not guarantee their effective performance on a specific circumstance due to the fact that an effective action depends on the personal judgment of being able to utilize such knowledge and skills to perform an act successfully under various circumstances. This judgment, called as perceived self- efficacy by Bandura (1997), when applied to academic settings, takes the form of teacher efficacy, which is defined as teachers' beliefs in their ability to impact student outcomes (Tournaki & Podell, 2005). Teacher efficacy, which drew from the self-efficacy theory of Bandura, is one of the cognitive factors that attracted great interest of many

scholars' attention and numerous studies have been conducted on teacher efficacy in the field of education and led to an array of studies. The convergent evidence from this research verifies that teacher efficacy is an important construct that deserves careful examination.

Many related studies have indicated that teacher efficacy is directly related to many positive teacher behaviors and attitudes (Bandura, 1997; Tschannen-Moran et al., 1998; Campbell, 1996; Raudenbush, Rowan & Cheong, 1992) in addition to student achievement and attitudes (Henson, 2001). These studies have concluded that teachers with high levels of efficacy differ significantly from teachers with low levels of efficacy in terms of several aspects. Research shows that teachers with a strong sense of efficacy have higher levels of job satisfaction (Tschannen- Moran & Hoy, 2002), possess stronger commitment to teaching (Evans & Tribble, 1986), and create a better learning atmosphere for their students (Chacon, 2005; Woolfolk & Hoy, 1990). In addition, teachers having a strong sense of efficacy tend to exhibit greater levels of planning, organization, and enthusiasm (Allinder, 1994) and spend more time teaching in subject areas where their sense of efficacy is higher whereas teachers tend to avoid subjects when efficacy is lower (Enochs and Riggs, 1990).

Moreover, high efficacious teachers are stated to be more open to new ideas, more willing to experiment with new methods to better meet the needs of their students (Cousins and Walker, 2000). Hence, it can be concluded that the stronger a teachers' sense of efficacy, the more qualified s/he will be, which is more likely to lead to a higher student achievement at the end (Allinder, 1995; Gibson and Dembo, 1984; Guskey, 1988, Mojavezi & Tamiz, 2012; Muijs &Rejnolds, 2001; Tournaki& Podell, 2005).

Teachers having confidence in their ability to teach show tendency to put more effort in teaching and use more diverse teaching strategies in class. The effective teaching methods may have positive effect on the learning of their students as well as their desire to work on the subject which in turn may influence students' achievement in that subject area. In other words, high efficacious teachers' beliefs may have positive effects not only on their own performance in teaching a specific subject but also on their students' outcome. Hence, teachers' self-efficacy beliefs may affect their teaching

strategies in foreign language teaching context.

According to the informal observations of the researcher, writing is considered one of the challenging skills to teach for many language teachers in Turkish EFL context at the tertiary level. Since it is a productive skill in language learning which makes students produce the language structures they have learned and organize their ideas and thoughts coherently, it requires much more effort from teachers to engage the students to write in another language. In other words, the teaching of writing skill itself can be more difficult to teach when compared to the other skills (reading, listening, speaking, grammar). However, some language teachers may not feel competent enough for the teaching of writing owing to some personal and educational factors. Therefore, the researcher wondered what variables impact teachers' self-efficacy in writing instruction by examining some personal and educational variables. That is why this study tries to make a detailed analysis of teachers' self-efficacy regarding writing instruction and to fill this gap in the literature.

In the context of ITU School of Foreign Languages (Preparatory School) setting where this study is conducted, for each level four different courses are taught, which are Grammar, Reading, Writing, and Listening/Speaking. Each language teacher has either two or three classes in a semester and the skills they are going to teach are randomly given by the program organizers. Since teaching writing requires a lot of planning, revising, and editing, writing teachers have more responsibilities and need more time to deal with writing papers. Thus, with regard to the distribution of teaching writing skill, in order to make the workload fair for all teachers, the program organizers assign all most all teachers with a writing class. However, based on the informal observations of researcher, it can be said that some of the teachers are not happy with teaching writing while some of them enjoy it a lot. Teachers' positive or negative attitudes towards writing instruction may influence their students' achievement. No studies have been found related to the impact of teachers' self-efficacy in teaching writing on student achievement. Thus, this study contributes to fill this gap in the EFL context.

Considering these facts, the aim of this study is to investigate Turkish EFL teachers' self-efficacy about the teaching of writing with regard to three subdimensions which are student engagement, classroom management and instructional strategies.

1.2. Purpose of the study

The study aims to explore teachers' perception of general self-efficacy in teaching writing and more specifically in the areas of instructional strategies they use, classroom management they apply, and how they engage students while teaching writing. Secondly, it aims to investigate if teachers' self-reported beliefs about their capabilities in teaching writing change according to personal variables as gender and the status of being native or non-native. Thirdly, it tries to examine whether teachers' self-efficacy in teaching writing changes according to educational variables such as the proficiency level taught in 2013-2014 Fall term, the type of bachelor degree they have, teaching experience, teaching writing experience and in-service training. Fourthly, it aims to find out how students evaluate their teachers' writing instruction in the areas of student engagement, classroom management and instructional strategies. Then, it aims to explore whether teacher efficacy in writing instruction has an impact on students' writing achievement. Finally, it aims to find out if there is any difference between the teaching strategies used by high and low efficacious teachers in writing instruction. All in all, conducting this research aims to fill the gap in the literature concerning the efficacy beliefs of English language teachers at tertiary level in teaching writing.

For the purpose of this study, the following research questions were addressed:

1. What is the level of the teachers' general self-efficacy about writing instruction with regard to the following subareas?

   a. student engagement

   b. classroom management

   c. instructional strategies

2. Does the teachers' self-efficacy in writing instruction change according to personal variables?

   a. gender

   b. status of being native or non-native speaker of English

3. Does the teachers' self efficacy in writing instruction change according to educational variables?

   a. proficiency level taught in 2013-2014 Fall Term

   b. type of first major

   c. teaching experience

   d. teaching writing experience

   e. in service writing training

4. How do the students taught by high and low efficacious teachers perceive their teachers' efficacy in writing instruction in the areas of instructional strategies, classroom management, and student engagement?

5. Does teacher efficacy have an impact on students' writing achievement?

6. Is there any difference between the teaching strategies used by the high and the low efficacious teachers in writing instruction?

1.3. Significance of the Study

Given the recognized importance of self-efficacy among teachers, the importance of teaching efficacy gives rise to the need to investigate the factors that influence teachers' perceptions of teaching self-efficacy. Unfortunately, there are limited number of studies on Turkish EFL teachers' efficacy (e.g., Atay, 2007; Goker, 2006; Unver, 2004; Yilmaz, 2011), most of which were carried out with pre-service teachers. However, no studies have been found investigating teachers' efficacy with regard to a specific area like teaching writing.

It is surprising that teachers' efficacy has been largely ignored in writing research in EFL. Effective instruction in writing undoubtedly requires more than the possession of the latest knowledge and skills, but is also dependent on teachers' confidence that they can affect student learning. As the literature suggests, teacher efficacy influences effort and persistence, goals and aspirations, and overall quality of instruction (Tschannen-Moran et al., 1998). Most of the current measures of teacher efficacy are not content or subject-matter specific. Instead, they assess efficacy as it applies to teaching in general. Studies indicate that teachers' feelings of efficacy varied depending

on the subject, the type of instructional activity, and the composition of the class (Raudenbush et al., 1992; Ross et al., 1996). This is consistent with Bandura's (1981) view that one's feelings of efficacy vary from one situation to another. Thus, there is both theory (Bandura, 1981) and research (Raudenbush et al., 1992; Ross et al., 1996) consistent with the conclusion that teacher efficacy is best viewed as a specific, rather than generalized expectancy. Considering the three subdimensions of teacher efficacy (student engagement, classroom management and instructional strategies), English language teachers may not be assured of their capabilities in these three dimensions at the same level in teaching writing. That is, while an English teacher is more efficacious in one subject area like reading, that teacher may not perceive her capabilities that much in teaching writing. Particularly, teaching of productive skills as writing can be more difficult than teaching receptive skills as reading.

Additionally, this study, by examining Turkish EFL teachers' beliefs in their capability to "organize and execute courses of action required to successfully accomplish" (Tschannen- Moran et al., 1998, p. 233) teaching writing, will expand our understanding of teacher efficacy in a specific area by providing information about Turkish EFL teachers through focusing on the variables that may possibly affect their efficacy level in that specific language skill. By doing so, the study is assumed to be helpful for teachers to gain an understanding of the potential contributors of their beliefs about their teaching capabilities. This study contributes to the review of literature by focusing on a certain number of high and low efficacious teachers' interviews and in turn identifying different strategies used in teaching writing, which may help both pre-service and in-service language teachers compare their strategies with their own. In addition to this, the students of these two efficacy group of teachers are asked to evaluate their writing teacher's performance, which might help teachers see how the students evaluate their performance with regard to engaging students into the class, managing the class and providing clear instructions.

Therefore, the present study, as the first one investigating the above mentioned issues in the case of Turkish EFL teachers, can have significant contributions to pre-service and in-service language teacher education in Turkey.

1.4. Limitations of the Study

This study has some limitations that should be mentioned. One of the limitations in this study will be the limited number of high and low efficacious teachers. The limited number of the participants made it difficult for the researcher to make generalizations about the issue. As this study is carried out only one university with 98 teachers, the results of the current study may not be generalized to other teachers at other educational settings.

In addition, the number of students participated in the present study is restricted to 307 prep school students studying at Istanbul Technical University. Therefore, the findings of this study may not be generalized to EFL learners at other universities with some other educational backgrounds and personal aims.

1.5. Definition of Terms

In order to ensure clarity and avoid any misconceptions, the terms used in this study are defined as follows:

Self-efficacy: It refers to the beliefs in one's capabilities to organize and execute an action required to produce those purposes (Bandura, 1997).

Teacher efficacy: It is 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 et al., 1998, p. 233).

High efficacious teachers: They refer to the teachers whose beliefs in their capabilities in teaching are higher. According to Tschannen-Moran and Hoy's (2001) guidelines, high score from Teachers' Sense of Self-efficacy Scale means higher teaching efficacy. In other words, in a 9-point rating scale, the higher the score a participant gains, the higher his/her self-efficacy beliefs. In this study, high efficacious teachers refer to the six participant teachers having the highest mean scores from TSES with regard to teaching writing.

Low efficacious teachers: They refer to the teachers whose beliefs in their capabilities in teaching are lower. According to Tschannen-Moran and Hoy's (2001) guidelines, low score from Teachers' Sense of Self-efficacy Scale means lower teaching efficacy. In other words, in a 9-point rating scale, the lower the score a participant gains,

the lower his/her self-efficacy beliefs. In this study, low efficacious teachers refer to the six participant teachers having the lowest mean scores from TSES with regard to teaching writing.

Student Engagement: It refers to how teachers engage their students in lesson. In this study, it means fostering students' creativity in writing, motivating them to write, increasing their participation and interest in the lesson and assisting their overall language development.

Classroom management: It refers to how teachers manage the class. In this study, it means establishing a classroom management system and controlling disruptive behaviors while teaching writing.

Instructional strategies: They refer to the teaching strategies that teachers apply while teaching writing. In this study, they mean using feedback strategies, implementing alternative teaching strategies and adjusting the writing lesson to the proper proficiency level of students.

Writing achievement: It refers to students' writing achievement during the four months of Fall Term 2013-2014(from September to December).

English as a foreign language (EFL): It is used in educational settings where instruction in other subjects is not normally given in English (Celce-Murcia, 2001). In Turkey, English is a foreign language since English is not routinely used for communication outside the classroom.

In-service training: It refers to the education for employees to help develop their skills in a specific discipline or occupation. In this study, it involves workshops, seminars, conferences and courses in writing taken by teachers after university or while teaching.

CHAPTER II: REVIEW OF LITERATURE

The review of literature for the present study consists of three sections: In the first section, a conceptual framework of self-efficacy as well as its structure is presented. In the second section, teachers' self efficacy with its theoretical framework, its measurements and the factors contributing to teachers' efficacy is investigated. In the last section related efficacy studies both in first and second/foreign language learning context is discussed and research findings of the related studies are also mentioned.

2.1. Self-Efficacy

Self-efficacy, also called perceived ability, is defined by Bandura (1986) as people's personal judgments of their capabilities to organize and execute courses of action to achieve designated types of performances. Namely, it is the belief of people about their own questioning whether they can accomplish a specific task or not. Basically, it is stated to be based on the idea that people struggle to exercise control over the events in their life. In order to achieve this control, people make judgments about their abilities to achieve in particular tasks, and these self -efficacy judgments facilitate people to make choices in dealing with any task. Bandura (1997) states that self-efficacy does not relate to the skills people have, but rather their beliefs about what they can do in different situations.

Self-efficacy is a theory based on the social cognitive theory of Bandura. Social cognitive theory is related with the human capacity to take over the nature and quality of one's life (Bandura, 1997). It is pointed out in this theory that humans possess a self-mechanism which provides them to control their feelings, thoughts, motivation and actions. By affecting the people's choices and decisions, self-efficacy is considered to be connected with this mechanism. According to social cognitive theory, self efficacy has been proved to be the most consistent and reliable predictor of people's task performance (Bandura, 1997).

Bandura's theory of self- efficacy is grounded on the observation that different individuals have different levels of self-efficacy under particular conditions (Bandura 1986, 1997). In other words, this theory supports that people are diverse in terms of their self-efficacy beliefs for a number of tasks. Bandura (1997) states that if people feel that they have the ability to successfully perform a task, they will accomplish it. However, if the task is perceived to be too difficult, then they will avoid it. It has been concluded that inefficacious individuals usually avoid dealing with tasks; nevertheless, when they attempt to accomplish them they tend to give up more easily than individuals with high efficacy. When they experience failure, inefficacious individuals attribute the failure to a lack of ability and show tendency to lose faith in their capabilities. On the other hand, in a condition of a successful result they feel that it is because of external factors (Bandura, 1986, 1997). Therefore, the concerns of the theory are the differences between people with high self-efficacy and low efficacy regarding their attitudes towards tasks and the amount of work to be done.

Individuals might feel efficacious in a wide range of activities or only in certain domains, and these efficacy beliefs might be weak, strong, or somewhere in between. Moreover, efficacy beliefs are pointed out not to be a fixed trait of an individual (Bandura, 1986). On the contrary, these beliefs might show fluctuations given an individual's evaluation of his performances and accomplishments in a given domain. Bandura (1997) also reports that the relationship between people's past experiences, sense of efficacy, and future performances is guided by their interpretation of their performances rather than the actual performance itself. Hence, people's perceived self-efficacy is not seen as an assessment of their skill, but rather a belief about what they can or cannot accomplish under various circumstances. Self-efficacy beliefs, therefore, are indicated to act as a mediator between individuals' knowledge of their skills and their future actions (Bandura, 1986). As a result, when compared to their non-efficacious counterparts, efficacious individuals seem less likely to avoid challenging activities that might exceed their capabilities, tend to expend more effort and persist longer in the face of difficulty, and are less likely to focus on personal shortcomings or see potential challenges as more difficult than they really are (Bandura, 1986).

Structure of Self-Efficacy

The fact that self-efficacy has a great influence on people's decisions and choices has fostered researchers to find out what forms these beliefs of people. According to Bandura (1997), self-efficacy beliefs have three dimensions: generality, level, and strength. He states that the level of difficulty of tasks is essential while determining the level of self-efficacy people have in particular situations. "Situational conditions" (p. 42) are reported to affect people's belief in their ability to succeed in a task. For example, while accomplishing a task people ask themselves whether they possess the capacity and can show the effort to do it. Meanwhile, people's level of self-efficacy changes depending on how challenging the particular situation is. One may have high efficacy for making a presentation in front of his friends; nonetheless, the same person may have low self-efficacy for presenting a topic in front of unfamiliar crowd owing to the increase in the level of difficulty of the task.

What Bandura (1997) refers with the strength of self-efficacy beliefs is about how much and how long people can keep up with the difficulties and continue working on a task even after experiencing failure. He states that one needs to have certain degree of self-efficacy in order to accomplish a task for the first time in their life, but the strength of their self-efficacy particularly is significant when they come across difficulties or failure. If people keep on trying to do that task even after being teased by the others for a failure, which refers to the generality, it can be claimed that they have strong self-efficacy for accomplishing that task. Bandura (1997) states that people are most likely to achieve in a task providing that they have a strong sense of personal efficacy.

Self-efficacy affects the lives of individuals through four means which are goal setting, motivation, perceived ability, and interest (Bandura, 1997). Bandura also suggests that two people having the same skills and knowledge to achieve a task perform completely different if their level of efficacy differs considerably. Shortly put, according to Bandura's self efficacy theory if an individual feels capable of accomplishing a desired result, he will set suitable objectives, be motivated, perceive her capacity to be adequate to the task, and will be interested in the outcome.

Conversely, a person having a low self-efficacy for the task will set incomplete goals, lose his motivation, consider his ability as incompetent, and lose interest in reaching the desired outcome.

2.2. Teachers' Self Efficacy

There are two outstanding self-efficacy theories which are commonly used in teachers' self-efficacy in the literature, which are Rotter's social learning theory and Bandura's social cognitive theory.

2.2.1. Rotter's Social Learning Theory

Rotter (1966) developed the first view by considering it as the locus of control which emphasizes the idea of attributing the results of an action to an internal or an outside force. This perspective defined teacher efficacy as the level of control teachers feel they have over students' achievement and motivation (Tschannen-Moran et al., 2001). According to this view, teachers efficacy is evaluated through: (i) general teaching efficacy (GTE) which refers to teachers' view about their control over outside influences and (ii) personal teaching efficacy (PTE) referring to the teachers' confidence in teaching by making use of different strategies in order to facilitate students' learning. It can be inferred with this view that a teacher having high general self-efficacy feels competent for teaching any task. On the other hand, the one with low self-efficacy thinks that it is the outside influences such as educational system or inappropriate classrooms that leads to incompetency in teaching.

Researchers from the RAND organization (Research and Development) were the first to carry out studies on teacher efficacy. They grounded their studies on Rotter's (1966) Social Learning Theory and defined teacher efficacy as teachers' belief that they can control the reinforcement of their actions (Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W.K. (1998). By this view, significant reinforcements were stated to be student performance and motivation. From this perspective, it can be concluded that teachers with high efficacy feel that they can control or affect student motivation and achievement. In their research, the RAND researchers placed two items referring to teacher efficacy in an extensive questionnaire and found out that teacher efficacy was

strongly related to changes in language achievement in minority students (Armor et al., 1976, cited in Ashton and Webb, 1986). Another study by RAND showed that teacher efficacy had impacts on student overall performance, their achievement, and their attitudes towards learning materials.

In order to define teacher efficacy, Gibson and Dembo (1984) used two sub constructs which are general teaching efficacy (GTE) and personal teaching efficacy (PTE). GTE has been defined as the belief of teachers that the educational system can work for all students no matter what their economic states are and how their parents influence them. In their study Gibson and Dembo (1984) found out that teaching efficacy is related to general beliefs that any teacher has the ability to foster student learning in spite of the difficulties in their environment. For example, teachers may believe that they can control the learning atmosphere even though students are not motivated extrinsically or intrinsically. On the other hand, Gibson and Dembo define PTE as a teachers' belief in their skills and capabilities to affect student achievement positively. In other words, it is teachers' judgments of their own effectiveness as educators. It can be concluded that when students learn a difficult item and make use of it appropriately, their teachers might consider it a result of their effective teaching, rather than believing any teacher could do it.

In their study, Soodak and Podell (1996) point out that teacher efficacy is formed by three dimensions which are personal efficacy, outcome efficacy, and teaching efficacy. Personal efficacy is defined as a teacher's belief that he has the required skills for teaching. By outcome efficacy, it is referred that when the required teaching skills are used, they generate a desired student outcome. Teaching efficacy is defined as the belief that teachers are able to deal with the impacts of outside influences on their students.

2.2.2. Bandura's Social Cognitive Theory

The second perspective on teacher efficacy is grounded on the Bandura's (1977) social cognitive theory and particularly the self-efficacy concept as described before. In this theory, Bandura suggested that behavior changes occur through different methods in which some cognitive variables work as mediators. Among these mediators, self –

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efficacy is seen as one of the major ones for behavior changes and defined as an expectancy that an individual can successfully perform any behavior to reach an outcome. It is also stated with this theory that there is a reciprocal relationship between behavior and efficacy expectancy. Thus, it can be inferred that efficacy belief influences behavior and is affected by successful and unsuccessful behavior. Taking these two theories into consideration, it can be concluded that Rotter's (1966) the locus of control focuses on the actions and their effect on results whereas Bandura's (1977) the self-efficacy theory focuses on the internal belief of people to reach their desired outcomes.

Bandura's (1977) theory of self-efficacy highlights four informative principal sources from which efficacy beliefs are formed: mastery experience with which individuals can evaluate their capabilities; vicarious experiences that give individuals comparison information to use in judging their competencies; verbal persuasion that others might use to help persuade an individual that he has the ability to perform a certain task; and physiological and affective states that serve as another indicator of capability. Bandura's four informative principal sources provide a basis for theoretical and empirical discussions of teachers' self-efficacy (e.g., Gibson & Dembo, 1984; Hoy & Woolfolk, 1993; Soodak & Podell, 1994) in that they can be associated with the construction of teachers' efficacy beliefs.

2.2.3. Sources of Self-efficacy

As self-efficacy has an effect on people's decisions and choices, it is important to comprehend how these beliefs are formed. Bandura (1997) states that there are four sources of self-efficacy beliefs which are *mastery experiences*, *vicarious experience*, *social persuasion*, and *physiological states*. For him, these are the sources that affect the process of establishing a firm sense of self-efficacy.

It is suggested in the literature that not being a static trait, individuals' self-efficacy beliefs might be influenced by various factors, and given the changing tasks and environments in people's lives, are constantly being reevaluated. In order to evaluate their self- efficacy, individuals are stated to cognitively process sources of information. People's efficacy beliefs are informed through their actual performance accomplishments, vicarious experiences through which they see or visualize similar

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individuals succeed or fail in a given task, verbal persuasion during which others attempt to move them towards a positive belief in their abilities, and physiological indicators (e.g., heart rate, trembling, sweating) from which they can judge their capability (Bandura, 1977, 1986, 1997).

| Sources:

-mastery experiences
-vicarious learning
-verbal persuasion
-affective and physiological states | ➡ | SELF-EFFICACY | ➡ | Through:

- choices
- effort level
- thought patterns and emotional reactions | ➡ | OUTCOME |
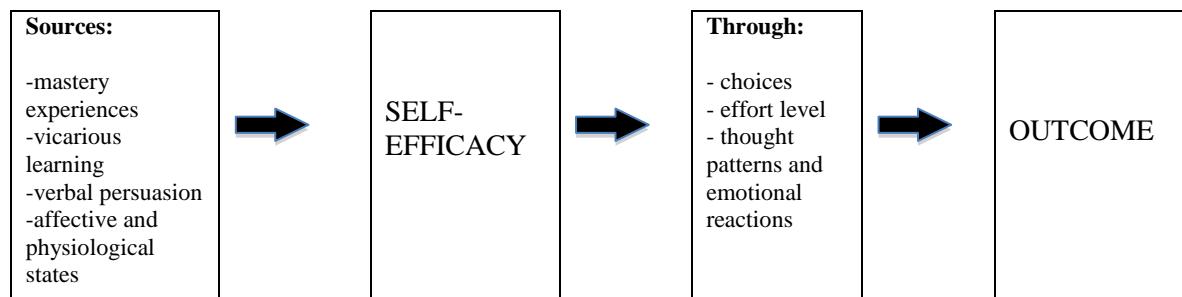
Figure 2.1 Self-efficacy, Its Sources and Consequences (Saraç, 2012)

2.2.3.1. Mastery Experience

While establishing a sense of self-efficacy, mastery experiences are considered as the most influential source (Bandura, 1997; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Bandura (1997) states that personal experiences, the accomplishments and failures people have gone through in their lives with regard to their past performances tend to increase or decrease efficacy expectations regarding success or failure. In other words, if they have completed challenging tasks successfully, their sense of success boosts their self-efficacy beliefs. Conversely, if they have experienced easy successes in struggling tasks that do not challenge their abilities, this might result in people's expecting easy and quick successes in their activities without considering whether these activities are challenging or easy. Bandura (1997) claims that such experiences may bring about failure and discouragement, and in turn low self-efficacy beliefs.

As an individual can evaluate the capabilities he brings to the task and experience the consequences of those capabilities through an actual teaching, it seems that mastery experiences directly influence teacher self-efficacy beliefs. Hence, it is pointed out in the literature that there should be considerable implications of this powerful effect of mastery experiences on efficacy beliefs in teacher education. Tscahannen-Moran et al (1998) claim that the experiences gathered from actual teaching should be incorporated into interventions. It is also maintained that long-term

professional development that facilitates teachers to think critically on their classrooms and have an active instructional improvement is a prerequisite for fostering teachers' high self-efficacy beliefs. Henson (2002) suggests participatory teacher research as one approach to promote such beneficial professional development for teachers. He explains participatory teacher research as a collaborative process in which teachers examine their classrooms critically, develop and implement educational interventions, and evaluate how effective those interventions have been. It seems that these activities may help teachers to gain practical knowledge about teaching. Regarding prior research, it can be inferred that teacher research that creates mastery experiences facilitates teacher self-efficacy beliefs.

2.2.3.2. Vicarious Experience

Learning from observing other people, *vicarious learning*, is another source affecting the process of forming self-efficacy beliefs. As Bandura (1986) indicates by evaluating the results of other people's actions, people may develop their self-efficacy. These indirect experience judgments are stated to be usually used when people have fewer experiences with the situation.

Bandura (1997) refers to his research studies that have found out how a sense of self-efficacy is formed by evaluating their capabilities through observing others in similar situations. Accordingly, people's sense of self-efficacy may be improved if they are exposed to other people's success with persistent effort, which may end up with the thought of possessing the same capabilities to achieve in similar tasks. On the contrary, when others' failures are observed in spite of high effort, it may also lead to decreases in self-efficacy beliefs.

Schunk and Pajares (2002) state that the similarities of the models selected influence self-efficacy beliefs by claiming that individuals compare themselves to models who they perceive as similar to themselves. Particularly, observing models that are believed to be similar in ability or competence level can serve as an important source of information for self- evaluations, especially when the observer lacks familiarity in the modeled task (Schunk, 1987). Although similar models that are successful at a task can increase an observer's self- efficacy and motivate them to

attempt the task themselves, seeing a model similar to one's self fail at a particular task may diminish self-efficacy beliefs and lead to one to avoid the given task.

Bandura (1997) also supports this view by claiming that the more similar the observed model and action are, the stronger the effect of vicarious experiences will be. To illustrate, a novice teacher may be uncertain about her capabilities in overcoming the problem students in her class, and think that she will fail if she tries. However, after observing the other novice teachers that feel the same but are successful in dealing with students with disruptive behavior, her self-efficacy beliefs will be boosted and she will feel that she can overcome this task (Ulusoy, 2008).

In terms of vicarious experience for teachers, Tschannen-Moran et al. (1998) indicate that teachers may benefit from watching others teach and in turn are more proficient in deciding who can learn and how much. Particularly, successful teachers are good models in that they may lead to the belief that teaching is manageable, and that situational and personal sources are adequate (Schunk, 1992). Moreover, observing teachers also has a considerable impact on the achievement of the students (Osterman, 2000). It can be stated that teachers play a fundamental role in students' learning by being a good model for them in addition to teaching the content.

2.2.3.3. Social Persuasion

The third source of self-efficacy is about how others approach that person's capabilities (Bandura, 1997). What is wanted to be said through this type of source is that other people's implicit or explicit expressions towards a person's capabilities encourage that person's belief in doing a task, which may result in an increase in self-efficacy beliefs and better achievement. For example, Klassen (2004) states that social negative or positive evaluations from teachers are significant to some students for their achievement.

Pajares (1996) states that if individuals are feeling unsure about their capabilities in a given domain, hearing others praise their successes and provide strategies for overcoming challenges can instill the notion that one can achieve in a particular area. It seems that as with vicariously experiencing the successes and failures of competent

models, verbal persuasion is more believable to individuals when the source is skilled in the activity being discussed.

On the other hand, if followed by disappointing results, unrealistic persuasion does not strengthen self-efficacy beliefs (Tschannen-Moran et al., 1998). For example, if teachers encourage students to do a task that requires more capabilities than the students actually have, this may result in failures and disappointments in the end.

In terms of teachers, they benefit from social persuasion in that it provides information about teaching, encourages to overcome situational obstacles, and gives specific feedback about teachers' performance (Tschannen-Moran et al., 1998). Schunk (1987) states that specific performance feedback from supervisors, other teachers or even from students can work as professional development workshops for teachers by serving as social performance. Nevertheless, Tschannen-Moran et al. (1998) note that experiencing this type of performance feedback, which seems overly harsh and generalized, rather than focused and constructive ones may lower self-efficacy beliefs. When teachers face harsh and generalized feedback, they may conclude that accomplishing the target results is impossible under the particular circumstances. Thus, teachers should be provided with focused and constructive feedback so as to foster their sense of self-efficacy.

2.2.3.4. Physiological States

As Bandura (1997) states physiological states and emotional states are the self-reactions that people give to the specific tasks they perform. He also adds that these states of people play a significant role in evaluating their own capabilities. In other words, it can be understood that people's interpretation of the physiological and emotional responses of their bodies may increase or diminish their efficacy beliefs by relating these responses to their performance. From this perspective, it seems that the crucial point is not the intensity or frequency of body reactions, but how people perceive and interpret them. People with high self-efficacy are stated to interpret such body reactions as energizing facilitators, while the ones with low self-efficacy show tendency to associate them with stress, fear, or anxiety. For instance, a novice teacher may feel anxious before her first class. If the interpretation of this anxiety is a sign of

low efficacy, the teacher may feel that she is not proficient in teaching that class. On the contrary, if it is considered as an energy facilitator, this interpretation will probably boost her motivation and she will feel more competent. Lastly, Pintrich and De Groot (1990) also agree that in order to improve self-efficacy, physiological and emotional well being of an individual should also be considered important.

Briefly, regarding the answer to the question how the four principal sources link to the teachers' efficacy, it can be illustrated as follows. Mastery experiences might be helpful for teachers to evaluate their successes and failures within the classroom as teachers can evaluate their capabilities through it. These successes and failures would be cognitively processed and could then rise or diminish teachers' beliefs about their ability. These direct classroom experiences might have the potential to produce various physiological and emotional states for teachers, and the information conveyed by these states could further enhance or hinder teachers' efficacy beliefs. Moreover, vicarious experiences and verbal persuasion could play a crucial role in teachers' sense of efficacy in that by means of vicarious experiences teachers might observe and make social comparisons to other teachers who model good or poor teaching practices and who seem to have success (or not) with their students. By doing so, these teachers may use these comparisons to evaluate their own capabilities. Furthermore, dialogue with others may provide the potential to persuade teachers that they have the capabilities required to enhance student learning; thus, their efficacy beliefs may be strengthened.

2.2.4. A Current Model of Teacher Efficacy

Tschannen-Moran, Woolfolk Hoy, and Hoy (1998) developed a model on teacher efficacy that brings together the two competing concepts from previous teacher efficacy research and provides a more comprehensive look at how self-efficacy beliefs relate to teachers. They grounded their model on the Bandura's (1997) self efficacy theory and argued that teacher efficacy is really a reflection of a teacher's analysis of the teaching task and assessment of his or her personal teaching competence. In this model, the four sources of Bandura's self-efficacy (mastery experiences, vicarious learning, social persuasion and, physiological and emotional states) are stated to be cognitively processed by the individual at first, then the teaching is analyzed, and finally

personal teaching competence is assessed. By the help of this process, teacher makes a conclusion about his capability of teaching a task.

Furthermore, this model of teacher efficacy is based on Bandura's theory (1986) that self-efficacy acts as a mediator between an individual's knowledge of his own ability and this individual's future actions. This new model supports that when presented with a teaching task, teachers first consider what is involved in that task such as duties or difficulties they may encounter and how they feel they could deal with within those circumstances, given the skills they know they have. If a teacher believes she can affect student performance after having reflected on what the task entails, she would be considered efficacious. Consequently, it is stated that cognitive processing of sources of efficacy information (i.e., performance accomplishments, vicarious experience, verbal persuasion, and physiological states) integrate into teachers' assessment of these joint functions, which then determines their level of efficacy.

The interplay of these two dimensions; in other words, making explicit judgments of personal competence in light of an analysis of the task and situation, through cognitive processing, leads to teacher efficacy (Tschannen-Moran et al., 1998).

The level of teacher efficacy resulting from the interaction of task analysis and competence affects teachers' willingness to teach, deal with students' difficulties, or become persistent in their teaching career. High efficacious teachers are considered to set up more challenging goals for both themselves and students, make an effort to achieve these goals, and try to help even difficult and unmotivated students. These teachers, when faced with the failures of students, are assumed to be less critical toward students' performance but more positive about students' abilities in making progress. By contributing to the improvement in students' achievement, they also increase their levels of efficacy as a result of the cyclical nature of the model (Tschannen-Moran et al., 1998).

According to this model, it can be concluded that the teaching performance is determined by the level of efficacy and this experience becomes a new source of efficacy for teachers. Thus, the model is stated to work as a cyclic relationship among teacher efficacy and teaching performance (Figure 2.2)
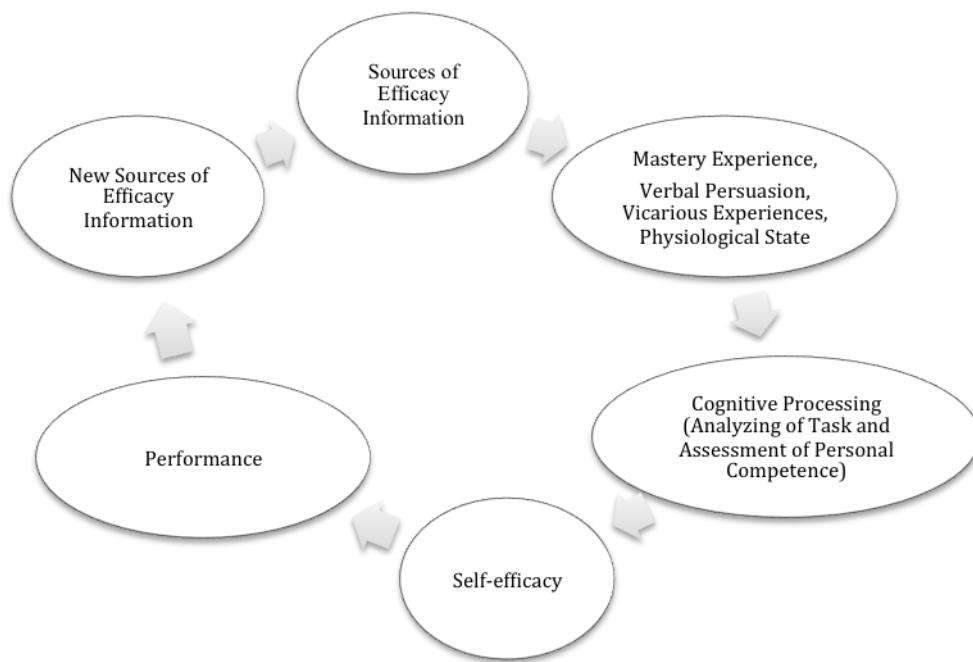
Figure 2.2 The Cyclical Nature of Teacher Efficacy

(Tschannen-Moran et al., 1998)

This view of teacher efficacy agrees with Bandura's (1986) social cognitive theory in that it indicates the interdependent nature of efficacy beliefs, environment, and behavior. This added element (i.e., analysis of task and assessment of competence) to the teacher efficacy model also highlights the specificity of the teacher efficacy construct. In this view, teachers' self-evaluations are highly based on the specific task at hand. Bandura (1997) suggests that self-efficacy is not a global construct, but rather it changes according to tasks, domains, and contexts. However, Pajares (1996) indicates that measures utilized throughout most of teacher efficacy's history have decontextualized these beliefs in their assessment. Efficacy beliefs have been shown to be more predictive of behavior when assessed according to specific tasks (Bandura, 1997; Pajares, 1996), and it has been suggested that global measures of efficacy might actually assess an entirely different construct, such as a personality trait (Henson, 2002). As Bandura (1997) suggests measures must be adapted to specific activity domains and represent varying levels of task demands within those domains (Bandura, 1997).

2.3. Factors Contributing to Teachers' Self-Efficacy

There are factors that have been stated in the literature to be related to teachers' beliefs in their abilities. In this section, research examining the relationship between classroom behavior, classroom management, experience, motivation, gender, teachers' cooperation and feedback, student characteristics, school level and pre-service and in-service training will be discussed.

2.3.1. Classroom Behavior

Many findings in the literature have indicated that there is a link between teachers' efficacy beliefs and their classroom behaviors. Bandura (1977) states that efficacious individuals are more likely to engage in challenging activities, obtain higher goals, and try to keep up with difficult situations. Thus, it can be stated that efficacious teachers are supposed to exhibit behaviors that show this generative ability. Basically, teachers' beliefs in their ability are expected to influence the goals they set for themselves and their students and the instructional practices they utilize. Research has supported this expectation and shown higher levels of teacher efficacy to be conducive to positive classroom behaviors. For example, teachers possessing a higher sense of efficacy have been found to spend more time preparing for class and spend more class time in whole-group rather than small-group instruction (Gibson & Dembo, 1984). Many research have also indicated that efficacious teachers also set more ambitious end- of-year goals for their students (Allinder, 1995), criticize students less for incorrect responses (Ashton & Webb, 1986; Gibson & Dembo, 1984), and are more positive and supportive in the classroom (Ashton & Webb, 1986).

In addition, it has been reported through studies that teachers with high efficacy level receive higher ratings for lesson presenting, classroom management, and questioning behaviors (Saklofske, Michayluk, & Randhawa, 1988), implement more cooperative learning in their classrooms (Shachar & Shmuelevitz, 1997), permit open communication with their students, and are less likely to use seatwork and student-controlled activities (Ashton & Webb, 1986). On the other hand, less efficacious

teachers have been reported to lack persistence with students who provide incorrect responses (Gibson & Dembo, 1984) and are more likely to sort students by ability level and give preferential treatment to students with high ability (Ashton, Webb, & Doda, 1983). In conclusion, it is understood that these findings exemplify the potentially powerful nature of teachers' efficacy beliefs in the classroom.

2.3.2. Classroom Management

Teachers might feel more effective in the classroom when they have control over teaching content, curriculum, and teaching techniques. However, lack of control could lead to feelings of ineffectiveness. In order to find out whether or not the level of control relates to teachers' efficacy, researchers have carried out some studies.

In their study of high school teachers, Raudenbush, Rowan, and Cheong (1992) examined teachers' control over school and classroom policy, students' behavioral codes, the school's curriculum, the selection of textbooks, teaching content and techniques, and the amount of homework assigned. The results of their studies revealed a significant positive relationship between level of teacher control and teachers' sense of efficacy. Similarly, Lee, Dedrick, and Smith (1991) analyzed 8,488 high school teachers' perceptions of control over selecting textbooks and other instructional materials, selecting content, selecting teaching techniques, disciplining students, and determining the amount of homework to be assigned. They also found that teachers' perceptions of how much control they had in the classroom were positively associated with their efficacy beliefs.

2.3.3. Teaching Experience

Teacher efficacy is generally found to be malleable in the pre-service years and stable when teachers gain more experience. Experience has been reported to correlate positively with personal teaching efficacy (Hoy & Woolfolk, 1993) and negatively with general teaching efficacy (Hoy & Woolfolk, 1993; Ghaith &Yaghi, 1997). Ghaith and Shaaban (1999) pointed out that after 15 years of experience, teachers' concerns decrease in all self, task and impact stages. Moreover, teachers felt more confident about the effectiveness of their efforts in pre-service years (Hoy & Woolfolk, 1990). In

fact, Dembo and Gibson (1984) found that teachers are more confident in themselves in the first few years of teaching. Woolfolk Hoy and Spero (2005) indicated an increase in the efficacy beliefs of pre-service teachers while observing a decrease in the first year of teaching.

Research in the literature has shown that efficacy beliefs are highest in preservice teachers, and that these teachers' sense of efficacy diminishes, often considerably, during the first year of teaching (Soodak & Podell, 1996). For example, in their cross-sectional sample of elementary and secondary preservice and practicing teachers, Soodak and Podell (1996) found that elementary teachers' personal efficacy beliefs showed a considerable decline from preservice experiences to the first year of teaching. These researchers also reported a consistent increase in elementary teachers' efficacy beliefs with experience; however, this increase never reached preservice levels. Moreover, Soodak and Podell (1996) found no evidence of a fluctuation of efficacy beliefs in secondary teachers. In fact, these researchers reported that their sample of secondary teachers was significantly more homogeneous in their efficacy beliefs than the sample of elementary teachers.

Chester and Beaudin (1996) also investigated the relationship between changes in self-efficacy beliefs and level of experience. They found that the decline in efficacy beliefs over the first year of teaching is not universal. In other words, they found that it is not teachers' experience but organizational factors of schools such as opportunities for collaborating with other teachers or availability of instructional resources that lead to variations of teachers' belief in their own capabilities. Therefore, novice teachers who were assigned to schools in which they perceived high degrees of collaboration and who were observed more by supervisors reported more positive changes in efficacy beliefs than those who did not experience those specific school practices.

2.3.4. Motivation

Studies also indicate that the motivation of teachers plays a significant role in teachers' efficacy level. After exploring the variables that influence student teachers' perceptions of their teaching efficacy, Poulou (2007) highlighted the importance of student teachers' personality characteristics, capabilities, and motivation as potential

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sources of teaching efficacy. The reseracher found that student teachers' motivation (for example, love for pupils, which enhances efforts towards effective teaching and personal effort and study about topics of teaching effectiveness) to improve their teaching efficacy received the highest ratings as a source of teaching efficacy in the study of 198 fourth-year students in Greece. In addition, student teachers' personality characteristics (for example, direct communication with pupils, positive stance/humor) and enactive mastery with social/verbal persuasion also received high mean scores as likely sources of teaching efficacy. Poulou (2007) also measured student teachers' efficacy beliefs and his study showed that student teachers' personality characteristics and capabilities were significant predictors of all three areas of efficacy for instructional strategies, classroom management, and student engagement. Poulou (2007) mentioned that as student teachers considered themselves as high efficacious in terms of personality characteristics and teaching capabilities, they felt more efficacious in implementing instructional and discipline strategies and involving pupils in the learning process. However, sources related to vicarious experiences or physiological/affective states, which were two of four sources proposed by Bandura (1997), received the lowest ratings as potential sources of student teachers' efficacy.

2.3.5. Gender

In the extant literature, female teachers are reported to possess higher efficacy than their male counterparts (Anderson, Greene, & Loewen, 1988; Raudenbush et al., 1992). This could be because a higher number of females teach at the elementary level and elementary school teachers are more efficacious than secondary school teachers (Evans & Tribble, 1986; Midgley et al., 1995; Parkay et al., 1988). Evans and Tribble (1986) found that females have higher teaching efficacy than males. Nevertheless, there are some studies which indicate no relationship between gender and teacher efficacy (Hoy & Woolfolk, 1993; Ghaith & Shaaban, 1999). In fact, gender has not predicted teacher efficacy as a significant criterion variable (Ross et. al., 1999). Additionally, Brennan and Robison (1995) found no significant difference between male and female university teachers but indicated that male teachers were under the influence of external factors such as student characteristics in effecting their students' to change.

2.3.6. Teachers' Cooperation and Feedback

The fact that cooperation among teachers and feedback from colleagues contribute to teachers' beliefs in their ability has been proven to be true by many related studies in the literature. However, all related studies have been carried out on student teachers. One study conducted by Fives, Hamman, and Olivarez (2007) focused on the interaction between cooperating teachers and student teachers. The study indicated that student teachers experiencing higher levels of guidance from their cooperating teacher early in their teaching practicum had significantly higher levels of efficacy for instructional practices at the end of the practicum compared to students who reported less guidance. Thus, it can be understood that cooperating teachers using guidance techniques in which they offer directive feedback may ensure student teachers' successful teaching and positive mastery experiences by providing student teachers opportunities to teach on their own techniques and practices. However, it was reported in the study that the degree to which student teachers imitate the instructional behaviors of their cooperating teachers have a limited effect on student teachers' feelings of efficacy.

As Fives et al. (2007) found that higher levels of guidance and feedback from their cooperating teachers play an important role in the levels of student teachers' efficacy. Knoblauch and Hoy (2008) also showed that an efficacious cooperating teacher was positively correlated with the student teachers' efficacy beliefs. Their study indicated that the student teachers perceiving their cooperating teachers as efficacious were reported to be more efficacious themselves. Vicarious experiences and verbal persuasion (encouragement, support, feedback) provided from cooperating teachers can be essential sources of novice student teachers' feelings of efficacy (Fives et al., 2007; Knoblauch & Hoy, 2008). Vicarious experiences, which are those occasions when individual can observe or learn from the experiences of another person, were one of four potential sources of self efficacy beliefs as identified by Bandura (1997). The cooperating teacher serves as a model and the student teachers' efficacy development is aided by this observational learning in the student teaching practicum. The student teachers who received verbal persuasion from their efficacious cooperating teachers developed high levels of self- efficacy. Thus, the student teaching experience is a

prolonged mastery experience, with opportunities for both vicarious experiences and verbal persuasion, which enhance the preservice teachers' teaching efficacy beliefs (Fives et al., 2007; Knoblauch & Hoy, 2008).

By modeling teaching and providing feedback to student teachers, cooperating teachers as mentors could inform student teachers' efficacy beliefs. Charalambous, Philippou, and Kyriakides (2008) found that the opportunity to observe, imitate, and analyze mathematics lessons taught by inservice teachers provided vicarious experiences to student teachers in mathematics teaching. Observing the mentors' teaching was a worthwhile experience, while student teachers were trying to employ their teaching style and approaches that might be consonant or discordant with current reform ideas in teaching mathematics. The mentors' feedback including verbal interaction, and even the latent messages that the mentors' behavior conveyed to student teachers for their knowledge and expertise, also informed student teachers' efficacy beliefs.

Henson (2002) found collaboration among colleagues related to general teaching efficacy (GTE) but not with personal teaching efficacy (PTE) in the experimental design conducted for one academic year. He interpreted this result as, the more teachers collaborate with their colleagues, the more they believe in their abilities to overcome difficulties and affect learning in a positive manner.

2.3.7. Student Characteristics

Students are more likely to contribute to teachers' beliefs about their capabilities as teachers spend the majority of their workday in the classroom. Because interaction with students serves as the primary form of dialogue for teachers within the school environment, it is reasonable to assume that teachers' beliefs about whether or not student ability is malleable might also influence teachers' efficacy beliefs, which leads researchers to investigate the relation between various student characteristics and the efficacy beliefs of teachers. It has been established that students' level of ability is positively correlated with teachers' efficacy beliefs (Raudenbush, Rowan, & Cheong, 1992).

In their study, Raudenbush et al. (1992) examined the relationship between student factors regarding their age, ability and engagement, and teacher efficacy in a sample of 315 high school teachers. Variables were measured at the class level, therefore teachers responded to questions regarding the track level of their students (e.g., vocational, general, college, honors, or mixed) in each class, what percentage of students they felt were actively engaged in each class, and their level of efficacy in each class. Findings from this study showed substantial track effects on teachers' level of efficacy, which indicates a strong positive relationship between students' ability level and teachers' self-efficacy. Specifically, teachers reported higher levels of efficacy in honors classes than in vocational and general track classes. Moreover, the impact of track level on teacher efficacy changed considerably across academic disciplines. For example, teachers demonstrated more efficacy in math and science classes than in English and social studies classes. Teachers also reported lower levels of efficacy when teaching younger students than when teaching older students. However, both track and student age effects decreased significantly once student engagement was added to the model.

Student engagement was also strongly related to teachers' self-efficacy, and the researchers concluded that track and age effects on student efficacy were closely tied to track and age effects on student engagement. In other words, teachers might find low-track students and younger students to be difficult to engage; thus, they feel less able to carry out the tasks needed to affect performance for these students (Raudenbush et al., 1992).

Dweck and Leggett (1988) suggest that a teacher's belief in her capacity might influence her belief in the personal ability to influence student performance. They state that if a teacher believes that her students' ability is fixed, she might question her ability to impact student achievement. Likewise, it is indicated that a belief in the malleability of student ability could lead to more confidence in teachers' capacity to have an effect on students' performance.

In terms of children's behavior and engagement, related studies showed that they had positive effects on the efficacy beliefs of preservice teachers (Mulholland & Wallace, 2001; Poulou, 2007; Yeung & Watkins, 2000). Both Poulou (2007) and Yeung and Watkins (2000) found that pupils' enthusiasm and engagement during students' teaching sessions strongly influenced perceptions of teaching efficacy. Yeung and Watkins (2000) showed that beliefs about teaching capability of Hong Kong student teachers were mainly acquired through their teaching practice and observations of pupils' learning. Experience of teaching practice was the major source for the development of a sense of teaching efficacy. Sources related to school pupils, including reactions of pupils towards the teacher and teaching, communication and relationships with pupils, the effect of pupils' emotions on teaching, the pupils' respect shown to the teacher, the pupils' fulfillment of the teacher's expectations, and being taught by the student teachers during the practice appeared to play decisive roles in the development of teaching efficacy. However, education studies and methodology courses offered in the teacher training colleges appeared to have less effect on the students' sense of efficacy because they were perceived as too theoretical and less applicable to local classrooms.

2.3.8. School Level

School level is also significant to the discussion of teacher efficacy. The researches have demonstrated that elementary school teachers have consistently reported higher levels of efficacy beliefs than their middle school and high school counterparts (e.g., Evans & Tribble, 1986; Midgley, Anderman, & Hicks, 1995; Parkay, Greenwood, Olejnik, & Proller, 1988; Taylor, 1992). Preservice elementary school teachers also show more positive beliefs in their teaching ability than preservice secondary teachers (Evans & Tribble, 1986). In order to examine these discrepancies, many potential reasons have been stated in the literature. To begin with, Ross (1998) claims that organizational differences in elementary and secondary schools might account for differences in efficacy beliefs. The amount of time teachers spend with groups of students is drastically different between school levels. When teachers spend entire days with the same students as they do at the elementary level, they are reported to more likely to monitor student progress over time, acquire knowledge of their

students' needs, and increase the opportunity to evaluate performance accomplishment information that can influence their efficacy beliefs (Ross, 1998). This valuable time spent with the same students is assumed to help teachers to attribute student knowledge to their ability to teach.

Another possible explanation is that elementary teachers might believe that student ability is more malleable at earlier levels, which gives teachers more confidence in their ability to affect student performance (Taylor, 1992). As students enter higher grade levels, teachers might believe that student ability becomes less modifiable, which might then influence their beliefs about their ability to affect change in students' performance. Teachers at secondary levels might also recognize that students at higher grade levels are more independent and possibly less responsive to teacher influence (Taylor, 1992). Other explanations for school level differences in teachers' efficacy include (a) secondary teachers might be influenced by the cultural belief that adolescence is a difficult stage of the lifespan (Midgley, Anderman, & Hicks , 1995).

2.3.9. Pre-service and In-service Training

In the literature, studies exploring the relationship between pre-service and in-service training and teacher efficacy have been found mostly on science field. One study carried out by Cakiroglu (2000) investigated the effect of a one-semester methods course on teachers' sense of efficacy beliefs related to reform efforts. The study indicated that after the course, teachers' personal teaching efficacy beliefs increased significantly. It was estimated that pre- service teachers' field experiences and observing the effects of reform-oriented practices on the students might be the reason of this result. Another study was done by Carleton, Fitch and Krockover (2008). They examined the effect of a one year long in-service teacher education program on teachers' efficacy and attitudes by aiming to provide teachers experiences about four sources of efficacy. The results indicated an increase in participants' level of science teacher efficacy beliefs during the program and a significant increase is demonstrated in their attitudes. Three barriers were determined to have caused a decline in teachers' efficacy beliefs through the year: "course teaching load, requirement to cover a large amount of content and class size" (Carleton, Fitch & Krockover, 2008, p.58).

In conclusion, "Teachers' self-efficacy is a little idea with big impact" (Tschannen-Moran & Hoy, 2007, p.954). Teacher efficacy beliefs have been found to have various relationships with different characteristics and practices of teachers and students. The studies so far, tried to define this construct by utilizing different measures which resulted in various significant results.

2.4. Instruments Used to Measure Teacher Efficacy

Since teacher efficacy has been closely related to the measures by which it has been assessed, any attempt to discuss the conceptual meaning of this construct should include the measures developed so far.

2.4.1. Research and Development Corporation (RAND) Measure

The first measurement of teacher efficacy was carried out by RAND organization with two studies that made use of an instrument comprising two items which are based on Rotter's social learning theory. Through these studies, the teachers were asked to respond the two 5-point Likert-type items, ranging from strongly agree to strongly disagree so as to measure teachers' level of efficacy (Tschannen-Moran et al., 1998). The measurement can be exemplified as follows:

RAND Item 1:

"When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment."

By agreeing with this item, the teachers are assumed to reflect their trust on external factors such as gender, socioeconomic status or parents; that's why this item is considered to be connected with general teaching efficacy (GTE).

RAND Item 2:

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

Contrary to the first item, Rand item 2 is connected with personal teaching efficacy (PTE) since teachers who agree with this item are considered to reveal confidence in their experience, knowledge and capabilities to overcome external factors and influence student learning.

After the RAND studies, three instruments which are Responsibility for Student Achievement conceived by Guskey (1981); Teacher Locus of Control by Rose and Medway (1981), and The Webb scale designed by Ashton, Olejnik, Crocker, and McAuliffe (1982), were developed to disable the reliability problems resulting from these two items of the instrument used in RAND studies (Tschannen-Moran et al., 1998; Daugherty, 2005).

2.4.2. Gibson and Dembo's Teacher Efficacy Scale (TES)

Based on the formulation of RAND measure, for the measurement of teacher efficacy, Gibson and Dembo (1984) developed the Teacher Efficacy Scale (TES), which became one of the most commonly used instruments to measure the construct. Their scale, consisted of 30 items utilizing a 6-point Likert scale from "strongly disagree" to "strongly agree", reveals two factors consistent with the RAND items. These items are interpreted by Bandura's theory on self-efficacy. Gibson and Dembo labeled their first factor *personal teaching efficacy (PTE)* and assumed this factor assessed self-efficacy. It corresponds to Bandura's self-efficacy dimension stating that motivation is determined by people's judgments of their capability to execute particular courses of action. In other words, this dimension reflects a teacher's belief in their ability to bring about positive student and learning outcomes (Gibson and Dembo, 1984). An example of a PTE item is:

"When a student does better than usual, many times it is because I exerted a little extra effort".

On the other hand, the second factor, called *general teaching efficacy (GTE)* was assumed to correspond to Bandura's outcome expectancy dimension referring to teachers' beliefs about the possible consequences of their actions. This dimension reflects the belief that teacher's ability to bring about desired outcomes is limited by

factors external to the teacher such as home environment and family background. An example of a GTE item is:

"The hours in my class have little influence on students compared to the influence of their home environment." (Tschannen- Moran et al., 1998; Liaw, 2004; Daugherty, 2005).

However, Woolfolk and Hoy (2000) criticized Gibson and Dembo's Scale by claiming that general teaching efficacy dimension in this scale does not represent an outcome expectation as defined by Bandura (1986). Instead, they support that this dimension appears to reflect a general belief about the power of teaching to reach difficult children and may have more in common with teachers not with external factors.

2.4.3. Bandura' s Teacher Self-efficacy Scale

Bandura developed his own teacher efficacy scale, comprising 30 items on a 9-point Likert scale ranging from "nothing" to "a great deal". Bandura (1997) emphasizes that teacher efficacy varies across contexts and from subject to subject. Therefore, a teacher feeling efficacious in teaching math may not be confident in teaching social sciences. He also asserts that measures of teacher efficacy should focus on specific knowledge areas and signify the degree to which teachers' sense of confidence contributes to student learning. In his teacher self-efficacy scale, Bandura measured teacher efficacy in a general perspective, rather than focusing on particular subjects. Teachers were asked to evaluate themselves in seven subscales, including efficacy to influence decision making, efficacy to influence school resources, instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate. Some example items of this scale are:

How much can you influence the decisions that are made in the school?

How much can you do to influence the class sizes in your school?

How much can you do to get children to follow classroom rules?

How much can you do to get parents to become involve in school activities?
(Tschannen-Moran et al., 1998; Liaw, 2004).

Although the theories of Bandura affected the development of many instruments on teacher efficacy, there are not many studies available using Bandura's scale.

2.4.4. Tschannen-Moran & Woolfolk Hoy's The Teacher Sense of Efficacy Scale (TSES)

In the light of Bandura's work and recommendations, Tschannen-Moran and Woolfolk Hoy (2001), by moving away from the two dimensional model with PTE and GTE and by depending on the integrated model, designed a new teacher efficacy scale assessing both, "... personal competence and analysis of tasks in terms of the resources and constraints in particular teaching context" (p. 795). As a first step to develop the Teacher Sense of Efficacy Scale (TSES), which was originally called the Ohio State Teacher Efficacy Scale (OSTES), 52 items were created from both the modification of Bandura's scale and the collaboration from participants enrolled in a seminar on self-efficacy in the department of Teaching and Learning in the College of Education at The Ohio State University. After testing the validity and reliability of this scale in three consecutive studies involving more than 800 pre- service and in-service teachers, Tschannen-Moran and Woolfolk Hoy (2001) designed the 9-point Likert Scale; "nothing"(1-2), "very little"(3-4), "some influence" (5-6), "quite a bit"(7-8) to "a great deal"(9). In Factor Analysis, items were loaded into three factors; efficacy for instructional strategies, efficacy for classroom management, and efficacy for students' engagement.

The first dimension, efficacy for student engagement, assesses teachers' confidence in their ability to engage students in learning activities:

e.g. How much can you do to help your students value learning?

How much can you do to get through to the most difficult students?

How much can you do to help your students think critically?

The second dimension, efficacy for instructional strategies, measures teachers' confidence in their ability to use various instructional strategies to address students with different needs:

e.g. *To what extent can you craft good questions for your students*?

How well can you respond to difficult questions from your students?

How much can you gauge student comprehension of what you have taught?

The last dimension, efficacy for classroom management, assesses teachers' confidence in their ability to manage their classroom effectively:

e.g. *How much can you do to get children to follow classroom rules*?

How much can you do to control disruptive behavior in the classroom?

How well can you establish routines to keep activities running smoothly?

There are two versions of TSES, which are the long form with 24-item scale and the short form with 12-item. Because the reliability and validity scores are higher in the long form and it is more detailed, the long form is used in the present study. The reliability and validity information of TSES are provided in Table 2.1.

Table 2.1. :The Reliability and Validity Information of TSES

	Long Form	Short Form
Student Engagement	.87	.81
Classroom Management	.90	.86
Instructional Strategies	.91	.86
General Self-Efficacy	.94	.90

Source: Tschannen-Moran and Woolfolk Hoy (2001)

2.5. The Effect of Teacher Self-efficacy on Student Achievement

It has been indicated in a significant number of studies that teacher self-efficacy beliefs have a considerable effect on students' achievement and success at school in several ways (Muijs &Rejnolds, 2001; Tournaki& Podell, 2005). Accordingly, teachers with strong beliefs in their teaching capabilities are more likely to make use of didactic innovations in the classroom, to use suitable teaching methods and approaches and foster student's autonomy, and to care students with special learning needs (Allinder, 1995), to deal with classroom problems (Chacon, 2005), and to keep student motivated on task (Podell& Soodak, 1994) than teachers with a low sense of self-efficacy.

A number of studies support the notion that teacher efficacy is related to many educational outcomes. According to these studies, teacher self-efficacy beliefs relate to student achievement, student motivation, students' own sense of efficacy, and the effort teachers invest in teaching. Moreover, teachers with a high sense of efficacy are considered to be more open to new ideas, willing to try new methods they have not made use of before, and are good organizers. It is also indicated with these studies that such teachers show tendency to possess a greater commitment to teaching; therefore, they do not critically approach student errors and try to pay attention to individual differences. (Bandura, 1997, Tschannen-Moran & Woolfolk Hoy, 2001). Therefore, it can be concluded that teachers with high self-efficacy beliefs play a considerable role in students' success at school.

In his study, Ross (1992) sought to find out whether there is a relationship between student achievement and teacher efficacy. He worked with a sample of 18 grade 7 and 8 history teachers in 36 classes. The result of the study indicated that students' achievement was higher in classrooms of teachers with greater confidence. Furthermore, Tournaki and Podell (2005) gathered data from three hundred and eighty-four general education teachers so as to examine how student and teacher characteristics affect teachers' predictions of students' academic and social success. The participants responded to one of 32 possible case studies describing a student, in which gender, reading achievement, social behavior, and attentiveness were manipulated experimentally to a 16-item teacher efficacy scale. The study showed that teachers with

high efficacy made less negative predictions about students, and seemed to adjust their predictions when students' characteristics changed, while low efficacy teachers seemed to be paying attention to a single characteristic when making their predictions. Moreover, all teachers responded similarly to students who showed a combination of aggressive and inattentive behaviors, that is, if students were friendly, inattentiveness were tolerated more than if they were aggressive.

Mojavezi and Tamiz (2012) sought to examine whether there is any significant relationship between teacher self-efficacy and students' achievement, and if there is any difference in students' achievement based on their teachers' level of self-efficacy. To this end, eighty senior high school teachers and one hundred and fifty senior high school students were selected randomly for the study. The findings showed that the higher the teacher self-efficacy, the higher students' motivation. The results also support that teachers with a high sense of efficacy believe that unmotivated students can be taught if they are provided with the extra effort and appropriate techniques. In contrast, teachers with a low sense of instruction efficacy think that they can do little if students are poorly motivated. It can be concluded that as Gibson and Dembo (1984) state teachers' personal sense of efficacy is related to the beliefs teachers have regarding their own abilities to teach effectively. Briefly, teachers may perceive themselves as successful in dealing with difficult students in the classroom, rather than merely believing that any teacher can manage such discipline problems. Likewise, teachers may consider students' success a consequence of their effective teaching rather than believing any teacher can do it.

In conclusion, researches suggest a significant correlation between teacher self-efficacy and increased students' achievement by influencing teachers' instructional practices, enthusiasm, commitment, and teacher behavior (Tschannen-Moran& Hoy, 2001; Wolters& Daugherty, 2007). The results are also in line with Bandura's observation (1994) that teachers possessing a strong sense of efficacy about their capabilities can motivate their students and improve their cognitive development.

2.6. Studies on Teacher Efficacy

2.6.1. Studies on Teacher Efficacy in First Language (L1) Context

Recent studies on teacher efficacy in L1 context have indicated a relation between teacher efficacy and various demographic and contextual factors (Raudenbush, Rowan & Cheong, 1992; Hoy & Woolfolk, 1993; Campbell, 1996; Woolfolk Hoy, 2000) as well as factors related to teaching and learning such as teachers' adoption of innovative techniques (Ghaith & Yaghi, 1997), commitment to teaching and classroom management (Woolfolk & Hoy, 1990) and predictions of student success (Tournaki & Podell, 2005).

In his study, Daugherty (2005) sought to identify the influences and outcomes of teacher efficacy by examining selected teacher characteristics such as years of teaching experience, instructional level and professional development and their relation to teacher efficacy. 891 teachers participated in the study and responded to several demographic questions, TSES (Tschannen-Moran & Woolfolk Hoy, 2001) and a self-report measure of teacher behaviors associated with student engagement, instructional strategies and classroom management. The study revealed that teachers having more teaching experience and teaching younger instructional levels had higher levels of teacher efficacy.

Raudenbush et al. (1992), who viewed teacher efficacy as contextually situated, rather than global, investigate teacher differences in relation to teacher efficacy. A questionnaire was administered to a sample of 315 teachers reported their perceptions of self-efficacy for each of the classes they taught, the organizational setting of the school, various characteristics of these classes and their personal and professional backgrounds. The researchers found out that teacher preparation, school climate, subject area taught, gender, age of student, and ability or academic track of students contributed significantly to teacher efficacy. Therefore, the researchers concluded that instead of classifying teachers into "high" and "low" efficacy groups, the intra-teacher differences are needed to be studied to advance the understanding of teacher efficacy. Besides, it was found that teachers tended to have higher levels of efficacy in larger classes which revealed the unexpected relationship between teacher efficacy and class size.

With a sample of 179 teachers, and by using Gibson and Dembo's TES (1984), Hoy and Woolfolk (1993) studied the relationship between PTE, GTE and aspects of a healthy school climate by analyzing variables like "institutional integrity", "principal influence", "consideration", "resource support", "morale" and "academic emphasis". The results of the study indicated that a healthy school climate with principal influence and strong academic emphasis was significantly related to PTE, while institutional integrity and teacher were significantly associated with GTE. The findings also suggested that "schools promoted PTE when teachers perceived their colleagues; (a) set high but achievable goals, (b) create an orderly and serious environment, and (c) respect academic excellence" (Hoy & Woolfolk, 1993, p. 365). Finally, in this study, educational level of teachers was found to be the only personal variable that promoted PTE since teachers who had a graduate degree were likely to have higher PTE.

Campbell (1996), again by using Gibson and Dembo's TES (1984), carried out a study with a sample of 140 Scottish and American pre-service and in-service teachers to determine whether years of experience and educational level produce differences in teacher efficacy. The results revealed that there were no significant differences between Scottish and American teachers while in-service teachers were found to be more efficacious than pre service teachers. Moreover, teachers were found to be different in their efficacy in relation to their educational level. When teacher efficacy was compared across the three groups of educational levels; namely, pre-Bachelor's degree, Bachelor's degree and post-graduate, it was seen that teachers with post graduate degree, both in Scotland and the United States, reported the highest level of teacher efficacy. The findings also suggested that there was a significant relationship between teacher efficacy and demographic variables such as age, degree status and years of teaching experience.

Adding to the previous studies, Woolfolk Hoy (2000) examined the changes in efficacy during the early years of teaching with respect to certain variables. 55 prospective teachers completed Gibson and Dembo's TES (1984) adapted by Hoy and Woolfolk (1993), Bandura's Teacher Self-efficacy scale and a program specific measure of efficacy developed by the researcher. The findings suggested that teachers in their preparation program had higher levels of efficacy but their level of efficacy

decreased with their actual practice of teaching. Satisfaction with performance in the first year and perception of support were found to be correlated with changes in the levels of efficacy.

2.6.2. Studies on Teacher Efficacy in Second/Foreign Language Learning Context

In spite of the fact that teacher efficacy has been studied a lot in the fields like science (Enochs & Riggs, 1990) or general education (Tournaki & Podell, 2005), the literature provides a limited number of studies investigating teacher efficacy in the field of foreign language teaching. The studies carried out in this field generally focused on the factors like demographic information, such as experience or being a native/nonnative speaker in the language taught, proficiency of the language, classroom management (Liaw, 2004; Chacon, 2005; Shim, 2001) and etc.

Ghaith and Shaaban (1999) investigated how teaching experience, gender, and grade level taught correlate with personal and general teacher efficacy and perceptions of teaching concerns among 292 Lebanese teachers from different school backgrounds. Gibson and Dembo's (1984) 16-item teaching efficacy scale, in addition to a 28-item measure that addressed teaching concerns (Ghaith & Yaghi, 1997) was adopted. Results of the study revealed that personal teaching efficacy and general teaching efficacy were not internally related and represented two distinct indices. Personal teaching efficacy, rather than general teaching efficacy, was found to be related to the perception of teaching concerns. Specifically, the study's results showed that teaching experience and personal efficacy were negatively correlated with the perception of teaching concerns; that is, the longer their years in teaching and the more confidence they had in their personal ability to provide effective teaching, the less they were concerned about problems related to teaching such as the relations with parents and supervisors (self-survival) or meeting students' individual needs (impact). 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.

Another researcher who expanded the teacher efficacy research to the field of English as a foreign language (EFL), Shim (2001) explored the efficacy of 106 Korean in-service EFL teachers and how selected characteristics of teachers distinguished them into high, mid and low efficacy groups. The results revealed that "teaching satisfaction", "role preparedness", "classroom management", "school stress" "peer relationship", and "academic emphasis" were the variables that differentiated teachers with high efficacy from their low efficacy counterparts. In terms of English language proficiency, the researcher found that teachers with higher levels of efficacy had higher listening proficiency than low efficacious teachers; while low efficacious teachers had higher speaking skills than high efficacious ones. Shim (2001) argued that this finding with regard to speaking skills was counter to what was expected. The researcher claimed that the Korean trend to consider listening skills for preparing for college entrance examinations might explain the fact that teachers with good listening skills had higher efficacy beliefs than those with poor listening skills.

Liaw (2004) examined native and non-native foreign language teachers' efficacy and their perceptions of language teaching in terms of three areas; (a) advantages and disadvantages of native and nonnative teachers, (b) importance of teaching, teacher training programs and methods of motivating and helping students, and (c) teaching strategies, by developing a questionnaire with the items in TSES (Tschannen & Woolfolk Hoy, 2001). The results of the study indicated a positive relationship between teachers' self-perceived ability in teaching the target language and level of teacher efficacy. Most of the participants were efficacious in using different instructional strategies, and in engaging students with low learning interests in various classroom activities. Additionally, most of the participants were aware of both internal and external influences such as parental support or students' prior experience with the target language, on their teaching efficacy. The participants reported lower levels of efficacy in handling personal and environmental influences in their teaching practice. Native and nonnative foreign language teachers were found to be different in their language teaching efficacy. The relationship between students' language proficiency and teachers' efficacy was also observed in this study.

Chacon (2005) explored a group of 100 EFL middle school teachers' efficacy in Venezuela by examining their efficacy for engagement, classroom management, and instructional strategies; their English proficiency level in listening, speaking, reading, writing; and culture knowledge, the pedagogical strategies they use to teach EFL, and the correlations among these constructs and demographic variables such as years of English experience, experience studying/ traveling abroad, and staff development. Data were collected through a survey administered to 100 teachers. The researcher developed English Teachers' Sense of Efficacy Scale (ETSES) comprising the following subscales; (a) teachers' self- reported English proficiency, (b) teachers' self-reported pedagogical strategies to teach English, and (c) an adapted version of The Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) for assessing teachers' perceived efficacy for engaging students in learning EFL, for managing EFL classes, and for implementing instructional strategies to teach EFL. The results indicated that teachers' efficacy for instructional strategies was higher than their efficacy for management and engagement; and teachers' efficacy was correlated with self-reported English proficiency of the teachers. In other words, the more proficient the participants judged themselves across the four skills, the higher their efficacy was. Moreover, no correlation was found between years of English teaching experience and teacher efficacy for engagement, instructional strategies, and management. Also, teachers' experiences traveling or studying in English-speaking countries were not associated with the levels efficacy for; engagement, instructional strategies, and management. Staff development was correlated with efficacy for engagement and instructional strategies but not for management; in other words, the more in-service training the teachers reported having, the higher was their efficacy to design instructional strategies and to engage students in learning English.

Eslami and Fatahi (2008) examined the efficacy beliefs of nonnative English speaking (NNES) Iranian EFL teachers. EFL teachers' perceptions of their teaching efficacy in terms of personal capabilities to teach English as a Foreign Language (EFL) and their perceived English language proficiency level were examined. A modified version of the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) was used to assess efficacy for management, engagement, and instructional strategies. The results showed that the teachers' perceived efficacy was positively

correlated with self-reported English proficiency. The findings also revealed that the more efficacious the teachers felt, the more inclined they were to use communicative-based strategies. The study has implications for the preparation of NNES teachers and the support they need to develop their language proficiency, which in turn is related to their perceived self-efficacy.

More recently, Sunjin Oh (2011) examined several potential sources of preservice teachers' perceptions of their teaching efficacy during their reading and writing lessons. By utilizing a quantitative study based on a two-group (Fall 2009 and Spring 2010) comparison, he mainly explored the sources that impact student teachers' sense of efficacy and the change in their sense of efficacy before and after their student teaching practicum. The results showed that student teachers' self-perceptions of efficacy for instructional strategies, classroom management, and student engagement were significantly related to each other in both the pretest and posttest for this sample of student teachers in the United States. Also, it was indicated that over time, the student teachers who participated in this study felt more confident in their abilities relative to instructional strategies, classroom management, and student engagement. Student teachers' efficacy ratings of their classroom management received the highest mean scores in the pretest, whereas instructional strategies received the highest mean scores in the posttest. The results of this study additionally found that student teachers' personality, motivation, and capabilities/skills, university training, and student teachers' perceived support from the cooperating teacher were influential sources impacting their teaching efficacy.

2.6.3. Teacher Efficacy Studies in Turkish EFL Context

Although the literature reveals many teacher efficacy studies conducted in other countries, there have been a limited number of studies conducted in Turkey, the majority of which have been carried out with pre-service teachers.

Unver (2004) investigated the level of perceived self-determination and self-efficacy of the EFL instructors working in the Anadolu University School of Foreign Languages (AUSFL) in the 2003-2004 academic year. The study also examined the possible relation between instructors' perceived self-determination and self-efficacy.

The results revealed that the majority of instructors perceived themselves to be working in an autonomy supportive environment. Textbook selection, the use of extra materials, teaching methods, and exam preparation were the areas the instructors mostly felt autonomous. However, unmotivated students and heavy workload affected the instructors' motivation negatively. The quality of relationships between the instructors and the administration also appeared to be influential. As for teacher efficacy, the majority of instructors had high levels of personal and general teaching efficacy. However, no significant relation was found between the levels of self-determination and self-efficacy of the instructors.

Placing a strong emphasis on peer coaching, Göker (2006) investigated self-efficacy and instructional skills of EFL preservice teachers. Two groups of student teachers' (32 in total) from English language teaching Department doing their Teaching Practicum course as part of a B.A. teacher education program were compared in regard to their self-efficacy, and development of instructional skills. The results of the study showed statistically significant differences in favor of the experimental condition on 7 variables measured: (a) informing students of lesson objectives, (b) repeating important points, (c) using examples, (d) repeating information students do not understand, (e) asking questions, (f) providing opportunities for student questions, and (g) furnishing practice opportunities. It was found that peer coaching improved the self-efficacy of the teachers. The findings in this study also demonstrated that experiential activities, such as the teaching practicum or other mastery experiences potentially had a great effect on the self-efficacy of these preservice teachers.

Atay (2007) explored the change of efficacy of prospective teachers over the student teaching period and the factors that might contribute to the change. According to the results of the study, the efficacy scores for instructional strategies decreased at a statistically significant level at the end of the practicum, whereas the classroom management and student engagement efficacy scores increased, the latter being at a significant level. Focus-group discussions revealed prospective teachers' awareness of their own teaching competence, their beliefs about teaching and learning, practices of their cooperating teacher, established classroom practices and the practicum school as the factors contributing to their self-efficacy during the practicum.

Yavuz (2007) examined EFL teachers' efficacy level and explored the socio-demographic predictors of teacher efficacy in an EFL setting in Turkey. 226 EFL teachers working at the preparatory schools of public and private universities participated in the study. The results of the study showed that the number of professional activities teachers were involved in, average number of students in teachers' classes, working position, type of institution, and gender were the socio-demographic factors that predicted variations in EFL teachers' efficacy. The average efficacy was 7.027 on a 9-point scale, which indicated that the teachers self-reported a great deal of overall efficacy for teaching English. Also, it was found that teachers were more efficacious in terms of classroom management and instructional strategies than student engagement.

More recently, Yilmaz (2011) examined the efficacy beliefs of 54 Turkish EFL teachers. Teachers' perceptions of their teaching efficacy regarding personal capabilities to teach English and their self-reported English proficiency level were also investigated. The results indicated that teachers' perceived efficacy was correlated with their self-reported English proficiency, and that teachers' efficacy for instructional strategies was greater than their efficacy for management and engagement.

CHAPTER III: METHODOLOGY

This chapter presents the research design, research questions, participant of the study, research setting, data collection instruments and procedures of data collection and analysis.

3.1. Overall Design of the Study

In this descriptive study, a mixed methods (Tashakkori & Teddlie, 2003) design, was used. In such designs, the aim is collecting, analyzing and "mixing" both quantitative and qualitative data at some stage of the research process within a single study to understand a research problem more completely (Creswell, 2002). The rationale for mixing is that neither quantitative nor qualitative methods are sufficient by themselves to capture the trends and details of the situation. When used in combination, quantitative and qualitative methods complement each other and allow for more complete analysis (Green, Caracelli, & Graham, 1989, Tashakkori & Teddlie, 1998).

In quantitative research, an investigator relies on numerical data (Charles & Mertler, 2002). He uses postpositivist claims for developing knowledge, such as cause and effect thinking, reduction to specific variables, hypotheses and questions, use of measurement and observation, and the test of theories.

Alternatively, qualitative research is "an inquiry process of understanding" where the researcher develops a "complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting" (Creswell, 1998, p. 15). Thus, both numerical and text data, collected sequentially or concurrently, can help better understand the research problem.

The goal of the quantitative phase in the present study was to assess teachers' self-efficacy in teaching writing and to identify potential predictive power of selected variables on teachers' self-efficacy beliefs. Additionally, in order to evaluate students' perception of their writing teachers' efficacy and to examine the impact of teachers' efficacy in writing instruction on students' writing achievement quantitative research was used. The purpose of the qualitative research was to collect text data through individual semi-structured interviews to explore the differences between the teaching

strategies applied by high and low efficacious teachers by exploring participants' views in more depth. Overall design of the study was illustrated in Figure 3.1.

Teacher's Sense of Self-Efficacy	→	Questionnaire to 98 teachers	→	Quantitative
	→	Interviews with 12 teachers (6 high and 6 low efficacious)	→	Qualitative
Students' Evaluations	→	Questionnaire to 12 classes (6 classes (156 SS) with HET) (6 classes (151 SS) with LET)	→	Quantitative
Students' Writing Achievement	→	The scores of 1st and 4th writing exams	→	Quantitative
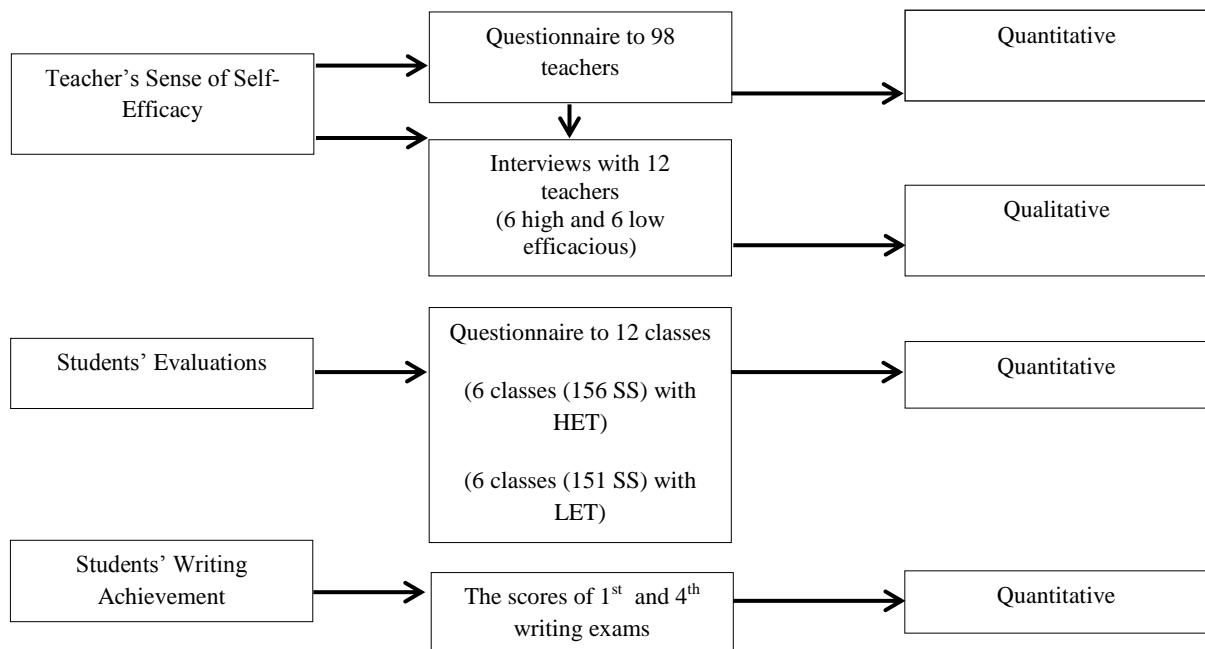
Figure 3.1 Overall Design of the Study

Note: Ss (students), HET (High Efficacious Teacher), LET (Low Efficacious Teacher)

The research instruments included two questionnaires as quantitative data sources and teachers' interviews as the qualitative data source. Combined use of quantitative and qualitative data analysis contributed to the validity and the reliability of the results and conclusions in the study.

3.2. Research Questions

The following questions were addressed in the present study:

1. What is the level of the teachers' general self-efficacy about writing instruction with regard to the following subareas?

   a. student engagement

   b. classroom management

   c. instructional strategies

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2. Does the teachers' self-efficacy in writing instruction change according to personal variables?

   a. gender

   b. the status of being native or non-native speaker of English

3. Does the teachers' self efficacy in writing instruction change according to educational variables?

   a. the proficiency level taught in 2013-2014 Fall Term

   b. the type of first major

   c. teaching experience

   d. teaching writing experience

   e. in service writing training

4. How do the students taught by high and low efficacious teachers perceive their teachers' efficacy in writing instruction?

5. Does teachers' efficacy in writing instruction have an impact on students' writing achievement?

6. Is there any difference between the teaching strategies used by the high and the low efficacious teachers in writing instruction?

Teachers' self-efficacy beliefs about teaching of writing and their students' perceptions about their writing teachers' efficacy in teaching writing were elicited by using two different questionnaires for each group of participants. In order to find out whether there is a difference between the writing achievement of high and low efficacious teachers' students, the students' 1st and 4th writing exam scores were obtained. Lastly, so as to explore the teaching strategies of high and low efficacious teachers in writing instruction, interviews were conducted with six high and six low efficacious teachers.

3.3. Setting

The Preparatory Schools at Universities in Turkey

At the beginning of each academic year, both in English-medium and in partially English-medium universities, undergraduate students are admitted to their departments on the condition of successfully passing an English language placement test in Turkey. These tests are designed to assess a student's ability to adequately use English for academic purposes. If students are unable to pass the required test in their university, they are to receive English language training at onsite preparatory schools until they reach a required level of proficiency. The preparatory schools' syllabi are organized in such a way that all students can achieve the necessary scores on their final language tests generally by June. Therefore, the successful completion of the program greatly depends on a student's regular attendance, timely submission of homework and use of provided resources.

The School of Foreign Languages in ITU

The study was conducted at Istanbul Technical University School of Foreign Languages (ITUSFL), Istanbul, Turkey. ITU is a partially English medium university. Students are required to take either 30% or 100 % of overall courses in English, depending on their major. Before they are admitted to their departments, students are to pass the Proficiency Exam which is the required English proficiency test designed by the testing office in ITU. The preparatory program at Istanbul Technical University consists of four English proficiency levels: A - Intermediate; B – Pre-intermediate; C - Elementary; and D - Beginner. Students are placed in one of these levels according to the scores they get in the Placement Test which is given at the beginning of the academic year. Students are also provided the opportunity to change their level by means of a Level Change Quiz at the beginning of the Fall Term.

3.3.1. Students' Profile

The descriptions for each level are provided in detail below:

A LEVEL: The students placed into this level are assumed to be at an intermediate level to be taken up to an upper-intermediate level through covering upper-intermediate level course books and materials. As their language level is higher when compared to other levels, they have the fewest hours of instruction among all levels: 20 hours a week in the Fall Term. In fact, the majority of the students are exposed to a one-term program since most of the A level students complete the level successfully and pass the Proficiency Exam in January. The students who fail are placed into the B level classes in the Spring Term, where they are exposed to 20 hours of instruction per week.

A-LEVEL STUDENTS' DESCRIPTION: They can generally start conversations and take part in the conversation rather than merely responding. They can generally manage everyday life functions with ease, and cope linguistically with new situations (e.g. a negotiation in a shop not going according to expectations). They can understand the majority of any non-academic texts and begin to respond to different types of writing. They can write paragraphs, but they cannot make an outline for a paragraph or organize it properly. They can generally use varied structures on a variety of non-specialist topics (e.g. telling stories, personal letters, giving and explaining an opinion). However, they might have problems in writing academic paragraphs and essays arising from the inability to handle some of the more complex structures.

B LEVEL: The students placed into this level are assumed to be at a pre-intermediate level to be taken up to an upper-intermediate level. As their language level is a little lower when compared to A level students, they have more hours of instruction in the Basic course which is grammar. The hours of instruction for the Skills Courses which are listening and speaking, reading, and writing are the same as in A level; however, the course materials covered are different, especially when both terms are considered. On a weekly basis, they have 20 hours of instruction per week during the Fall term and 22 hours of instruction during the Spring term.

B-LEVEL STUDENTS' DESCRIPTION: B-Level students can understand the gist of a conversation in English, though not in detail. They are capable of initiating conversation by asking questions on a range of everyday topics and can perform most everyday social and practical functions with a little help (e.g. buying things in shops, going to the doctor) to survive comfortably. They can write short paragraphs. They can use varied simple and some complex structures on a variety of non-academic topics (e.g., telling stories, personal letters, giving and explaining an opinion). However, they generally have problems in writing academic paragraphs and essays arising from the inability to handle some of the more complex structures.

C LEVEL: C level students are considered as elementary level students. Although the hours of instruction are the same as in B level in the Fall term, they have additional two hours per week for the Spring term, and the level of the course materials followed is different. On a weekly basis, they have 24 hours of instruction per week during the Fall term and 26 hours of instruction during the Spring term.

C-LEVEL STUDENTS' DESCRIPTION: Students beginning at this level can understand and respond to very basic conversational situations. They can understand many simple expressions of everyday English. They can produce comprehensible questions and answers even if structures and words often go wrong. They can write a few simple but connected sentences on a given topic with some awareness of the forms required.

D LEVEL: D level students are considered as a zero or false beginner. As they start the program from a beginner level, and need to cover more to catch up with the upper levels, they have more hours of instruction: 26 hours a week during the Fall term and 28 hours of instruction during the Spring term. Specifically, and different from the other levels, D level students have 12 hours of Basic English and 6 hours of Reading, which is required to help them better their level of English and catch up within one academic year.

D-LEVEL STUDENTS' DESCRIPTION: Students have little or no familiarity with the English language. They can understand few everyday expressions and can produce some single words and set phrases in response. They can recognize the

existence of a few basic structures and words in reading. They are able to write items in one or two structural patterns in writing, but not manipulate the patterns any further.

3.3.2. Teachers' Profile

The study was carried out with instructors of English working in preparatory year of university. In Turkish language teaching and learning context, language instructors are generally called as teachers. Thus, in the study, teacher refers to the instructors teaching English at tertiary education.

Regarding the university where the study was conducted, the school of foreign languages is administered by the school director and two deputy directors. There are 145 non-native and 12 native instructors of English in this preparatory school. At each level, four different courses are taught, which are grammar, reading, writing, and listening/speaking. In order to maintain coordination within a level and between levels, there are Level Coordinators who are responsible for coordinating the work of instructors for one course at a particular level. The teachers are not responsible for preparing exam questions since all the exams are prepared by the testing office.

The majority of the instructors teach 18-22 hours a week. Each teacher has either two or three classes in a term and the courses they are going to teach are randomly given by the program organizers. However, the program organizers try to provide almost all teachers with a writing class in each term.

3.3.3. The Goals and Objectives of ITU School of Foreign Languages with regard to Writing

The goal of the writing component of the Preparatory Program is for learners to be able to produce free and academic essays on an academic topic of 250-300 words and at least four paragraphs in length by making use of process approaches, rhetorical devices and given frameworks. By the end of the program students are aimed to write a cause, an effect and a compare/contrast essay optionally using the ideas/prompts provided in a coherent way by using a wide range of topic-related vocabulary to write an essay.

3.4. Participants

3.4.1. Participant Teachers:

Out of 157 teachers, data from a total number of 98 preparatory teachers at Istanbul Technical University who voluntarily completed the survey questionnaire constituted the sample used in this study. Data collected by the questionnaire about the EFL instructors regarding their personal variables (gender and the status of being native or non-native) and educational variables (English proficiency level of students taught in the Fall 2013-2014, the type of bachelor degree, teaching experience, teaching writing experience, and in service writing training) were analyzed. Tables 3.1-3.5 report the distribution of instructors according to the variables mentioned above.

Table 3.1 Distribution of Teachers According to Personal Variables (Gender and the status of Being Native and Non-native)

Gender		f	%
	Female	65	66%
	Male	33	34%
	Total	98	100%
Native vs. Non-Native		f	%
	Native Speaker of English	12	12%
	Nonnative Speaker of English	86	88%
	Total	98	100%

As seen in Table 3.1, out of 98 teachers, 65 of the participants (66%) are female and 33 of them (34%) are male. In terms of their status of being native or non-native, 86 of the teachers (88%) are non-native, while 12 of them (12%) are native speakers of English.

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Table 3.2 Distribution of Teachers According to the Type of First Major

BA		f	%
	Teaching English as a Foreign Language	51	52%
	English Language and Literature	29	30%
	American Culture and Literature	4	4%
	Translation and Interpretation	5	5%
	Other	9	9%
	Total	98	100%

As seen in Table 3.2, when the first major of teachers were taken into consideration, the demographic information showed that half of the participant teachers (52 %) graduated from Teaching English as a Foreign Language Department, 29 of them (30%) hold English Language and Literature major, 4 of them (4%) studied American Culture and Literature, 5 of them (5%) majored in English Translation and Interpretation, and 9 of them (9%) graduated from other departments.

Table 3.3 Distribution of Teachers According to the English Proficiency Level Taught in 2013-2014 Fall Term

English Proficiency Level Taught (in 2013-2014 Fall)		f	%
	A (Intermediate)	13	13%
	B (Pre-intermediate)	21	21%
	C (Elementary)	36	37%
	D (Beginner)	28	29%
	Total	98	100%

As seen in Table 3.3, with regard to the proficiency level taught in the 2013-2014 Fall Term, 13 of the participant teachers (% 13) taught intermediate level (A), 21 of them (% 21) taught pre-intermediate level (B), 36 of them (% 37) taught elementary level (C), and 28 of them (% 29) taught beginner level (D) writing class in the 2013-2014 Fall academic term.

Table 3.4 Distribution of Teachers According to their Teaching Experience and Teaching Writing Experience

Years	Teaching Experience		Teaching Writing Experience	
	f	%	f	%
1 – 5 Years	25	25 %	43	44 %
6 – 10 Years	26	27 %	23	24 %
11 – 15 Years	21	21 %	20	20 %
15 Years and Above	26	27 %	12	12 %
Total	98	100 %	98	100 %

As seen in Table 3.4, with regard to the teaching experience of teachers in English language teaching, the demographic data showed that, out of 98 teachers, 25 of the participant teachers (25%) had 1-5 , 26 of them (27%) had 6-10, 21 of them (21%) had 11-15, and finally 26 of them (27%) had 15 and more years of teaching experience.

In terms of teaching writing experience, 43 of teachers (44%) had 1-5 years of experience, 23 of them (24%) had 6-10 years of experience, 20 of them (20%) had 11-15 years of experience, 12 of them (12%) had 15 and more years of experience in teaching writing.

Table 3.5 Distribution of Teachers According to In-service Training in Writing

Inservice Writing Training	f	%
Yes	34	35%
No	64	65%
Total	98	100%

As seen in Table 3.5, of the participant teachers, 34 of them (35%) reported that they have attended some in-service seminars and conferences on writing, yet 64 of them (65%) reported as they never had teacher training in teaching writing.

3.4.2. Participant Students

After 6 high and 6 low efficacious teachers were determined according to their mean scores from Teacher Sense of Self-Efficacy Scale (TSES), Student Perception of their Writing Teacher's Performance (SPWTP) was given to their writing class students. From the 12 writing classes, 307 students participated in the study. These classes were given Demographic data collected by the questionnaire about students' gender, age, level of English, starting to learn English, and taking English writing lesson before university preparatory class were analyzed. Tables 3.6-3.9 report the distribution of participant students according to the variables mentioned above.

Table 3.6 Distribution of Students According to their Teachers' Efficacy Level

Efficacy Group	f	%
SHET	156	51%
SLET	151	49%
Total	307	100%

Note: SHET: Students having a high efficacious teacher

SLET: Students having a low efficacious teacher

As seen in Table 3.6, 156 (51%) of the students were the students of low efficacious teachers and 151 (49%) of the students were the students of low efficacious teachers in teaching writing.

Table 3.7 Distribution of Students According to their English Proficiency Level

English Proficiency Level of Students'	Total Class in ITU	Participant Students				
		Class with HET	Class with LET	Number of class	Number of students	%
A	14	1	1	2	62	20%
B	18	-	-	-	-	-
C	27	2	3	5	122	40%
D	32	3	2	5	123	40%
Total	91	6	6	12	307	100%

HET: High efficacious teacher, LET: Low efficacious teacher

As seen in Table 3.7, according to the level of the students, there were 2 classes with 62 students (20%) in intermediate (A). Also, 5 classes with 122 students (40%) were from elementary (C) and 5 classes with 123 students (40%) were from beginner (D) level of class. Last of all, as can be understood from the table, there was no pre-intermediate (B) level of class by chance.

Table 3.8 Distribution of Students According to Gender and Age

Gender		F	%
	Female	115	37%
	Male	192	63%
	Total	307	100%
Age		F	%
	18	167	54%
	19	92	30%
	20 and above	48	16%
	Total	307	100%

As seen in Table 3.8, in terms of participant students' gender, 115 (37%) of them were female and 192 (63 %) of them were male. According to the age variable, 167 (54%) of the students were at the age of 18, 92 (30%) of the students were at the age of 19, and 48 (16%) of the students were at the age of 20 and above.

Table 3.9 Distribution of Students According to their Start of Learning English and Taking English Writing Lesson Before University

Start of Learning English		f	%
	Elementary School and Below	240	78%
	Middle School	48	16%
	High School and above	19	6%
	Total	307	100%
Taking English Writing Lesson Before University		f	%
	Yes	30	10%
	No	277	90%
	Total	307	100%

As seen in table 3.9, when the students were grouped regarding the time they started to learn English, 240 (78%) of the students stated that they started at elementary school and below, 48 (16%) of them stated that they started to learn English at Middle School and 19 (6%) of the students stated that they started learning English at high school and above. Last of all, the demographic data showed that 30 (10%) of the students took some English writing lessons before the university, while and 227 (90%) of them stated that they did not.

3.5. Data Collection Instruments

In the study, both quantitative and qualitative research methods were used. Namely, two questionnaires, two achievement tests of writing and an interview protocol were used.

So as to collect information on teachers' self efficacy in teaching writing, an adapted version of Teachers' Sense of Efficacy Scale (TSES) (Oh, 2011) was used. In order to find out the students' perception of their writing teachers' teaching performance SPWTP (Student Perception of their Writing Teacher's Performance) was

adapted by the researcher. Moreover, in order to find out whether there was a difference between the writing achievement of high and low efficacious teachers' students, the students' 1st and 4th writing exam scores were obtained. Lastly, so as to explore the teaching strategies of high and low efficacious teachers in writing instruction, interviews were conducted with the selected teachers to learn more about the strategies they were using in their writing classes.

3.5.1 Teachers' Sense of Self-Efficacy Scale

Section I. Teachers' Demographic Data

The first section of the teachers' questionnaire starts with a section about personal information. It consists of 10 questions inquiring about respondents' name, gender, the status of being native and non-native, proficiency level of English taught in the 2013-2014 Fall term, the type of first major, teaching experience, teaching writing experience and in-service writing training (See Appendix A).

Section II. **Teachers' Sense of Efficacy Scale (TSES)**

In order to gather information from teachers on their self-efficacy in teaching writing, the TSES instrument was used. The questionnaire method was chosen as it is a commonly used method for collecting information, provides structured data and is comparatively easy to analyze (Frazer & Lawley, 2000). Pajares (1996) proposed that self-efficacy measurements work best when the presented questions correspond to specifically aimed tasks. In parallel to the advice of Pajares and other researchers (Bandura, 1997; Pajares, 1996; Zimmerman, 1995, 2000) TSES which was adapted to reading and writing was preferred. The scale was originally developed by Tschannen-Moran and Hoy in 2001 as a generalized teaching efficacy scale, and later on it was adopted into reading and writing skills in an integrated way as one questionnaire by Sunjin Oh in 2011. Since the study did not include reading skill, the wording related to reading were omitted.

Sunjin Oh (2011) conducted confirmatory factor analysis and found three factor structures of TSES compatible with the study of Tschannen-Moran and Hoy (2001). Thus, the instrument included three subscales with each including 8 items: efficacy in instructional strategies-IS (items 7, 10, 11, 17, 18, 20, 23, and 24), efficacy in classroom management-CM (items 3, 5, 8, 13, 15, 16, 19, and 21), and efficacy in student engagement-SE (items 1, 2, 4, 6, 9, 12, 14, and 22). Sunjin Oh (2011) reported that the reliability of whole scale was 0.95, the reliability coefficients of subscales were 0.82 for SE, 0.86 for IS, and 0.84 for CM.

The items were developed to be rated on a 9-point rating scale (1-Nothing, 3-Very little, 5- Some influence, 7-Quite A Bit, and 9-A Great Deal). High score from this scale means higher teaching efficacy. According to Tschannen-Moran and Hoy's (2001) guidelines, the instrument can be used in two different ways: first, by calculating the means of participants' answers to all 24 questions. This score, which ranges from 1 to 9, is called general efficacy; second, by calculating the means of the answers for each of the three subcomponents separately, which yields three scores for each person ranging form 1 to 9; the higher the score a participant gains, the higher his/her self-efficacy beliefs.

Some examples from TSES subscales:

- *Efficacy in instructional strategies* "To what extend can you craft good writing tasks about teaching writing for your students?"

- *Efficacy in classroom management* "How much can you do to control disruptive behavior in the classroom during your writing lessons?"

- *Efficacy in student engagement* "How much can you do to foster student creativity in writing?"

Four questions were modified slightly in order to adapt the questionnaire specifically for writing skill and the research context. These three examples below present the modifications done in order to adapt the present study into teaching writing:

Modification 1:

*Original***:** To what extent can you craft <u>good questions</u> for your students in reading and writing class?

*Modified***:** To what extent can you craft <u>good writing tasks</u> for your students in writing class?

Modification 2:

*Original***:** How much can you use <u>a variety of assessment strategies</u>?

*Modified***:** To what extent can you use <u>a variety of feedback strategies</u> in your writing lessons?

Modification 3:

*Original***:** How well can you implement <u>alternative strategies</u> in your classroom?

*Modified***:** How well can you implement <u>alternative teaching strategies</u> for your writing lessons?

Moreover, one more changed was done in order to adapt the questionnaire into the research setting. In his study, Sunjin Oh worked with student teachers majoring in elementary education and early childhood education. However, the participants in this study were teaching preparatory class of university. Thus, The original and modified versions are provided below:

Original: How much can you <u>assist families in helping their children</u> do well in reading and writing lessons?

*Modified***:** How much can you <u>assist other teachers sharing the same class in helping your students </u>do well in writing?

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TSES was given to six teachers for piloting. From the piloting process, one question was determined to be changed slightly in order to ease teachers' understanding:

Original: How well can you respond to <u>defiant students</u> in your reading and writing lessons?

*Modified***:** How well can you respond to <u>disturbing students</u> in your writing lessons?

3.5.2. Student Perception of their Writing Teacher's Performance (SPWTP)

Section I. Students' Demographic Data

The first section of the students' questionnaire starts with a section about personal information. It consists of 5 questions inquiring about respondents' gender, age, proficiency level of English, starting to learn English and taking English writing lesson before university preparatory class (See Appendix B and C).

Section II. Student Perception of their Writing Teacher's Performance (SPWTP)

This questionnaire was adapted by the researcher to obtain information about the students' perception of their writing teachers' performance. In this instrument, the statements were based only on writing teachers' performance as the purpose was to focus on writing instruction. Thus, the content and the item order of the SPTWP was the same as the TSES. Nevertheless, the items in the questionnaire were not in the question form but in the shortened statement form in order to ease students' understanding. The statements were formed in a way that students evaluate their writing teachers' teaching performance from their own perspective. In the questionnaire, an instruction was provided for students stating that their answers are confidential and will not be revealed to others other than the researcher. It was also added that they should evaluate their writing teacher according to their own perspective not according to the general criteria of a good teacher. Some examples from SPWTP subscales are as follows:

Direction: Please indicate your personal opinion about your writing teacher. To what extend does your writing teacher do these following behaviors:

Efficacy in instructional strategies

- To craft good writing tasks about teaching writing
- To respond when you have difficulties in writing
- To provide alternative explanations or examples when you are confused in writing

Efficacy in classroom management

- To control disruptive behavior in the classroom during the writing class
- To establish routines to keep activities running smoothly in writing class
- To get students to follow classroom rules in writing class

Efficacy in student engagement

- To foster your creativity in writing
- To get you believe you can do well in writing
- To motivate you when you have low interest in writing

The questionnaire was designed in English but it then translated into Turkish (i.e. students' native language) so that they do not have any difficulty in understanding the questions and items in the questionnaire. It took students 10 minutes to complete the questionnaire.

Reliability of the Instruments

Two major survey instruments used in this study consisted of the following: (1) the Teacher Sense of Efficacy Scale (TSES); (2) the Student Perception of their Writing Teacher's Performance Scale. To provide an estimate of the internal consistency of the surveys, reliability coefficients of the surveys were measured. The results can be seen in Table 3.10.

Table 3.10 Cronbach`s Alpha Reliability for the Teacher's Sense of Efficacy Scale and for the Student Perception of their Writing Teacher's Performance

Survey Subdimensions	Cronbach`s Alpha (TSES)	Cronbach`s Alpha (SPTWP)
Student Engagement (8 items)	0.88	0.83
Classroom Management (8 items)	0.86	0.86
Instructional Strategies (8 Items)	0.85	0.82
General Self- efficacy (24 Items)	0.91	0.85

As seen in Table 3.10 , the Cronbach Alpha estimated for student engagement is 0.88 in TSES and 0.83 in SPTWP. The reliability estimates for classroom management are 0.86 in TSES and 0.86 in SPTWP. For instructional strategies, the Cronbach Alpha reliability estimates are 0.85 in TSES and 0.82 in SPTWP. The Cronbach Alpha estimated for all items in TSES is 0.91 and it is 0.85 in SPTWP, which suggests relatively high internal consistency in terms of both surveys.

3.5.3. Writing Achievement Tests

Each level of students is given a monthly exam at the end of the month in ITU SFL. Each monthly exam includes a use of English, a reading, a listening, a vocabulary, technical English and a writing section. The highest score that can be obtained from a monthly exam is 100. Although the scores of other sections can be different in each monthly exam, the total score of the writing section is always 20 points. The exams include what has been covered at that month for all the skills. For the present study, the writing sections of students' first and fourth monthly exam scores were obtained and entered into SPSS. In order to ease the understanding, the writing section score was converted to 100 point scale from 20 point scale. In other words, the highest score for the writing section was 100 out of 100 point scale. The writing part of first and the fourth exams are explained in detail for each level.

A Level (Intermediate): In the writing part of the first exam, students were asked to write a cause paragraph on one of the three provided topics (See Appendix D). In the

fourth exam, the writing section included writing an essay on one of the three provided essay topics (a cause, an effect, or a compare &contrast) (See Appendix E).

C Level (Elementary): In the first exam, the writing section was consisted of three parts. In the first part, students were to write 7 meaningful sentences from the provided prompts by using the given sentence connectors once. The second part included 5 rewrite questions on sentence connectors. In the last part, students were asked to find out 6 parallel structure mistakes and write them down in the provided boxes (See Appendix F). In the fourth exam, the writing part included writing an effect paragraph on one of the three provided topics (See Appendix G).

D Level (Beginner): In the first exam, the writing section was consisted of two parts. In the first part, students were asked to combine 10 sentences with the given subordinators. The second part included 5 rewrite sentences on the given sentence connectors (See Appendix H). In the fourth exam, the writing part included writing a cause paragraph on the three provided topics (See Appendix I).

3.5.4. Interviews

In order to study teachers' efficacy in writing instruction more closely and to examine the possible differences in strategy use of teachers, the researcher conducted interviews. Out of 98 teachers, 12 of them were interviewed. The selection was made according to their mean scores from TSES. Equal number of teachers (6 teachers having the highest and 6 teachers having the lowest efficacy levels from TSES) from high and low efficacy groups were chosen to be interviewed. Face to face interviews were conducted as it was convenient and fast. Stake (2010) identified the essential purposes of interviews as follows:

1. Obtaining unique information or interpretation held by the person interviewed

2. Collecting a numerical aggregation of information from many persons

3. Finding out about "a thing" that the researchers were unable to observe themselves (p. 95).

Setting out from these objectives, the interview questions were phrased in a way to observe the phenomena from the viewpoint of the participants and explore the nature of the issue in depth. A semi-structured interview was developed by the researcher in an attempt to explore the experiences of teachers. The questions were written both in English and Turkish and teachers were given the choice to answer them in either language to ensure that they could express themselves best.

While generating the interview questions, for each of the three sub dimensions of teachers' efficacy scale (student engagement, classroom management, and instructional strategies), three themes were determined for each dimension in order to form three interview questions. Thus, there were 9 interview questions in total (See Appendix K). The predetermined themes for each dimension and their interview questions are as follows:

Table 3.11 Themes and Related Interview Questions for Student Engagement

Themes for Student Engagement	Interview Questions
Fostering creativity:	What kind of activities do you do to foster students' creativity in writing? (You can give examples of the materials, techniques and tasks you are using in your writing lesson)
Increasing motivation:	When a student has low interest or is less successful writing, what do you do to increase his/her motivation?
Assisting students' other language skills:	Do you assist your students' other language skills in your writing lessons (grammar, reading, speaking)? What kind of tasks do you do to integrate them into your class.

Table 3.12 Themes and Related Interview Questions for Clasroom Management

Themes for Classroom Management	Interview Questions
Establishing a classroom management system:	What kind of strategies do you apply to establish a classroom management system in your writing lessons?
Controlling disruptive behavior:	What do you do to control disruptive behavior (e.g. noisy students, students with no books or notebooks) in your writing class?
Applying management strategies according to levels:	Do you think students' level makes a difference in your classroom management strategies? Did you apply any different strategies to different level groups in writing? Is so, in what way were they different?

Table 3.13 Themes and Related Interview Questions for Instructional Strategies

Themes for Instructional Strategies	Interview Questions
Giving feedback:	What kind of feedback strategies do you use forstudents' writing?
Adjusting the lessons to student type:	How do you adjust your writing lessons to the proper level for individual students? Do you provide challenges for very capable students.
Providing alternative teaching strategies:	When students are confused or need more practice, what kind of alternative teaching strategies do you provide? (to an individual student or to all the students in the class.

Table 3.14 Profile of Interviewed Teachers

Teacher`s Code	Gender	Native /Non-Native	Students Proficiency Level	Type of Bachelor Degree	Teaching Experience	Teaching Writing Experience	In-service Writing Training
H1	F	Non-Native	D	ELT	11-15	6-10	YES
H2	F	Non-Native	C	ELT	11-15	11-15	YES
H3	F	Non-Native	C	English Language and Literature	6-10	6-10	YES
H4	F	Non-Native	A	ELT	6-10	6-10	YES
H5	F	Non-Native	D	ELT	11-15	6-10	YES
H6	F	Non-Native	D	ELT	6-10	6-10	YES
L1	M	Non-Native	C	English Language and Literature	15 and above	15 and above	NO
L2	M	Non-Native	D	ELT	15 and above	15 and above	NO
L3	F	Non-Native	C	American Culture and Literature	6-10	6-10	YES
L4	F	Non-Native	C	English Language and Literature	11-15	11-15	NO
L5	F	Non-Native	A	English Language and Literature	6-10	6-10	YES
L6	M	Non-Native	D	English Language and Literature	15 and above	15 and above	NO

As seen in Table 3.11, all of the teachers having high self-efficacy in teaching writing were female and non-native speakers of English. Out of 6, 3 of them had D (beginner), 2 of them had C (elementary), and 1 of them had A (intermediate) level of students in 2013-2014 Fall Term. In terms of the type of bachelor degree they held, 5 of the high efficacious teachers stated that they graduated from English Language Teaching Department (ELT), while only one of them reported that she held a degree in English Language and Literature. When grouped according to their writing experience, 5 of the high efficacious teachers had 6-10 years of experience, while only one of them had 11-15 years of experience. Last of all, all of the teachers having high efficacy in teaching writing stated that they attended in-service writing training.

As seen in Table 3.11, half of the teachers having low self efficacy in teaching writing were female and the other half were male. All the teachers interviewed were non-native speakers of English, as well. Out of 6, 3 of them had D (beginner), 2 of them had C (elementary), and 1 of them had A (intermediate) level of students in 2013-2014 Fall Term. In terms of the type of bachelor degree they held, 3 of the high efficacious teachers stated that they graduated from English Language and Literature, while there were only one with an ELT and one with an American Language and Culture degree. When grouped according to their writing experience, 3 of the low efficacious teachers had 15 and more years of experience, while there were one having 11-15 years of experience and one having 6-10 years of experience. Last of all, 4 of the teachers having low efficacy in teaching writing stated that they did not attend in-service writing training whereas 2 of them stated that they did.

During the interview, they talked about their teaching writing experiences and their teaching methods. Ones' experience related to a task is one of the major sources and the outcome of the self-efficacy (Bandura, 1997; Pintrich and Shunck, 2002). Thus, the outcome gives clues of one's self-efficacy. Furthermore, as Philippou and Christou (1998) point out, "teachers' formative experiences emerge as key players in the process of teaching since what they do in the classroom reflects their own thoughts and beliefs" (p. 191). Hence, by asking teachers' experiences, it is aimed to get some information about their self-efficacy in teaching writing. The interviews were audio recorded and transcribed, and categories were formed through pattern coding by Miles and Huberman

(1997) on the basis of the given answers. In pattern coding, an empirically based pattern is compared with a predicted or proposed one. The transcriptions are read, examined, coded and discussed. Finally, so as to provide confidentiality, numbers were used for each participant.

3.6. Data Collection Procedures

The present study was conducted during the 2013-2014 academic year at Istanbul Technical University, School of Foreign Languages in Istanbul. The researcher began to collect data in the fall term of the 2013-2014 academic year and no treatment was employed by the researcher since the present study is a descriptive one.

Three quantitative (Teachers' Sense of Self-Efficacy Scale, Student Perception of Their Writing Teacher's Performance, Students' Writing Achievement Tests) and a qualitative (Interviews) were used as data collection methods in this study.

Teachers' Sense of Self-Efficacy Scale was designed to find out the teachers' perceptions of their capability in writing instruction. Before administering the questionnaire, the consent was obtained from the Director. The teachers' questionnaire was distributed in November 2013. It was given to 98 teachers individually and they were asked to return the questionnaire before the end of November. It took them about 20 minutes to complete the questionnaire. According to the results of the questionnaire, 6 high and 6 low efficacious teachers were determined in order to examine teachers' strategies in teaching writing more closely. *Student Perception of Their Writing Teacher's Performance* was designed to find out students' perception of their writing teacher's instruction. The questionnaire was given to the selected students (307 students in total) in January when the Fall Term ended.

In order to find out whether high and low self-efficacy in teaching writing has an effect on students' writing achievement, the researcher obtained 1st and 4th writing exam scores of students taught by 6 high and 6 low self-efficacious teachers. After obtaining the results, they were entered into SPSS and the scores of students taught by high efficacious teachers and students taught by low efficacious teachers were compared.

For the *interviews*, among 98 teachers, 6 of the most and least efficacious teachers according to the result of the TSES were selected to be interviewed. The interviews were conducted in Turkish since there was no native speaker of English. The interviews were held in the school of foreign languages of ITU at the end of the Fall Term. Teachers were told that they were randomly chosen for the questionnaire in order not to affect them by giving clue for their high an low self-efficacy. Teachers were kindly asked to participate in the interview by answering the semi-structured questions. The interview started with semi-structured questions, which was followed by probing questions on the main dimensions. The duration of the interviews changed from 15 minutes to 35 minutes. They were tape recorded with the teachers' consent and then transcribed. A descriptive research method Selinger and Shohamy (1989) was followed in the study and interviews were evaluated by Pattern-Coding technique which is a qualitative data analysis method proposed by Miles and Huberman (1997). Table 3.12 shows the data collection procedures with the participants.

Table 3.15 Data Collection Procedures

	Procedure	Month	Aim	Research Questions	Data Collection Method	Type Of Data
Step 1	Conducting Teachers` Questionnaire	October 2013	To identify teachers' self-efficacy for writing instruction	RQ1, RQ2, RQ3	TSES	Quantitative data analyzed through SPSS
Step 2	Selecting 6 high and 6 low efficacious teachers to be interviewed on the basis of their TSES mean scores	October 2013	-	-	-	-
Step 3	Conducting Students' Questionnaire	December 2013	To identify student' perception towards their writing teacher's performance	RQ4	SPWTP	Quantitative data analyzed through SPSS
Step 4	Getting students' writing achievement scores	January 2014	To find out the effect of writing teachers' on students' achievement in writing	RQ5	Students' writing achievement results	Quantitative data analyzed through SPSS
Step 5	Conducting Interviews with 12 teachers	December 2013-January 2014	To examine strategies of teachers in writing instruction	RQ6	Interviews	Qualitative data through content analysis

3.7. Data Analysis Procedures

Three types of quantitative (*Teachers' Sense of Self-Efficacy Scale, Student Perception of Their Writing Teacher's Performance* and *Students' Writing Exams*) and a qualitative data collection instrument (*Interviews*) were employed in this study to gather data.

3.7.1. Analysis of Teacher's Sense of Self-Efficacy Scale

In order to answer the first research question which aims to find out the general self-efficacy level of teachers in writing instruction in the areas of student engagement, classroom management and instructional strategies, the level of teaching writing efficacy scores were rank ordered and teachers having higher scores and the teachers having lower scores than the average mean scores were provided. To answer the second and the third research questions which aim to analyze the effect of personal (gender and the status of being native or non-native) and educational variables (English proficiency level taught, the type of bachelor degree, teaching experiences, teaching writing experiences and in-service writing training) independent sample t-test and one way ANOVA analyses were employed. The findings obtained are valued 95% confidence interval and 5% significant level.

3.7.2. Analysis of Student Perception of Their Writing Teacher's Performance

In order to answer the fourth research question which aims to analyze the students' perception of their writing teacher's performance, frequencies and percentages were calculated. In addition, independent samples t-test was used so as to find out whether there was a significant difference between the perception of low and high efficacious teachers' students in terms of both their teachers' general teaching efficacy and its three subcomponents (Student engagement, instructional strategies and classroom management)

3.7.3. Analysis of Students' Writing Achievement

In order to answer the fifth research question which aims to explore the impact of teachers' writing efficacy on students' achievement in writing, 1st and 4th writing

exam scores of the students having high efficacious teachers and the ones having low efficacious teachers were compared. Independent samples t-test was employed so as to find the differences between two groups of students.

3.7.4. Analysis of Teachers' Interview

The researcher transcribed the interview questions from Turkish into English. The transcripts were then evaluated by Pattern-Coding technique which is a qualitative data analysis method proposed by Miles and Huberman (1997) and analyzed through content analysis.

After the transcription of the data, the researcher analyzed the content of each interview and for each pre-determined theme in the three subdimensions (student engagement, classroom management and instructional strategies) related startegies were derived from the answers of participants. For confidentiality, teachers were numbered according to their efficacy groups (e.g. H1: high efficacious teacher 1). For each theme, the teachers applying the same strategy were grouped and the number of the teachers were provided next to the strategy. Analysis of the interviews were conducted in order to find out whether there are differences between teachers with high efficacy and teachers with low efficacy in terms of strategies used in writing instruction. Upon the completion of the analysis, relevant strategies mentioned by the high and low efficacious teachers were presented in detail along with the quotes from the interviews under 9 pre-determined themes (three themes for each dimension. The teachers' comments were later used in order to compare their students' quantitative data and their own qualitative statements.

CHAPTER IV: RESULTS

This chapter presents the results of the statistical analysis of the data collected with the instruments; a) Teachers' Sense of Efficacy Scale (TSES), b) Student Perception of their Writing Teacher's Performance (SPWTP) c) Writing Scores of participant students d) interviews with teachers. This part is divided into six sections including the answers to the six research questions of the present study.

4.1. The Results on Teachers' Self-Efficacy in Writing Instruction

Research Question 1:

What is the level of teachers' self-efficacy in teaching writing?

The first research question was about determining teachers' general self-efficacy beliefs in teaching writing with regard to the three subcomponents which are student engagement, classroom management and instructional strategies. Teachers were given Teachers' Sense of Efficacy Scale (TSES) and the answers gathered from the questionnaire were analyzed through descriptive statistics. The results can be seen in Table 4.1.

Table 4.1 The Means and Standard Deviations of Participating Teachers' Self-efficacy

Subcomponents	N	M	SD	Min.	Max.	Rank
Student Engagement	98	6,057	1,224	3,750	8,750	3
Classroom Management	98	7,235	0,825	5,250	8,880	**1**
Instructional Strategies	98	6,325	1,268	4,120	9,000	2
General Self-efficacy	98	**6,539**	0,976	4,960	8,880	

According to the findings presented in Table 4.1, the findings showed that the sample group of EFL teachers' average efficacy was 6,539 on a 9 point scale, which indicated that teachers reported to have moderate level of self-efficacy for teaching writing. As to the differences in the three subdimensions of teachers' self-efficacy, the results indicated that teachers obtained the highest mean scores in the classroom management part of the scale (M=7,235, SD=0,825) on their self-efficacy beliefs regarding writing. In other words, their means indicated that they perceived themselves more efficacious regarding classroom management. Moreover, participants' self-efficacy in student engagement was found to be the lowest of all (M=6,057, SD=1,224). When it comes to the instructional strategies, the mean of this dimension was found to be at the second rank order (M=6,325, SD= 1,268).

The data were further analyzed to see how many teachers are below and above the mean score of general self-efficacy. Figure 4.1 presents the frequency and percentages of teachers who are below and above the average in general self-efficacy.
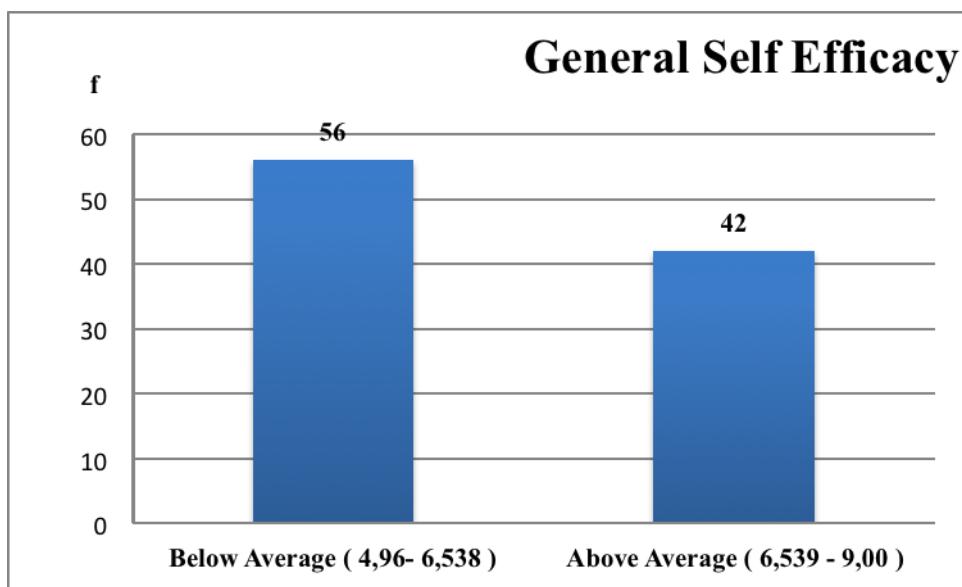
Figure 4.1 Frequency and Percentages of Teachers who are Below and Above the Mean Score of General Self-efficacy

As can be seen in Figure 4.1, 56 of participant teachers (57%) were found to be below the average while 42 of them (43%) were found out to be above the mean score of the teachers' general self-efficacy in teaching writing.

4.2. The Results on the Effect of Personel Variables on Teachers' Self-efficacy in Writing Instruction

4.2.1. The Results on the Effect of Gender on Teachers' Self-efficacy in Writing Instruction

Research Question 2a:

Does gender impact teachers' writing self-efficacy in the areas of instructional strategies, classroom management, and student engagement?

With an attempt to find out whether teachers' gender affects their self-efficacy in writing instruction, independent samples t-test was conducted. The results are presented in Table 4.4.

Table 4.2 Independent Samples T-test Results for Gender

Subcomponents	Gender	N	M	SD	t	p
Student Engagement	Female	65	6,232	1,269	2,017	**0,047**
	Male	33	5,712	1,066		
Classroom Management	Female	65	7,306	0,887	1,199	0,233
	Male	33	7,095	0,678		
Instructional Strategies	Female	65	6,511	1,301	2,073	**0,041**
	Male	33	5,958	1,130		
General Self-efficacy	Female	65	6,684	1,050	2,100	**0,022**
	Male	33	6,253	0,745		

As seen in Table 4.2, when grouped according to gender, there were 65 (66,3%) female teachers and 33 (33.7%) male teachers. According to t-test applied in order to determine if the means of the general self-efficacy and the three subcomponents show significant difference or not according to the gender, it was found that gender is a factor causing statistically significant difference in teachers' self-efficacy in the areas of student engagement and instructional strategies. The results of this study show that female teachers were more efficacious in terms of student engagement (t=2,017, p= 0,047) and instructional strategies (t=2,073, p= 0.041), which in total makes them more efficacious in general in teaching writing than their male counterparts (t=2,100, p=0,022).

However, there was no statistically significant difference between female and male teachers in terms classroom management subcomponent.

4.2.2. The Results on the Effect of the Status of Being Native or Non-native Speaker of English on Teachers' Self-efficacy in Writing Instruction

Research question 2b:

Does the status of being native or non-native speaker of English impact teachers' writing self-efficacy in the areas of instructional strategies, classroom management, and student engagement?

In order to find out if being a native or non-native speaker of English affects teachers' self-efficacy in writing instruction, t-test was applied. The results are presented in Table 4.3.

Table 4.3 Independent Samples T-test Results for the Status of Being Native or Non-native Speaker of English

Subcomponents	Native vs. Non-native	N	M	SD	T	p
Student Engagement	Native Speaker Of English	19	6,434	0,973	1,507	0,135
	Non-native Speaker Of English	79	5,966	1,266		
Classroom Management	Native Speaker Of English	19	6,842	0,625	-2,363	**0,020**
	Non-native Speaker Of English	79	7,329	0,843		
Instructional Strategies	Native Speaker Of English	19	6,803	0,945	1,852	0,067
	Non-native Speaker Of English	79	6,210	1,313		
General Self-efficacy	Native Speaker Of English	19	6,693	0,710	0,767	0,445
	Non-native Speaker Of English	79	6,501	1,030		

As displayed in Table 4.3, t-test results showed no significant difference between the means of native speakers and non-native speakers of English in terms of general self- efficacy (t=0,767, p= 0,445). There is no statistically significant difference between both groups regarding student engagement and instructional strategies (t=1,507, p=0,135 and t=1,852 p=0,067). Nevertheless, the results indicated statistically

significant difference between the means of the two groups in terms of classroom management (t=-2,363, p=0,020). The mean scores of non-native speakers (M=7,329) were found to be higher than those of native speakers of English in classroom management (M=6,842).

4.3. The Results on the Effect of Educational Variables on Teachers' Self-efficacy in Writing Instruction

4.3.1. The Results on the Effect of the Proficiency Level Taught on Teachers' Self-efficacy in Writing Instruction

Research question 3a:

Does the proficiency level of students impact teachers' writing self-efficacy in the areas of instructional strategies, classroom management, and student engagement?

With an attempt to find out whether the proficiency level of students taught in 2013-2014 Fall academic term affects teachers' self-efficacy in writing instruction, one way ANOVA analysis was conducted. The results are presented in Table 4.4.

Table 4.4 One way ANOVA Results for the Proficiency Level of Students

Subcomponents	Writing Class	N	M	SD	F	p	Difference
Student Engagement	A	13	6,942	1,344	2,984	**0,035**	**A>B**
	B	21	5,917	0,861			**A>C**
	C	36	6,026	1,246			**A>D**
	D	28	5,790	1,246			
Classroom Management	A	13	7,442	0,723	0,495	0,686	0,686
	B	21	7,280	0,918			
	C	36	7,229	0,775			
	D	28	7,112	0,880			
Instructional Strategies	A	13	7,394	1,103	3,923	**0,011**	**A>B**
	B	21	6,161	0,969			**A>C**
	C	36	6,212	1,296			**A>D**
	D	28	6,097	1,311			
General Self-efficacy	A	13	7,260	0,951	3,050	**0,032**	**A>B**
	B	21	6,452	0,715			**A>C**
	C	36	6,487	1,007			**A>D**
	D	28	6,334	1,011			

Note: A: Intermediate, B: Pre-intermediate, C: Elementary, D: Beginner

As can be seen in Table 4.4, one way ANOVA analysis results showed that teachers' general self-efficacy differed according to the proficiency level of students that they teach. Post-hoc Schaffe test results indicated that the participant teachers teaching at intermediate level (A) were found out to be more efficacious in teaching writing in general (p= 0,032). Similarly, the results indicated that their means of student engagement and instructional strategies (F=2,984 p= 0,035 and F= 3,923 p=0,011 respectively) were found to be higher than those of the participants teaching other levels (B, C, and D level class). Nonetheless, the difference between the group means was not found out to be statistically significant regarding classroom management (p=0,686> 0.05).

4.3.2. The Results on the Effect of the Type of Bachelor Degree on Teachers' Self-efficacy in Writing Instruction

Research question 3b:

Does the type of first major impact teachers' writing self-efficacy in the areas of instructional strategies, classroom management, and student engagement?

In order to find out whether the type of first major has an effect on teachers' self-efficacy in writing instruction, one way ANOVA analysis was conducted. The results are presented in Table 4.5.

Table 4.5 One way ANOVA Results for the Type of First Major

Subcomponents	Bachelor Degree	N	M	SD	F	p	Difference
Student Engagement	(1) English Language Teaching	51	6,514	1,203	1,737	**0,008**	**1>2** **1>3** **2>3**
	(2) English Literature and Translation Studies	38	6,225	1,116			
	(3) Other	9	5,851	1,285			
Classroom Management	English Language Teaching	51	7,218	0,843	0,482	0,619	0,619
	English Literature and Translation Studies	38	7,309	0,868			
	Other	9	7,014	0,498			
Instructional Strategies	(1) English Language Teaching	51	7,192	0,817	2,563	**0,004**	**1>2** **1>3** **2>3**
	(2) English Literature and Translation Studies	38	6,491	1,068			
	(3) Other	9	5,344	1,288			
General Self Efficacy	(1) English Language Teaching	51	7,388	1,041	1,417	**0,007**	**1>2** **1>3** **2>3**
	(2) English Literature and Translation Studies	38	6,967	0,909			
	(3) Other	9	6,452	0,681			

As seen in table 4.5, one way ANOVA analysis revealed that teachers' general self-efficacy differ according to the type of first major they have. Post-hoc Schaffe test results indicated that the participant teachers graduating from English Language Teaching (ELT) department had the highest mean in terms of their general self efficacy in teaching writing (F=1,417, p=0,007). With regard to student engagement and instructional strategies, the results showed that for both subcomponents ELT graduates held higher writing efficacy than the graduates of English Literature and Translation Studies and the teachers with other types of degrees (F=1,737, p=0,008 and F=2,563,

p=0,004 respectively).   Additionally, in terms of their student engagement and instructional strategies, the results showed that for both subcomponents the graduates of Literature and Translation Studies held higher writing efficacy than the teachers with other types of first major (M=6,225 and M=6,491).

Nonetheless, regarding how the teachers manage their class in writing lessons, there is no statistically significant difference among the teachers with different types of first major (F=0,482, p=0,619).

4.3.3. The Results on the Effect of Teaching Experience on Teachers' Self-efficacy in Writing Instruction

Research question 3c:

Does teaching experience impact teachers' writing self-efficacy in the areas of instructional strategies, classroom management, and student engagement?

To find out whether teachers' experience impacts their self-efficacy in teaching writing, one way ANOVA analysis was conducted. The results are presented in Table 4.6.

Table 4.6 One way ANOVA Results for Teaching Experience

Subcomponents	Teaching Experience	N	M	SD	F	p
Student Engagement	1-5 Years	25	5,899	1,012	0,387	0,762
	6-10 Years	26	6,260	1,218		
	11-15 Years	21	6,063	1,228		
	15 Years above	26	6,000	1,439		
Classroom Management	1-5 Years	25	7,100	0,938	0,659	0,579
	6-10 Years	26	7,370	0,920		
	11-15 Years	21	7,125	0,749		
	15 Years above	26	7,317	0,670		
Instructional Strategies	1-5 Years	25	6,233	1,162	0,133	0,940
	6-10 Years	26	6,409	1,228		
	11-15 Years	21	6,411	1,299		
	15 Years above	26	6,260	1,434		
General Self-efficacy	1-5 Years	25	6,413	0,871	0,313	0,816
	6-10 Years	26	6,679	0,964		
	11-15 Years	21	6,533	0,962		
	15 Years above	26	6,523	1,121		

When participants were grouped according to their teaching experience, one way ANOVA analysis showed that the group means were not found out to be significantly different from each other with regard to both general self efficacy and the three

subcomponents (for general teaching efficacy F=0,313; p=0,816). The findings are indicated in Table 4.6.

4.3.4. The Results on the Effect of Teaching Writing Experience on Teachers' Self-efficacy in Writing Instruction

Research question 3d:

Does teaching writing experience impact teachers' writing self-efficacy in the areas of instructional strategies, classroom management, and student engagement?

With an attempt to find out whether teaching writing experience of teachers affects their self-efficacy in writing instruction, one way ANOVA analysis was conducted. The results are presented in Table 4.7.

Table 4.7 One way ANOVA Results for Teaching Writing Experience

Subcomponents	N	Writing Experience	N	M	SD	F	p	Difference
Student Engagement	1	1-5 Years	43	6,052	1,075	3,222	**0,026**	**2 > 4**
	2	6-10 Years	23	6,554	1,221			
	3	11-15 Years	20	6,156	1,193			
	4	15 Years above	12	5,435	1,193			
Classroom Management	1	1-5 Years	43	7,137	0,927	1,273	0,288	
	2	6-10 Years	23	7,495	0,833			
	3	11-15 Years	20	7,081	0,615			
	4	15 Years above	12	7,344	0,670			
Instructional Strategies	1	1-5 Years	43	6,290	1,128	2,169	0,097	
	2	6-10 Years	23	6,804	1,328			
	3	11-15 Years	20	5,838	1,398			
	4	15 Years above	12	6,344	1,221			
General Self efficacy	1	1-5 Years	43	6,494	0,883	2,814	**0,043**	**2 > 4**
	2	6-10 Years	23	6,951	1,018			
	3	11-15 Years	20	6,609	0,961			
	4	15 Years above	12	6,118	1,000			

As seen in Table 4.7, the results of the one way ANOVA analysis indicated that the difference between the group means were found out to be statistically significant (F=2,814; p=0.043). A subsidiary Schaffee post-hoc analysis was carried out to determine the sources of differences. The mean of general self-efficacy of the teachers having 6-10 years writing experience (M=6,951, SD= 1,018) was found to be higher than that of teachers with 15 and more years of experience.

Furthermore, a significant difference was also found between the student engagement mean scores of teachers with a 6-10 year writing experience and that of teachers with 15 and more years of experience. Accordingly, the ones with a 6-10 year experience held the highest efficacy scores (M=6,554 SD= 1,221). Nonetheless, the difference between the group means was not found out to be statistically significant regarding classroom management and instructional strategies (F=1,273; p=0,288 and F=2,169; p=0,097).

4.3.5. The Results on the Effect of In-service Writing Training on Teachers' Self-efficacy in Writing Instruction

Research question 3e:

Does in service writing training impact teachers' writing self-efficacy in the areas of instructional strategies, classroom management, and student engagement?

In order to find out whether in-service training in writing affects teachers' self-efficacy in writing instruction, independent samples t-test was conducted. The results are presented in Table 4.8.

Table 4. 8 Independent Samples T-test Results for In-service Writing Training

Subcomponents	Writing Training	F	M	SD	t	p
Student Engagement	Yes	34	6,746	1,341	4,436	**0,000**
	No	64	5,691	0,986		
Classroom Management	Yes	34	7,695	0,785	4,385	**0,000**
	No	64	6,990	0,742		
Instructional Strategies	Yes	34	7,080	1,273	4,749	**0,000**
	No	64	5,924	1,075		
	Yes	34	7,175	1,009	5,329	**0,000**
	No	64	6,201	0,773		

Note: Student Engagement (SE), Classroom Management (CM), Instructional Strategies (IS)

When teachers were grouped whether they attended any seminars or conferences on writing, they were grouped into two. As can be seen in Table 4.8, the t-test analysis indicated a significant difference between the groups (SE t=4,436; CM t=4,385, IS t=4,749, GSE t=5,329). Accordingly, in general self-efficacy and in the three subcomponents the mean scores of the teachers taking seminars or conferences were found to be higher than the ones who did not.

4.4. The Results on The Perception of High and Low Efficacious Teachers' Students

Research question 4:

How do the students evaluate their writing teachers' teaching efficacy in the areas of instructional strategies, classroom management, and student engagement?

According to the teachers' efficacy scores from TSES, the teachers with the highest and the lowest scores were grouped. The students of 6 high efficacious teachers formed one group (SHET) and the students of 6 low efficacious teachers formed the other group (SLET). Both of these groups were given SPWTP. The means of SPWTP were calculated for both groups and compared. The results are presented in Table 4.9.

Table 4.9 Independent Samples T-test Results for the Difference Between the Students of High and Low Efficacious Teachers

	Rank Order	SHET (n=156)		SLET (n=151)		t	p
Subcomponents		M	SD	M	SD		
Student Engagement	**3**	6,331	1,896	4,450	2,219	7,996	**0,000**
Classroom Management	**1**	7,275	1,524	6,467	1,796	6,365	**0,000**
Instructional Strategies	**2**	6,773	1,610	4,867	2,185	8,723	**0,000**
General Self-efficacy		6,693	1,525	5,028	1,873	8,555	**0,000**

As Table 4.9 indicates, independent samples t- test results showed a statistically significant difference between the perception of low and high efficacious teachers' students in terms of both their teachers' general self efficacy and its three subcomponents (t= 8,555, p=0,00). Namely, the students of high efficacious teachers perceived their writing teachers' performance significantly better than those of low efficacious teachers in the three subcomponents of teachers' self efficacy. Additionally, when the mean scores for the three subcomponents were rank ordered, for both groups teachers were the most efficient in the area of classroom management (t=6,365, p=0,00) and the least efficient with regard to student engagement dimension (t=7,996, p=0,00).

Figure 4.3. below also illustrates the difference between the students with high efficacious writing teachers and the ones with low efficacious writing teachers in view of their teachers' performance in teaching writing.
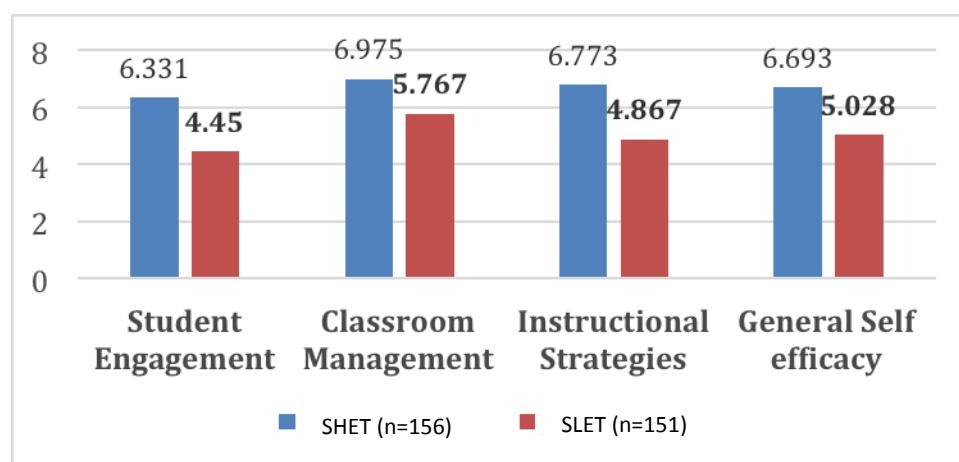
Figure 4.3 The Perception of Low and High Efficacious Writing Teachers' Students

4.5. The Results on The Effect of Teacher Self-Efficacy on Students' Writing Achievement

Research Question 5:

Does teacher efficacy have an impact on students' writing achievement?

In order to find out whether the students of high efficacious teachers and low efficacious teachers differ from each other at the beginning of the term, independent samples t-test was conducted. The results are presented in Table 4.10.

Tablo 4.10 Independent Samples T-test Results for Students' First Writing Exam

	Group	N	M	Sd	t	p
Writing Exam 1	SLET	151	68,215	2,988	-1,050	0,299
	SHET	156	69,871	3,831		

As can be seen in Table 10, independent samples t-test results depicted that there was no statistically significant difference between the scores of students of high and low efficacious teachers in the first writing exam which was given at the beginning of the term (t -1,050, p=0,299).

Tablo 4.11 Independent Samples T-test Results for Students' Fourth Writing Exam

	Group	N	M	Sd	t	p
Writing Exam 4	SLET	151	74,325	3,913	-2,169	**0,035**
	SHET	156	85,655	4,997		

In order to find out whether teachers' self-efficacy in teaching writing has an impact on their students' writing achievement, the fourth writing exam results were obtained. As can be seen from Table 4.11, when scores of the fourth exam which was the last exam of the term were taken into consideration, the t-test results indicated that there was a statistically significant difference (t -2,169, p=0,035) between the achievement of the students of high efficacy teachers (M=85,655, Sd=4,997) and the students of low efficacy teachers (M=74,325, Sd =3,913). This result showed that the

students taught by high efficacious teachers in teaching writing had higher scores than the students taught by low efficacious teachers.

The Figure 4.4. below illustrates how the scores of high and low efficacious teachers' students statistically differ in terms of their final writing achievement.
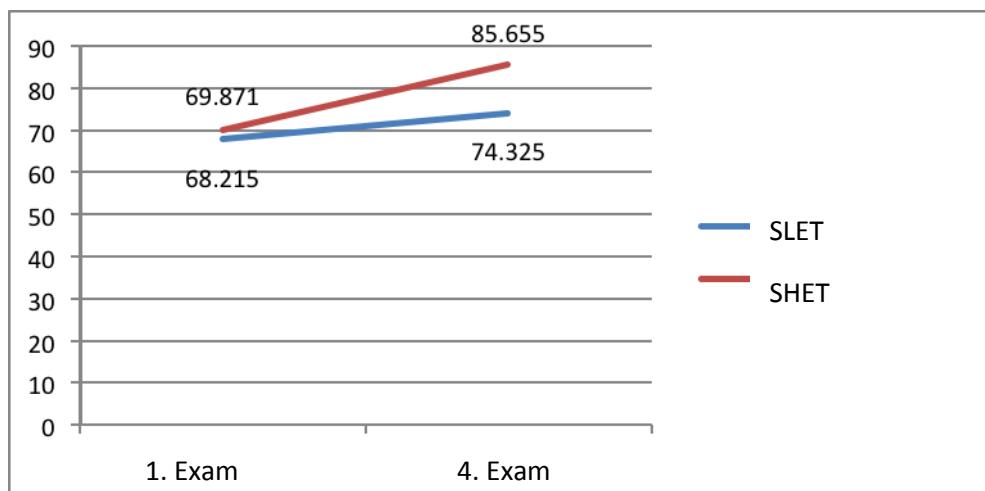
Note: SLET (Students of Low Efficacious Teacher), SHET (Students of High Efficacious Teacher)

Figure 4.4 Students First and Fourth Writing Exam Scores

4.6. The Results on Teacher Interviews

To answer the sixth research question, a semi-structured interview was applied in order to study teachers' efficacy in writing instruction more closely and to examine the possible differences in strategy use of teachers in terms of engaging students, managing the classroom, and using instructional strategies. Equal number of teachers (6 teachers having the highest and 6 teachers having the lowest efficacy levels from TSES) from high and low efficacy groups was chosen to be interviewed. The interviews were analysed through the content analysis method. In order to have a better access to the obtained data, for each of the three sub dimensions of teachers' efficacy scale (student engagement, classroom management, and instructional strategies), three themes were determined for each dimension in order to form the interview questions. Thus, there were 9 interview questions in total. The mean scores of interviewed teachers are presented in Table 4.12.

Table 4.12 Mean Scores of 6 Highest and 6 Lowest Efficacious Teachers

Teacher`s Code	Student Engagement	Classroom Management	Instructional strategies	General Efficacy
H1	8,75	8,88	9	8,88
H2	8,75	8,63	8,75	8,71
H3	8,38	8,88	8,38	8,54
H4	8	8	8,5	8,17
H5	8,25	8,38	7,88	8,17
H6	7,63	8,5	8	8,04
L1	3,88	6,88	4,5	5,21
L2	3,75	6,25	4,25	5,08
L3	4,5	5,38	5,38	5,08
L4	4,5	6,5	4,12	5,04
L5	4,25	5,25	4,38	5,04
L6	4,25	6,38	4,25	4,96

Note: High Efficacious Teacher (H), Low Efficacious Teacher (L)

Findings of the interviews are presented in the next section under three main themes: student engagement, classroom management and instructional strategies.

4.6.1. Student Engagement

In this section, teachers' interview results about the strategies they use for student engagement is presented under three themes: fostering creativity, motivating students and integrating other skills into writing for both high and low efficacious group of teachers.

Theme 1: Fostering Creativity

Interview question 1:

What kind of activities do you do to foster students' creativity in writing?

a) High Efficacious Teachers

Table 4.13 Strategies Used by High Efficacious Teachers for Fostering Creativity

Strategies Used By High Efficacious Teachers	f	Ts' Code	%
Using short videos from YouTube to elicit content items	4	H1,H2,H3,H5	67
Writing as a group or in pairs in class	4	H1,H2,H5,H6	67
Utilizing articles on social themes	3	H2,H3,H6	50
Analyzing other students' paragraphs/essays	3	H1,H3,H4	50
Assigning TED Talks videos before the class	3	H1,H3,H4	50
Making up stories	2	H2,H5	33
Providing classical music at the background	1	H2	17

According to the Table 4.13, when asked how they help their students' creativity in their writing, high efficacious teachers reported more strategies than their counterparts. 4 out of 6 (67%) high efficacious teachers stated that they make students watch some short videos on You Tube in order to elicit some ideas and content words before they start writing. This strategy is followed by the group and pair work writing activities, which is stated by 4 (67 %) teachers. The following three strategies each stated by 3 (50%) high efficacious teachers are, utilizing articles on social themes, analysing other students' paragraphs or essays, and assigning TED Talks videos before the class. Moreover, 2 of the teachers (33%) reported that they make their students make up stories in the class in order to foster their creativity. Lastly, 1 out of 6 teachers (17%) stated that she provides classical music at the background while students are writing about a topic.

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In support of her response, H5 made her point about the use of You Tube videos as follows:

"Videos on the Internet are the easiest but one of the most effective tools that I integrate with my writing class. Because I believe students in this generation cannot focus on writing without using any technological tools. Well, I mean when you use a visual tool in writing as a teacher, you can catch your students' attention to a point first. Otherwise, it is difficult to hold everyone's attention by only trying to brainstorm their ideas without providing any source. However, the video that you choose should not exceed 10 minutes of duration. This will help students keep focused on the task. Also, don't forget to introduce the video and give your students instructions as to what to look for. Students can infer the main ideas in a video and develop a brainstorm for an essay on the topic. Students can explain, either visually or orally, the organization of the main ideas in a video. Furthermore, by engaging students through mixed input and allowing them to express their diverse interests (by asking them to suggest videos or topics) and abilities (by offering different activity options such as pair or group discussions, developing visuals to explain concepts, or thinking on their own what a given video is communicating to them), you will find that your students become more creative in their tasks and achieve better outcomes."

While reporting about their experiences on how to foster students' creativity, the vast majority of the efficacious teachers mentioned about assigning pair or group work activities. The strategies of two teachers are as follows:

Ht1: "Most of my tasks in writing require pair or group work study. Students love working together as they can get help from their peers easily and teach each other. Students create ideas, form paragraphs together as pairs and edit other pairs' writings. They admit that working together enhances their creativity and self-confidence more."

H3 mentioned that she utilizes online articles in the classroom as an effective method that to enhance students' creativity reported her experience as follows:

"I think writing is not a skill that students learn separate from other processes. It combines many complex activities, including categorizing, building key terms and concepts for a subject. Thus, in practice, this means that reading (and speaking and listening) can be used as a springboard for writing tasks. So, I bring the articles that I find worth reading about the related writing topic and ask my students to mark relevant points during reading it so that they can underline or make marginal notes."

Two of the high efficacious teachers also mentioned about the effectiveness of using previous students' writing as a model for students. H1 explained her strategy as follows:

Ht1: "In the previous years I used to make use of opaque projector so as to show the previous students' paragraphs and essays to the students before I begin to explain a writing topic. However, now I use my I-pad to do this. It is faster. I took a picture of my previous students' writings and reflect them on the projector via my tablet. I do this just before I teach the main topic. For example, explaining the essay organization. Rather than explaining the terminology such as the definition of thesis statement, supporting paragraphs etc., I use these already written samples to make the students understand it as a whole. By doing so, I think students focus on what and how to write as they are exposed to some models. When they are given the opportunity to see the samples, they can evaluate their ideas both on content and organization with them and push themselves to write better both accurately and more creatively."

H4 also mentioned that she assigns her students a TED talk video before they come to the class and asks them to take necessary notes since they will use these notes in their writing in that week:

"There is a web-site called TED talks where you can find many academic presentations. Since they are long, I give one of these videos to my students as an assignment. They watch the video with English subtitle generally and take some notes. In our writing class, first we discuss the main points mentioned in the video and then write them as prompts on the board. Then, student in groups start writing their ideas in a paragraph or an essay. They love it."

Making up stories was reported to be another strategy used by two of the high efficacious teachers. H5 shared her experience as follows:

"One activity I use in the classroom is called Freeze. This is a collaborative activity in which students work in pairs or groups of 3 (or more depending on the size of the class) and write a story together. I write a sentence- an interesting or a funny one- on the board, and ask students to continue the story by adding sentences to it. After 5 minutes or so, I clap my hands and shout 'Freeze'. They pass their story to the next group so that everyone's working with another piece of paper. I give the following instruction which is to read, correct, improve and continue. A bit later I say ' freeze' and students transfer stories, read, correct, improve and continue. It is only one of the activity that I use to foster their creativity. Well, I can say that when students know that the teacher is not only the reader or evaluator of their writing and if teachers can set up imaginative writing tasks, students try harder than usual to produce creatively and more accurately as well."

Providing classical music was reported to foster creativity of students' writing only mentioned by H2:

"I make my students listen to classical music at the background while they are writing. Because I believe that no matter what the topic is, classical music will make them get rid of the writing stress and be more concentrated on what they are writing. Some of my students stated that classical music helped them to think more creatively during the writing process even though it is not the type of music they would listen to in their daily lives."

b) Low Efficacious Teachers

Table 4.14 Strategies Used by Low Efficacious Teachers for Fostering Creativity

Strategies Used By Low Efficacious Teachers	f	Ts' Code	%
Using exercises in the course book	5	L1,L2,L3,L4,L6	83
Writing individually in the class	4	L1,L2,L3,L5	67
Fostering creativity is difficult	3	L1,L2,L3	50
Brainstorming before writing	3	L1,L3,L5	50

According to the Table 4.14, when asked how they help their students' creativity in their writing, low efficacious teachers reported fewer strategies than their counterparts. 5 out of 6 (83%) low efficacious teachers stated that they use exercises in the course book. 4 teachers (67%) also stated that they make their students write individually rather than working as a group or in pairs. This strategy is followed by brainstorming activities before writing, which is stated by 3 (50 %) teachers. Lastly, 3 (50%) low efficacious teachers reported that they have difficulty in fostering students' creativity in writing.

Half of the low efficacious teachers admitted that fostering creativity in writing is a challenging task and the common strategy they use was stated to be following the pacing and exercises in the course book. Some teachers reported their views as follows:

L1: "In our country, most of our students- I can include myself too as once a student- are not as autonomous as the students in other countries. This is because of not only our education system but also our sociological structure as a society. I mean, our students start prep class as already demotivated since they know that even though they started learning English long before, they still cannot go a little further than sentences with simple structures. Thus, before fostering creativity, I try to help them understand how writing is important for their future job and career. As for my strategy in the class, I think the course book is all right and helpful for students to develop their writing."

L2: "I think it is a bit insane to expect creativity from students with their current knowledge of the target language while they still have trouble putting their opinions into proper sentences in their native language. If the emphasis has been placed upon achieving the goal of writing well-organized essays at the end of the academic year, I think it is enough just to follow the pacing and do what the course book requires even though it is considered as tedious to some extend."

L3: "Fostering creativity is one of the biggest challenges I experience in writing class. I have not been able to find any technique apart from writing a question on the board and asking students to produce many some key words for the topic. Therefore, I follow the course book and have my students do the exercises there."

In contrast to high efficacious teachers who stated to be in favor of group or pair work, four of the low efficacious teachers reported that they prefer their students to write individually mostly because of time limitations and class size. L3 explained her views as follows:

"We do not enough time to do group work or pair work in writing. So, it will be time consuming to do any group work activities in writing. Maybe you can do it in other skills easily and will probably work there. But, what can you do in writing? After I assign the topic, students write individually by the help of their dictionaries."

L1 also reported that he preferred his students to work individually but supported it with a different reason by claiming about its drawback on lower achievers:

"When students write individually, they have more concentration. When I tried to do group work a few times, they did not work since there were always some students who trusted their successful peers and thus did nothing but playing with their mobile phones during the group work. Also, the fast students precede the slower ones and cannot provide enough time for slower ones to think or give an idea. This situation generally demotivates the slower students. That's why, I make students write individually."

Brainstorming before starting to write something is one strategy that three low efficacious teachers prefer. L5 stated her view as follows:

"You know how pacing is so fast in terms of writing. So, I cannot have much time to think about extra creative activities for writing. I can hardly finish assigned chapters in time. Thus, what I could do is to make students brainstorm about the writing topic as a warm up. After a class discussion, we try to elicit some ideas and note down on the board. For example, let's say our topic is 'why do people tell lies?'. After a 5-minute discussion, we look for two subtopics for it. Then, students write themselves."

Theme 2: Motivating Less Successful Students

Interview Question 2:

When a student has low interest or is less successful in writing, what do you do to increase his/her motivation?

a) High Efficacious Teachers

Table 4.15 Strategies Used by High Efficacious Teachers for Motivating Less Successful Students

Strategies Used By High Efficacious Teachers	f	Ts' Code	%
Talking in person	4	H1,H2,H3,H4	67
Pairing him/her with a more successful student	2	H2,H3	33
Asking for extra assignments	2	H2,H3	33
Finding out the strength and praising it	1	H4	17

Table 4.15 reveals that 4 out of 6 high efficacious teachers (67%) reported that they tried to motivate less successful students by talking them in person. Another strategy used by 2 efficacious teachers (33%) is pairing less successful students with more successful students. Also, 2 teachers (33%) stated that they provide assign students with extra assignments. Lastly, 1 teacher (17%) reported that she first find out the strength of less successful students and praise it in the class so as to increase their motivation in writing.

When teachers were asked about the strategies to increase the motivation of less successful or low motivated students, the majority of high efficacious teachers reported to talk to this type of students in person to figure out the reason in detail. H1 reported her view as follows:

> "First of all, I try to understand what specific problems the student is experiencing, revealing his/her weaknesses and strengths. Through conferencing, usually after the class, I let the student talk about the specific difficulties and together we plan what steps s/he should follow to overcome his/her challenges."

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Two of the teachers with high efficacy added that they paired the less successful students with more successful ones and assigned extra work to them. H2 responded to the question as follows:

> "I pair that student with a highly motivated classmates when I make them do a group work, which I believe is more effective than my talking personally to him. Students are affected by their classmates more. When they work with a more motivated partner, this will have a positive effect on that student as well. Moreover, I provide extra study materials to that student and ask for extra writing assignments."

H4 reported that she tried to focus on less successful or low motivated students' strength and praised them in front of the class.

> "I try to find sentences or phrases that reflect his/her ability to express his/her ideas and show them to all class as samples of 'good' pieces. I use a projector to show the sentences to everybody in the class. I have observed several times that this makes the student realize his/her potential and encourages the student to write more."

b) Low Efficacious Teachers

Table 4.16 Strategies Used by Low Efficacious Teachers for Motivating Less Successful Students

Strategies Used By Low Efficacious Teachers	f	Ts' Code	%
Finding out and working on their grammar mistakes	3	L1, L2, L5	50
Talking in person	2	L3, L6	33
Sharing negative experiences of previous students	1	L3	17

Table 4.16 indicates that 3 out of 6 low efficacious teachers (50%) reported that they tried to motivate less successful students by finding out their grammar mistakes first and working on these grammatical structures afterwards. Another strategy used by 2 low efficacious teachers (33%) is talking to the less successful students one to one. Lastly, 1 teacher (17%) reported that he warns his less successful students about the possible drawbacks by sharing negative experiences of his previous students so as to increase their motivation in writing.

Regarding the low efficacious teachers, two of them also reported that they would rather talk to the less motivated students in person and try to learn why their motivation was low. Working on the less successful students' grammar mistakes was the most common answer of the low efficacious teachers. L1 explained his view as follows:

"I think especially the students who have a lot of mistakes in their writing become demotivated or less interested in writing. Therefore, while I am giving feedback to their writing papers, I note down the most common grammar mistakes of these students and ask them to revise these structures. If they still make the same problems next time and if the mistakes are common in the class, I explain these grammar structures to all the class."

Two of the low efficacious teachers mentioned that if they notice a less motivated student, they talk to the student individually. L6 shared his experiences as follows:

"I do not want a less motivated student to affect the motivation of all his classmates because I think this kind of negative attitude is contagious. If I can deal with that specific student's negative feelings, I believe it will save all his classmates feelings towards writing. Thus, I generally talk to students when I really feel that they are about to lose all their motivation."

One teacher with low efficacy in writing mentioned a different perspective. He said he generally made use of bad experiences of his previous students to make his students take a lesson from these experiences and stay motivated:

Lt3: "I guess I apply a different strategy on this matter. I warn students by talking about bad experiences of my previous students. For example, I tell them if they keep on being less motivated or low interested in writing, they would not be able to focus on writing and inevitably fail in writing. This will unavoidably affect their score in proficiency exam. If they fail in the exam, I tell them that they will not be able to stay in their dormitories, which in the end causes many conflicts with their families. Telling them what would happen if they lost their motivation really helps them understand their responsibilities and they show more effort afterwards."

<center>**Theme 3: Integrating Other Skills in Writing**</center>

Interview question 3:

Do you assist your students' other language skills in your writing lessons?

a) High Efficacious Teachers

Table 4.17 Strategies Used by High Efficacious Teachers for Integrating Other Skills in Writing

Strategies Used By High Efficacious Teachers	f	Ts' Code	%
Grammar	6	H1,H2,H3,H4,H5,H6	100
Speaking	5	H1,H2,H3,H4,H6	83
Reading	4	H1,H2,H4,H6	66
Listening	4	H1,H2,H3,H5	66
Vocabulary	3	H2,H4,H5	50

According to the Table 4.17, all the teachers with high efficacy reported to integrate grammar in to their writing class since they believed grammar was very much related to writing. While 5 of them (83%) use speaking as a warm up activity, 4 of them (66%) use reading and /or listening activities in their writing lessons. Lastly, 3 of them (50%) reported that they utilize various vocabulary exercises in their writing instruction.

High efficacious teachers mentioned that by revising some grammar structures, preparing a common mistake sheet and working on it as a class and and providing some translation studies, they assist their students' use of English. In terms of speaking, all of them reported that they use speaking activities as a warm-up activity before writing a task, which they believe helps students use their previous knowledge and have more chance to use the language verbally. With regard to reading, they mentioned that bringing some articles to the classroom and using some ideas and vocabularies from them while writing shows students that reading is a barrier to write better and more effectively. Also, they reported that students are not exposed to English in their daily lives a lot; thus, the more the teachers use listening activities such as short videos before

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they write, the more students have chance to be exposed to the target language. Lastly, half of the teachers reported that they bring some academic vocabulary exercises to the class and work on them separately from the writing exercise, but they added that they try to integrate these vocabularies as much as possible, which helps students extend their vocabulary knowledge.

H2 reported that she tries to integrate all the skills into her writing lessons by stating:

> " I cannot think of a writing lesson without a good warm-up. So, as a warm-up activity, I integrate a reading or a listening activity before a writing task, which is followed by a discussion session. The next step is working on some content vocabulary items with students. Last of all, I can say that grammar is in every stage of my lesson plan either explicitly or implicitly. I believe integrating all these skills into writing help students to cumulate all their knowledge in an output and to see that their learning is meaningful. In writing lessons, I am doing my best to help develop their knowledge in other skills and show that a language is a compound thing. Since they are better at mathematical thinking and thus try to learn each skill separately, I want to show them that learning a foreign language cannot be accomplished effectively without integrating them."

b) Low Efficacious Teachers

Table 4.18 Strategies Used by Low Efficacious Teachers for Integrating Other Skills in Writing

Strategies Used By Low Efficacious Teachers	f	Ts' Code	%
Grammar	6	L1,L2,L3,L4,L5,L6	100
Speaking	2	L1,L4	33
Reading	1	L1	17

Table 4.18 indicates that when asked which skills they integrated into their writing instruction, all low efficacious teachers (100%) reported to integrate grammar into their writing class like their counterparts. Moreover, while 2 of them (33%) integrate speaking activities, only 1 of them (17%) mentioned about the integration of reading into writing instruction. None of the low efficacious teachers mentioned about utilizing listening and vocabulary exercises into teaching writing.

Low efficacious teachers mentioned that they need to work on students' mistakes most of the time. They identify general grammatical mistakes and revise them with students as a class activity. Therefore, they reported that students learn a lot of grammar points in their writing lessons. Most of them stated that they cannot allocate extra time for students' development of other skills.

Only L1 mentioned that he integrates reading, speaking and grammar into his writing lesson while the other low efficacious teachers stated that they only make use of grammar exercises to contribute students' use of English. L1 supported his view as follows:

> "I usually make use of speaking and quite rarely indeed reading to introduce the topic. In my warm- up/ lead-in activities, as a whole class, students sometimes read, talk and brainstorm about (not necessarily in this order) the topic before they write because I think if I can activate their schema, they will produce better and more meaningful language. However, I cannot say that I am doing my best to provide them a chance to sharpen their reading skills. We have a very tight pacing and the only skills that I can integrate most and assist my students are basically grammar and speaking. "

4.6.2. Classroom Management

In this section, teachers' interviews about classroom management are presented under two themes: establishing a classroom management system and controlling disruptive behavior.

Interview question 4:

What kind of strategies do you apply to establish a classroom management system in your writing lessons?

a) High Efficacious Teachers

Table 4.19 Strategies Used by High Efficacious Teachers for Establishing a Classroom Management System

Strategies Used By High Efficacious Teachers	f	Ts' Code	%
Pair or group work activities	4	H1,H2,H3,H4	66
Establishing rules at the beginning of the term	2	H3,H4	33
Having a well-prepared lesson plan	2	H1,H4	33
Using projector to catch the focus	1	H1	17

As can bee seen in Table 4.19, the majority of high efficacious teachers (66%) mentioned about having pair or group work activities in teaching writing, which as they stated might engage the noisier students in writing by assigning them with group responsibilities. 2 of them (33%) focused on the importance of establishing classroom rules at the beginning of the term. By doing so, they stated that the students knew their limitations and acted accordingly. Also, 2 of them (33) reported that having a well-prepared lesson plan helps a lot to manage the class in teaching writing. Lastly, 1 of them (17%) reported that she uses projector in her writing instruction, which enables her to catch the attention of all the students in the class and thus helps for classroom management.

Most of the high efficacious teachers reported the use of pair or group work activities so as to establish a classroom management system in writing lessons. H2 supported her view as follows:

"I make use of pair and team work mostly. I form the teams. I try to have weak and strong students to work together so that they can teach and learn things from each other. When individual students are creating problems (not participating effectively) I talk to them individually and try to understand how I can help them to participate into the lesson more willingly and effectively. I also share and explain the rationale behind the activities."

H3 reported that it is highly important to establish rules at the beginning of the terms by stating:

"I guess the safest way for a more peaceful writing class is to lay down some ground rules at the very beginning of the term. If I can discuss the rules with students, explaining why they are important, and if they understand what is expected of them, they are less likely to get disruptive later on.

As for rules, for instance, I tell them the instructions are very important and if they don't listen to me while giving instructions, they won't know what is going on in class and they will have to interrupt me or their friends to find out what they are going to do, which will be a problem. Or when I set time for a task, I tell them that when they have time limit, they will work more efficiently as they won't be wasting their time."

H1 mentioned about how having well-prepared lesson is important in order to manage the students by stating:

"I personally believe that if an instructor is well-prepared and well-planned to make the class as much as challenging and interesting for the class, the lesson goes smoothly without any disciplined problem. For example, I prepare tasks for each lesson and there is usually a cycle for the class to follow, so a system is formed naturally based on the type of task/teaching point. I prepare tasks for each lesson and there is usually a cycle for the class to follow, so a system is formed naturally based on the type of task/teaching point. My cycle for writing classes usually follows this order:

1. Modeling: I mean I bring a sample piece of writing to the class. It is the output the students are expected to produce at the end of the lesson. We analyze it together with students, then structure the mind- map and detect the strategies used in the sample.

2. Rewrite activities: This type of activity is working on specific parts of a piece of writing (eg.topic sentences) by exploring different alternatives and rewrite practices. Her, I test what grammatical points/structures students are capable of using and challenge them to use specific structures to express similar ideas.

3. Later on, we select a topic/topics or explore a pre-specified topic

4. Then, we prepare the Mind-map which students plan how to explore the topic & jot down ideas and enhance them.

5. After all these, students present their ideas in a poster format. They share their ideas by just talking. We give feedback as a class activity.

6.Finally, we start writing in groups. I generally do in-class writing. If time does not permit, the writing part is assigned as homework.

H1 also added the use of projector in order to attract the students' attention to the class and thus manage the class well by stating:

"In writing lessons, I do not have students go through the pages of a course book. I usually present the parts of the book I aim to use on the projector and have all the students focus on the screen, so I eliminate the problem with students without books and once students' attention is caught, it is quite is to manage the students in writing lessons. I select the activities in the books and turn them into tasks as well, sometimes using the same topic, sometimes changing it."

b) Low Efficacious Teachers

Table 4.20 Strategies Used by Low Efficacious Teachers for Establishing a Classroom Management System

Strategies Used By Low Efficacious Teachers	f	Ts' Code	%
Avoiding group work activities	4	L1,L3,L5,L6	66
Establishing rules at the beginning of the term	3	L1,L3,L5	50
Warning students about the possible drawbacks of neglecting the lesson	2	L5,L6	33
Group Activities	1	L2	17

As can bee seen in Table 4.20, in contrast to their high efficacious counterparts, most of the low efficacious teachers (66%) mentioned about avoiding group work activities in writing since it would create a noisier atmosphere for an important productive skill like writing. However, only 1 of them (17%) stated that group activities help her manage the class. Also, half of them (50) reported that they set classroom rules at the beginning of each term and added that they needed to remind the students of these rules when necessary. Lastly, 2 of them (33%) warn students about the possible drawbacks if they neglect the lesson or not obey the classroom rules.

L3 explained why she avoids group or pair work activities in teaching writing:

"Group work has a well-established place in the theory, but in practice many teachers seem to be unenthusiastic about it. Firstly, I am not enthusiastic about making students' work in groups because it means loosening control of my students. And this is not an easy thing for a teacher to do. In groups, they are expected to speak, to understand, and to think. However, our students are not very willing to write, so the groups are most likely to be dominated by one or two of their members, which will lead other students to waste their time playing with their cell phones or chatting with each other. The noise from these students affects their classmates negatively, as well."

L5 mentioned the importance of establishing rules at the beginning of the term and warning students about the possible drawbacks of neglecting writing lessons:

"Setting clear goals at the very beginning of the semester and telling the students they will never be able to pass the proficiency exam as long as they neglect what is being taught in the class really helpful for having a silent class all through the term. I do not say I threaten them, but I get them to realize what is going to happen and what they will lose if they do not obey the rules."

Theme 2: Controlling Disruptive Behavior

Interview question 5:

What do you do to control disruptive behavior in your writing class?

a) High Efficacious Teachers

Regarding disruptive behavior in writing classes, teachers gave some examples of behavior they found to be disruptive. Some of them were: not bringing the course book, being late to the beginning of the lesson, distracting other students' attention by making digressions in group works. While three high efficacious and two low efficacious teachers stated that they had not experienced any disruptive behaviours that they found irritating to their class, the majority of the teachers reported that they found students' playing with their cell phones most of the time more disruptive.

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Table 4.21 Strategies Used by High Efficacious Teachers for Controlling Disruptive Behavior

Strategies Used By High Efficacious Teachers	f	Ts' Code	%
Not experiencing disruptive behavior	3	H1,H2,H3,H4	50
Assigning different roles in the group	3	H1,H3,H5	50
Reminding students of their being autonomous learners	2	H4,H5	33

Looking at the Table 4.21, it can be stated that half of the high efficacious teachers (50%) do not experience disruptive behavior in teaching writing. Half of them (50%) mentioned about assigning different roles to the disruptive students in a group work activities. By doing so, they claimed that these students were exposed to taking responsibilities and had no time to digress. Furthermore, 2 of them (33) stated that they remind their students of their responsibilities as a student and of how autonomous they should be.

Assigning different roles in a group work is one strategy that half of the high efficacious teachers apply in controlling disruptive students. H1 illustrates her view as follows:

"Sometimes, when students work in groups, some tend to work harder than others. In that case, to avoid the lazy or disruptive students from being passive, I assign them different responsibilities to take part in the activity. I usually tease them in a joking mood & manner, and get them down to work. I tell them to supervise the group and make sure they work in a timely manner, come up with the best examples & explanations, or check if everybody works efficiently. By doing so, they become so busy that they cannot digress from their duties."

H4 explained how she controls the disruptive behavior in her writing class by reminding her students how being autonomous is important:

"If a student does not have a book or a notebook, I do not warn the student or tell him/her that he is expected to bring the book. I explain my expectations from the class only on the first day - or during the first week - of the term and then never again remind them of their responsibilities. I want them to be aware of their responsibilities and fulfill them. I would behave differently in secondary or high school, but on the first day I tell them that they are 'young adults' and individuals who has self-esteem and I deliberately emphasize that their behavior shows their understanding of their worth."

b) Low Efficacious Teachers

Table 4.22 Strategies Used by Low Efficacious Teachers for Controlling Disruptive Behavior

Strategies Used By Low Efficacious Teachers	f	Ts' Code	%
Not experiencing disruptive behavior	2	L2,L3	33
Talking to them in a friendly manner after the class	2	L1,L4	33
Ignoring disruptive students	2	L5,L6	33
Assigning group works	1	L3	17

Table 4.22 indicates that 2 of the low efficacious teachers (33%) reported that they did not experience much disruptive behavior that they could remember. When it comes to the startegies of teacher experiencing this kind of behavior, 2 of them (33%) reported that they generally talked to these students in person after the class and tried to convince them to concentrate on the lesson more since writing section was quite important for the proficiency exam they were obliged to pass at the end of year. Additionally, 2 of them (33%) stated that they generally ignored students displaying disruptive behaviours in the class as he believed they would disappear when they were ignored.

Talking in person with the disruptive students is one of the strategies that low efficaicous teachers apply so as to manage the classroom. L4 supported her strategy as follows:

> "I ask them the reasons why they behave like that and try to explain how valuable the class hours for them to improve their writing skills which can greatly help them in their academic studies and work life. I talk to them individually and try to explain the disadvantages of their behavior."

Theme 3: Applying Management Strategies to Different Levels

Interview question 6:

Do you think students' level makes a difference in your classroom management strategies? Did you apply any different strategies to different level groups in writing? If so, in what way they were different?

a) High Efficacious Teachers

Table 4.23 Strategies Used by High Efficacious Teachers for Applying Different Management Strategies

Strategies Used By High Efficacious Teachers	f	Ts' Code	%
More challenging activities with higher levels	4	H1,H2,H3,H6	66
Less pair, more individual work with higher levels	3	H1,H3,H6	50

As seen in Table 4.23, when teachers were asked whether proficiency level of students makes a difference in their classroom management strategies, high efficacious teachers reported to apply different strategies for higher and lower level of students in managing the class in teaching writing. The maority of them (66%) state stated that designing more challenging activities for high achievers helps to establish better classroom management in writing. H2 illustrates this strategy as follows:

> "Yes, there appears to be a difference in how to approach my class in writing and manage my lesson according to the level of my class. With lower levels, it is easy to manage the class as they lack the skill and thus give utmost importance to improve their writing. However, in upper-level classes- especially with A level students- it is important to structure the lesson in a challenging and interesting way to have them involve in the lesson. Usually, poster presentations, discussions and group-work work well with such levels. By the help of these activities, high achievers become more motivated in order to complete their assignment and obey the classroom rules more."

Half of the high efficacious teachers (30%) reported about using less pair or group work activities with higher level of students. H6 illustrates this strategy as follows:

"If the level is good, I may make use of less team work activities which are quite challenging and more individual ones. If I work with a low level, I make use of less challenging activities to boost their participation and there are more pair and team work activities."

b) Low Efficacious Teachers

Table 4.24 Strategies Used by Low Efficacious Teachers for Applying Different Management Strategies

Strategies Used By Low Efficacious Teachers	f	Ts' Code	%
No difference among different levels of classes	3	L1,L3,L4	50
More individual work	3	L2,L5,L6	50

As seen in Table 4.24, when low efficacious teachers were asked whether proficiency level of students makes a difference in their classroom management strategies, while half of the low efficacious teachers (50%) stated that students proficiency level makes no difference in managing the class in teaching writing, half of them (50%) reported to make use of more individual writing tasks with higher levels. One of the low efficacious teachers (L5) illustrates this view as follows:

" Managing a higher level class is harder than the lower level of classes because higher levels are more familiar with English. They suppose that they are good at writing thanks to their previous experiences; thus, they ignore lots of important points in writing and show more tendency to digress from the lesson or do side-talking. In order to control these kinds of problems, I prefer assigning individual writing tasks to the students. These kinds of self studies make them focus more on what they are writing instead of talking to their friends."

4.6.3. Instructional Strategies

In this section, teachers' interview results about their instructional strategies are presented under three themes: giving feedback, adjusting the lessons to each learner type, and providing alternative teaching strategies.

Theme 1: Giving Feedback

Interview question 7:

What kind of feedback strategies do you use for students' writing?

a) High Efficacious Teachers

Table 4.25 Strategies Used by High Efficacious Teachers for Giving Feedback

Strategies Used By High Efficacious Teachers	f	Ts' Code	%
Less error correction, more content critique	4	H1,H2,H3,H6	67
Timely feedback	4	H1,H2,H3,H5	67
Keeping feedback tone positive	4	H1,H2,H3,H5	67
Providing assessment criteria in advance	3	H1,H2,H4	50
Indirect feedback	3	H1,H2,H5	50
Asking fore multiple drafts	3	H1,H2,H5	50
Peer feedback	2	H1,H5	33
Equal emphasis on strong and weak students	2	H1,H3	33
Using Microsoft WORD- Track change	2	H2,H6	33

As seen in Table 4.25, high efficacious teachers reported more feedback strategies compared to their low efficacious counterparts. Focusing on more content organization rather than grammatical errors, providing feedback as soon as possible, and keeping their feedback tone always positive were the common strategies, each of which was mentioned by 4 teachers (67%). Furthermore, providing the assessment criteria in advance, giving more importance to indirect feedback, and having students to write multiple drafts were the feedback styles that half of the teachers (50%) were applying

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for in their writing instruction. Lastly, enabling students to have peer feedback, giving equal emphasis on strong and weak students, and using Microsoft Word program to take advantage of track change were the other two strategies, each of which was mentioned by 2 of the high efficacious teachers (33%).

H6 emphasized that rather than giving feedback to all the grammar mistakes, she determined the most fundamental ones and asked students to work on them and provide more content critique:

> "My feedback comments are limited to three or four major suggestions in grammar. This might mean restraining myself from pointing out every single mistake or suggesting every improvement that comes to mind. But, too much feedback can lead students to feel anxious and demotivate them to write again. Also, no student likes to receive back a paper filled with red marks. More importantly, an overwhelming amount of feedback prevents the student from acting on your comments. When revising, I want my students to focus on some part of their mistakes- starting from the organizational mistakes to grammatical ones. My feedback helps them decide what is most important to improve, even if the end result is not perfect. Later, I eliminate feedback on more basic ideas in the term as the students learn to self-regulate those aspects of their work. Also, I give more feedback to the content to enable students to concentrate on the unity and coherence of what they are writing."

H2 added that feedback is not the same thing as editing. And it is much more than making a few red marks on a paper. For H2, diagnosis of what is wrong can be part of the process, but it must be accompanied by clear suggestions for improvement to state as she said: "Here's what's wrong and here's how to fix it." She reported that the goal of feedback should be leaving students a clear message about what they must do to improve future submissions.

As H1, H3, and H5 stated, focusing on the strength of students in their paper and praising their good points were also important elements of feedback. H3 emphasized the importance of keeping feedback tone positive as follows:

> "I believe that the purpose of feedback should not be seen as judging students instead of enabling learning. I try to be supportive and positive in my feedback because judgmental or critical comments can undermine a student's motivation and impede the learning process. The more I empowered and motivated to improve their writing, the more motivated they are and the better they write. So in addition to pointing out ways to improve, my feedback encourages the students and keep them engaged in the writing task. One way I strike the right tone is to simply express the way I as a reader experienced the essay as it was read. Rather than adopting an authoritative tone, I

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suggest ways to improve the impact of what was written. My students react better to feedback if I begin with positive comments. Then add some constructive criticism, but I keep it balanced with the positive feedback. I try to keep the balance between positive and negative and offer specific positive comments along with specific negative comments."

One point that H1 found quite essential concerning the feedback strategies was providing assessment criteria to students in advance:

"Good feedback begins before students submit anything. They need written guidelines for the assignment grading criteria in advance. This provides a roadmap to success and helps to clarify the features of good performance. Teachers and students often had quite different conceptions about the goals and criteria for essays and that poor essay performance correlated with the degree of mismatch. An agreed assessment criteria makes sure everyone is on the same page. Teachers can benefit from this strategy as well since it ensures you have well defined goals for every written assignment. After students submit, it is important to relate all feedback to the original assessment criteria to provide a specific sense of what they have achieved in progressing towards goal that was set forth in assessment criteria and what they have achieved."

Peer correction was a point that two high efficacious teachers reported to make use of in their writing class. H5 stated that she asked her students to respond to each other's writing on Post-it Notes. Students were expected to attach their comments to a piece of writing under consideration. H5 explained the effectiveness of her strategy as follows:

"I've found that when I require a written response on a Post-it instead of merely allowing students to respond verbally, the responders take their duties more seriously and, with practice, the quality of their remarks improves."

Another efficacious teacher, H3 pointed out how providing feedback was equally important to stronger students by stating:

"Weak students often receive better and more frequent feedback than strong students. This is reasonable to a point, but strong students often suffer from such a disproportionate attention. It's tempting to scrawl "Excellent!" on a good student's paper and quickly move on. But I think this doesn't help the student gain insight into what they did well and what they could do to enhance their performance. Even the best students need your guidance to improve."

Lastly, the use of Microsoft WORD-Track Change was reported to be used as another feedback strategy of high efficacious teachers. H6 explained her strategy as

follows:

> "Almost after every 2 lessons, I assign students to write a piece of writing related to the things they have written in class. Students e-mail me their writing until the deadline which is generally in 2 days after being assigned, and I correct their mistakes using the Microsoft WORD- Track Change program and e-mail the corrected papers back to them with a detailed comment on the same day. They have to comment on my comment first because I need to know if they agree with me or not. E-mailing saves papers and time. Sometimes one or two students don't have internet access. They use the computer-lab in the school."

b) Low Efficacious Teachers

Table 4.26 Strategies Used by Low Efficacious Teachers for Giving Feedback

Strategies Used By Low Efficacious Teachers	f	Ts' Code	%
One draft with most error correction	4	L1, L3, L5, L6	67
Grading the paper according to the proficiency exam criteria	4	L1, L2,L4,L5	67
Indirect feedback	2	L4,L2,	33
Timely feedback	2	L3,L4	33

As seen in Table 4.26, low efficacious teachers reported fewer feedback strategies compared to their high efficacious counterparts. The majority of them (67%) stated that they asked their students to write one draft on which they focused almost all their grammar and spelling mistakes. Also, 4 of them (67%) reported that they grade their students written work out of 20 according to the proficiency exam criteria checklist. Furthermore, enabling students to have peer feedback and returning students' paper in time were two points, both of which were mentioned by 2 of the low efficacious teachers (33%).

Most of the high efficacious teachers stated that they prefer providing students with one draft by correcting most of the mistakes. L1 supported his view as follows:

> "We have a tight pacing, so it is very difficult to ask for multidrafts from students. Actually, I cannot say that students like writing many drafts, either. Thus, I correct most of their grammar mistakes with one draft and if I think there is a better way of expressing that idea in more authentic English, I write that sentence for them on the paper."

L4 reported the importance of timely feedback as follows:

"Most importantly, I do my best to give feedback as rapidly as possible. When you provide feedback after that topic has been covered, it becomes too late for students to get the benefit of it. Useful. When it takes a week or two to get feedback to students, the flow of the learning process breaks and students tend to lose interest in the assignment. That's why, I do not give a lot of assignments to students out of the class because I want to give prompt feedback to them when they can still recall what they did and thought at the time they wrote the paper. Plus, that time they are still motivated to improve their work."

Two low efficacious teachers stated that they were providing indirect feedback to students' writing. With indirect feedback, teachers meant telling students that they made an error, but not giving away the answer or doing their work for them since as they reported feedback was about providing guidance and assisting students to think about a better approach then let them figure out the details.

Theme 2: Adjusting the Lesson to Each Learner Type

Interview question 8:

How do you adjust your writing lessons to the proper level for individual students?

High and Low Efficacious Teachers

When teachers were asked how they adjusted their writing lessons to the proper level for each individual student, almost all teachers stated that they adapted the classes according to the weaker students' needs. The group that both high and low efficacious teachers tried to deal more closely with was stated to be very weak students. They reported that due to the overcrowded classes, they could not afford enough time to deal with very capable students and attain extra time for them to improve their writing skills more. One of the high efficacious teachers (H2) stated that assigning group works in the class helped both high and low achievers:

> "Thanks to working together in a team, students help each other a lot. Strong students may generally act as directors or assistants of teachers and guide the weaker ones in writing process. I think assigning students some roles within their groups provides them to organize their ideas more effectively."

One of the low efficacious teachers (L4) reported about the proper adjustment of his lessons as follows:

> " Though there are students being quite good at writing, the majority of the students are having really difficulty in writing. Even those who are higher achievers can make very simple mistakes. Thus, I adapt my writing lesson to the low achiever students because by this way all the students benefit from the lesson."

Theme 3: Alternative Teaching Strategies

Interview question 9:

When students are confused or need more practice, what kind of alternative teaching strategies do you provide?

a) High Efficacious Teachers

Table 4.27 Strategies Used by High Efficacious Teachers for Alternative Teaching Strategies

Strategies Used By High Efficacious Teachers	f	Ts' Code	%
Explicit teaching of grammar	3	H2,H3,H4	50
Translation studies	3	H1,H4,H5	50
Peer teaching	2	H1,H6	33

Table 4.27 indicates that regarding the alternative strategies teachers offer when students need more practice in writing, half of the high efficacious teachers (50%) reported that they assisted their students in grammar after determining common mistakes and revised them as a class by the use of some grammar worksheets. H2 stated that she teaches her students some important grammar points that she calls 'mini lessons':

> "Once students have gone through the writing process (writing a first draft, revising, and writing a second draft, the next step would be editing), the editing part of the writing process is the part where I teach specific grammar mini lessons that students can explore their mistakes. By taking specific mini lessons instead of giving students a checklist of what to edit for, I ask students to look through their papers with a specific focus. You can't edit for everything either, so I recommend selecting 2-3 items that I would like to specifically have students edit for, knowing that during the next piece of writing, I can select 2-3 different lessons to build up students' knowledge about grammar throughout the term."

Another strategy applied by half of the teachers (50%) was that they made use of some translation tasks in the class or assigned them as homework. The translation studies were reported to include complex sentences such as noun clauses, hearsay reporting verbs etc. in Turkish, which would then be translated into English. H1 explained her use of translation study as follows:

> "Translation also works best in such cases, as it helps students to understand how to put well-formed ideas in Turkish into appropriate sentences in English. I appreciate this kind of work as I think this technique allows you to go through the whole process of thinking, reveal the challenges, showing strategies to students how to overcome difficulties instantly."

Lastly, 2 of the high efficacious teachers reported that they paired a weak and a strong student and told them to review each other's feedback. H6 explained the benefits of the strategy as follows:

> "They will benefit in two ways: 1) from explaining their own personal understanding of the material to another and, 2) from hearing the other explain their understanding or viewpoint on the same material. I use this strategy not only for evaluating my feedback to their written work but also to check the material I covered in the previous lesson. For instance, I have my students spend time summarizing information, assessing the work or ideas of a peer, and explaining rationales of the material. I believe that these activities provide students with more meaningful activities that promote critical thinking and long-term retention of information."

b) Low Efficacious Teachers

Table 4.28 Strategies Used by Low Efficacious Teachers for Alternative Teaching Strategies

Strategies Used By Low Efficacious Teachers	f	Ts' Code	%
Explicit teaching of grammar	5	L1,L2,L3,L4,L5	83
Translation studies	2	L1,L6	33

As seen in Table 4.28, in terms of the alternative strategies low efficacious teachers offer when students need more practice in writing, they reported the use of two strategies. The most common strategy which was used by almost all of them (83%) was explicit teaching of grammar. They assisted their students in grammar after determining

common mistakes and revised them as a class by the use of some grammar worksheets. The other strategy applied by 2 of the teachers (33%) was that they made use of some translation exercises in the class. The translation studies were reported to include complex sentences formed by the teachers verbally in Turkish, which would then be translated into English. L6 explained the benefits of the strategy as follows:

> "Since students do not read a lot outside the class either Turkish or English, they have very few ideas about the topic they are assigned to write. Even if they do, they cannot express these ideas with correct grammar structures. Therefore, I give them some ideas in Turkish and ask them to translate them into English. In this way, I can teach them not only some ideas about the topic but also the way to translate their ideas into English, which in the end helps their grammar a lot".

CHAPTER V: DISCUSSION AND CONCLUSION

This section covers the summary and discussion of the findings along with conclusion and implications. Implications for further research are also presented.

Summary and Discussion

This study aimed to assess teachers' self-efficacy beliefs regarding writing instruction and how their efficacy beliefs change according to the personal variables (their gender and the status of being native or non-native speaker of English) and educational variables (the proficiency level taught in the 2013-2014 fall term, the type of first major, teaching experience, teaching writing experience, and in service writing training). It also attempted to explore students' perception about their teachers' efficacy in teaching writing. Additionally, the study tried to find out whether teacher efficacy has an impact on students' writing achievement. Lastly, it explored the possible differences between the writing strategies used by high and low efficacious teachers in writing instruction.

Teachers' sense of efficacy was identified as one of the few teacher characteristics strongly associated with variations in reading achievement among minority students in a study conducted by the RAND Corporation more than 30 years ago (Armor et al., 1976). A decade and a half later, teachers with greater confidence in the effectiveness of education again turned out to have a significant effect on student achievement (Ross, 1992). There was more student achievement growth in the classes of teachers who had stronger beliefs in their personal efficacy.

Additionally, the sense of teaching efficacy influences teachers' instructional behavior, classroom organization, and feedback patterns to students who are particularly experiencing difficulty (Woolfolk & Hoy, 1990), as well as classroom management (Henson, 2001). Efficacious teachers perceive and experience less student failure, which likely corresponds to a decreased need to guard against their negative teaching outcomes.

It is of great interest to explore the development of efficacy beliefs among teachers, given that teacher efficacy is related to teacher effectiveness in classroom management activities, instructional behavior, classroom organization, feedback patterns and appears to influence students' achievement and motivation. In addition, given the importance of a strong sense of efficacy for optimal motivation in teaching, exploring factors that contribute to the development of teachers' efficacy will help them develop strong efficacy beliefs in their teaching career (Mulholland & Wallace, 2001; Tschannen-Moran & Hoy, 2001).

5.1. Conclusions

5.1.1. Conclusion on Teacher's Sense of Efficacy in Teaching Writing

The first research question aimed to assess teachers' sense of self-efficacy in teaching writing in terms of student engagement, classroom management and instructional strategies.

Descriptive statistics showed that the sample group of EFL teachers' average efficacy was 6,539 on a 9 point scale, which indicated that teachers reported to have moderate level of self-efficacy for teaching writing. Similarly, Yavuz (2007) examined the efficacy beliefs of Turkish EFL teachers working in preparatory schools of public and private universities in Turkey and found that EFL teachers self-reported a great deal of overall efficacy for teaching English. As to differences in the three dimensions of teacher efficacy, the means computed for each sub-scale indicated that teachers were more assured of their capabilities and showed greater efficacy for classroom management and instructional strategies than for student engagement. In other words, the majority of the teachers agreed that they can manage a class quite well in writing instruction. However, teachers' efficacy in student engagement was found to be the lowest of all in teaching writing. The findings of the present study is consistent with the results of the studies done by Chacon (2005) and Yavuz (2007). Chacon (2005) explored a group of 100 EFL middle school teachers' efficacy in Venezuela and Yavuz (2007) examined the efficacy beliefs of Turkish EFL teachers in Turkey. Both studies found that teachers' efficacy for classroom management was the highest and their efficacy for student engagement was the lowest of all three dimensions.

In the present study, one of the reasons why teachers perceive themselves the least efficacious in student engagegment in writing instruction might be because all teachers have to follow a set curricula and pacing in their institutions, which leaves them very little time for doing extra activities within the writing class and for assigning extra writing assignments. Teachers may be aware of students' needs and interest; however, they may have difficulties in implementing the tasks and activities they believe will motivate their students to write due to their tight schedules and the testing oriented education system. Also, it may not be very difficult for them to manage the class in writing due to the fact that it is a productive skill which students are busy with working to produce what they have learned. Nevertheless, owing to the busy schedule teachers could not spare a lot of time to look for the ways to foster creativity in writing class. Therefore, they may feel that they cannot motivate their students and engage them to write, which in the end might decrease their efficacy in this respect.

Another possibility can be student profile teachers work with. As Yavuz (2007) stated that it is possible for teachers to face with some students who are respectful to teachers' management and instructional strategies, but still they can display low motivation in language learning. Most of the students in technical universities in Turkey are analytical students who are mostly used to test-oriented education and are better at receptive skills as reading and listening since they do not need to produce language to do these. Thus, they tend to have difficulty in language learning particularly in terms of productive skills as writing and speaking. Therefore, students may feel less motivated towards writing in another language . It seems possible for the EFL teachers to feel less assured of their knowledge and skills in engaging their students to write in English due to students' profile.

5.1.2. Conclusion on the Effect of Teachers' Personal Variables on Teaching Writing Self-Efficacy

In order to answer the second research question, which tries to find out the relationship between teachers' teaching writing self-efficacy and personal variables as gender and the status of being native or non-native, data gathered via Teachers' Sense of Self-efficacy Scale were analyzed.

No significance difference was found between female and male teachers regarding how they manage their writing class. Nevertheless, it was found that gender is a factor causing statistically significant difference in general self-efficacy and the two subcomponents which are student engagement and instructional strategies. In other words, the results of this study indicated that female teachers were more efficacious in terms of how they engage their students in writing and how they apply their instructional strategies than male teachers. The findings of the present study is supported by a line of literature on gender and occupational efficacy. Female teachers generally show more tendency to care students' learning due to their nurturing character. Teaching, like mothering, creates social expectations like self-sacrifice and dedication (Biklen, 1995; Duncan, 1996, cited in Sabbe & Aelterman, 2007). These associations, when applied to teaching, are derisively called the 'Mothering discourse' (Griffith & Smith, 1991, cited in Sabbe & Aelterman, 2007) and 'the legacy of Lady Bountiful' (Meiners, 2002, cited in Sabbe & Aelterman, 2007). Several studies and analyses (Weiler & Middleton, 1999; Coffey & Delamont, 2000; Gannerud, 2001; McCray et al., 2002; Phillips, 2002; Tamboukou, 2003, cited in Sabbe & Aelterman, 2007) show how women teachers' professional identities, experiences and working conditions were/are shaped by these gendered social expectations and stereotyped images of women teachers. Also, Bussy and Bandura (1999) state that gender related efficacy patterns arise from traditionality of career choice. That is, boys have a higher sense of efficacy for science and technology than girls and girls display greater efficacy for careers in education and health-related fields than boys. Briefly, due to traditionality of career choice and since engaging students to write and providing different instructional strategies require more dedication and effort, female teachers might percieve themselves more efficacious in these areas.

Regarding the status of being native speakers and non-native speakers of English, the findings indicated that there is no significant difference between native and non-native teachers of English considering their general self-efficacy and the two subcomponents which are student engagement and instructional strategies. Nevertheless, the results indicated statistically significant difference between two groups in terms of classroom management. Non-native speakers were found to have higher efficacy than those of native speakers of English in classroom management. The

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reason could be that non-native speakers can prefer their own language more in order to take the attention of the students and it might have a stronger effect on controlling students' behaviours. Also, non-native teachers are more familiar with Turkish student characteristics whereas native teachers may challenge with some cultural differences. Therefore, native teachers might not perceive themselves high efficacious in managing the writing class.

5.1.3. Conclusion on the Effect of Teachers' Educational Variables on Teaching Writing Self-Efficacy

The third research question tried to examine the impact of some educational variables (proficiency level taught in 2013-2014 Fall Term, type of bachelor degree, teaching experience, teaching writing experience and in-service writing training) on teachers' self-efficacy in writing instruction.

The results showed that the participant teachers teaching at intermediate level (A) were found out to be more efficacious in teaching writing particularly considering the way they engage students and the strategies in writing instruction than those of the participants teaching to other levels (B, C, and D level class). Nonetheless, no significant difference was found among the groups regarding classroom management. In other words, teachers agreed that no matter to which level they are teaching, they can control the classroom without any difficulties. However, when it comes to motivating students and instructing in writing they reported that their efficacy level differs according to the level they teach. Raudenbush et al. (1992) examined the relationship between student factors regarding their age, ability and engagement, and teacher efficacy. Their study indicated a strong positive relationship between students' proficiency level and teachers' self-efficacy. In their study, teachers reported higher levels of efficacy in higher level of classes in which students have more knowledge about the content and are more willing to participate in the lesson. In other words, teachers might find low-level students to be difficult to engage; thus, they feel less able to carry out the tasks needed to affect performance for these students (Raudenbush et al., 1992). In this sense, the present study is consistent with the study conducted by Raudenbush et al. (1992). The reason might be that since students at intermediate level have more confidence in English, they are more willing to participate in the class and

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are more interested in using the language in writing, which leads teachers to focus more on how to improve their students creativity by applying alternative teaching writing techniques.

In terms of the type of first major the teachers have, the participant teachers graduating from English Language Teaching (ELT) department were found to have the highest self-efficacy when compared to the graduates of English Literature and Translation Studies and the teachers with other types of Bachelor degrees. Even though there is no statistically significant difference among the teachers with different types of BA degree regarding how the teachers manage their class in writing lessons, the results showed that for both subcomponents ELT graduates held higher writing efficacy with regard to student engagement and instructional strategies. The findings of the present study is inconsistent with the study carried out by Yeung and Watkins (2000). After investigating how a sample of 27 student teachers in two colleges of Education Department in Hong Kong developed a personal sense of teaching efficacy, they found that education studies and methodology courses offered in the teacher training colleges appeared to have less effect on the teachers' sense of efficacy because they were perceived as too theoretical and less applicable to local classrooms. However, in this study it was found that graduating from an English Language Teaching department has a significant impact on teachers' efficacy in teaching writing. It might be because during a 4-year degree in English Language Teaching from a university, teachers with an ELT degree can have more practical education by studying language teaching methodology and getting practical training. It is a crucial factor in teaching profession to integrate professional knowledge with practice since it directly impacts the quality of candidate teachers who go into teaching. Namely, pre-service training that integrates academic subject studies with pedagogical studies and teaching practice can be considered as one of the most successful aspects of foreign language education. For that reason, the teachers graduating from an ELT department can have higher efficacy in applying teaching strategies and engaging students.

In the present study, no statistically significant difference was found in terms of teachers' teaching experience and teachers' self-efficacy. This result is consistent with the study conducted by Chacon (2005). In his study on EFL teachers' efficacy, he found

no correlation between years of English teaching experience and teacher efficacy for engagement, instructional strategies, and management.

On the other hand, regarding the impact of teaching writing experience on teaching writing efficacy, teachers with a 6-10 year writing experience reported to have the highest efficacy than the rest of the participants. Additionally, significant difference was found between the teachers having 6-10 years writing experience and the teachers with 15 and more years of experience in terms of student engagement. This result may be because the teachers with 15 and more year of experience generally have difficulty in integrating technological tools into their class or may not provide essay topics related to technology which students are really interested in learning or writing about. Although they may feel confident about their teaching and classroom management strategies, they may feel that they cannot attract their students' attention and are less effective to motivate them to write. Nonetheless, no significant difference was found among teachers with different teaching writing experience regarding classroom management and instructional strategies.

Regarding in-service teacher training on writing, the teachers receiving in-service training on writing were found to be more efficacious than the ones who did not. The results were consistent with the findings of the study conducted by Carleton, Fitch and Krockover (2008). They examined the effect of a one year long in-service teacher education program called the Standards-Based Integrated Science Instruction (SISI) program which sought to increase science teachers' teaching efficacy by aiming to provide teachers with experiences about four sources of efficacy. The findings of their study indicated an increase in participants' level of teacher efficacy beliefs during the program and participants experienced a significant positive increase in their attitude toward teaching science at the end of the program. Moreover, in his research in EFL context, Chacon (2005) found that staff development was correlated with efficacy for engagement and instructional strategies but not for management; in other words, the more in-service training the teachers reported having, the higher was their efficacy to design instructional strategies and to engage students in learning English. Similarly, in the present study, teachers who had in-service training in writing were found to be more self efficacious than the ones who did not. It might be because through in-service

training teachers can gain more practical skills that they may not have been able to practise during their 4-year university education. In-service training programs help teachers not only to improve their general teaching skills such as managing their time in the class, using their educational technology knowledge and learning ways to better motivate students but also to specialize in the areas they want. All of these aspects of in-service training might result in an increase in teachers' knowledge and experience, which in turn gives rise to a higher efficacy in teaching.

5.1.4. Conclusion on the Perception of High and Low Efficacious Teachers' Students

The fourth research question tried to examine how the students evaluate their writing teachers' teaching efficacy in the areas of instructional strategies, classroom management, and student engagement.

The results showed a statistically significant difference between the perception of low and high efficacious teachers' students in terms of both their teachers' general self-efficacy and its three subcomponent. The students of high efficacious teachers perceived their writing teachers' performance significantly better than those of low efficacious teachers in the three subcomponents of teachers' self efficacy. Nevertheless, both groups of the students indicated that their teachers were the most efficient in the area of classroom management and the least efficient with regard to student engagement dimension. Data analysis revealed that there was a match between how teachers perceive their capabilities in writing and how their students evaluate these capabilities. This shows that as well as teachers, students also agreed that teachers should strengthen their strategies in order to attract students' attention and interest in writing, which will then go up their own self-efficacy in teaching writing.

5.1.5. Conclusion on the Effect of Teacher Self-Efficacy on Students' Writing Achievement

The fifth research question tried to examine the effect of teachers' self-efficacy in writing instruction on their students' writing achievement.

There was no statistically significant difference between the scores of students of high and low efficacious teachers in the first writing exam which was given at the beginning of the term. However, when scores of the fourth exam which was the last exam of the term were taken into consideration, the results indicated that there was a statistically significant difference between the achievement of the students of high efficacy teachers and the students of low efficacy teachers. This result showed that the students taught by high efficacious teachers in writing had higher scores than the students taught by low efficacious teachers. This result is similar to the findings of some studies in the literature (Ross, 1992; Tschannen-Moran & Hoy, 2001; Tournaki & Podell, 2005; Wolters & Daugherty, 2007; Mojavezi & Tamiz, 2012). These research studies suggest a significant correlation between teacher self-efficacy and increased students' achievement by influencing teachers' instructional practices, enthusiasm, commitment, and teacher behavior. For example, after exploring the impact of high school English teachers' self-efficacy on their students' achievement, Mojavezi and Tamiz (2012) found that high school English teachers with high efficacy contributed more to their students' achievement than their low efficacious counterparts. It can be concluded that the higher the teacher self-efficacy, the higher students' achievement.

5.1.6. Conclusion on Teachers' Interview

To answer the sixth research question, a semi-structured interview was applied in order to study teachers' efficacy in writing instruction more closely and to examine the possible differences in strategy use of high and low efficacious teachers in terms of engaging students, managing the classroom, and instructional strategies.

Student Engagegement

When asked how they helped their students' creativity in their writing, high efficacious teachers reported more strategies than their counterparts. They talked about using short videos from YouTube to elicit content items, choosing a different theme to write, utilizing articles on social themes, analyzing other students' paragraphs/essays, assigning TED Talks videos before the class, making up stories and providing classical music at the background. This shows that when teachers have higher efficacy, they are more open to try new techniques or materials in teaching. Also, implementing

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innovations and current technology was stated to be highly essential so as to foster students' creativity and increase their participation in writing.

Regarding fostering creativity, the answers of the teachers were consistent with the findings of Ghaith and Yaghi (1997). In their study which investigated the relationships among American high school teachers experience, efficacy, and attitudes toward implementation of instructional innovation, it was indicated that the teachers having higher levels of efficacy had greater interests and tolerance in accepting and applying new approaches than their less efficacious counterparts. Similarly, in the present study, high efficacious teachers reported to apply different strategies such as integrating videos and articles instead of using only the course book in writing in order to enable students to develop more ideas and to make students be exposed to more content vocabularies about the topic they will write. All in all, integrating a variety of instructional materials shows that they are open to applying instructional innovations more willingly in their writing instruction.

In contrast, low efficacious teachers reported fewer strategies than their counterparts. The majority of them stated that they generally use exercises in the course book and make their students write individually rather than working as a group or in pairs. Few of them mentioned about brainstorming activities before writing. In fact, half of low efficacious teachers reported that they have difficulty in fostering students' creativity in writing. This is consistent with what Ghaith and Yaghi (1997) found in their study. They indicated that teachers with lower levels of efficacy rated the innovative approaches as costly to implement, difficult, and time-consuming while higher efficacious teachers rated the innovations as less difficult to implement and more important to their teaching.

When teachers were asked about the strategies to increase the motivation of less successful or low motivated students, the majority of high efficacious teachers reported to talk to this type of students in person to figure out the reason in detail. They also added that they can pair low motivated or low interested students with more successful ones and provide them extra assignments. One of the teachers mentioned about the importance of finding out the strength of less successful students and praise it in the class so as to increase their motivation in writing. All of these strategies show that high

efficacious teachers themselves are highly motivated to find a way to increase their less successful or interested students' motivation. Poulou (2007) explored the factors that precede fourth-year students from two primary education departments at a university in Greece and determine their conviction that they can influence instructional strategies, classroom management, and students' engagement. In the study, he highlighted the importance of student teachers' personality characteristics, capabilities, and motivation as potential sources of teaching efficacy. He found that students teachers' motivation (for example, love for pupils, which enhances efforts towards effective teaching and personal effort and study about topics of teaching effectiveness) to improve their teaching efficacy received the highest ratings as a source of teaching efficacy in his study. It can be concluded that when teachers considered themselves as high efficacious in terms of personality characteristics and teaching capabilities, they felt more efficacious in implementing instructional and discipline strategies and involving pupils in the learning process.

Regarding low efficacious teachers' strategies to motivate their students, most of them mentioned about finding out and working on these students' grammar mistakes. Very few of them reported to talk to them in person and one of them added warning his students by sharing negative experiences of previous students. This result is similar to the findings of Tournaki and Podell (2005). They gathered data from general education teachers in order to examine how the interaction between student and teacher characteristics affects teachers' predictions of students' academic and social success. Their study showed that teachers with high efficacy made less negative predictions about students, and seemed to adjust their predictions when students' characteristics changed, while low efficacy teachers seemed to be paying attention to a single characteristic when making their predictions and make more negative predictions.

When teachers were asked about the skills they integrate into their writing class, all the high and low efficacious teachers reported to integrate grammar into their writing class since they believed grammar was very much related to writing. Nevertheless, while high efficacious teachers reported to integrate speaking, reading, listening, and vocabulary, very few of the low efficacious ones mentioned about the integration of speaking and reading skills. It can be concluded that high efficacious teachers prefer to integrate more communicative-based strategies such as brainstorming activities,

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discussions after watching a video or reading an article in teaching writing than low efficacious teachers. This result is similar to the result of the study conducted by Eslami and Fatahi (2008). By examining the efficacy beliefs of nonnative English speaking Iranian EFL teachers, they found that the more efficacious the teachers felt, the more inclined they were to use communicative-based strategies in their instruction.

Classroom Management

Regarding how the teachers manage their writing class, the majority of high efficacious teachers mentioned about having pair or group work activities in teaching writing, which as they stated might engage the noisier students in writing by assigning them with group responsibilities. In contrast to their high efficacious counterparts, most of the low efficacious teachers mentioned about avoiding group work activities in writing since it would create a noisier atmosphere for an important productive skill like writing. Both groups mentioned about the importance of establishing classroom rules at the beginning of the term. By doing so, they stated that the students knew their limitations and acted accordingly. Some teachers with high efficacy added that they have a well-prepared lesson plan which helps a lot to manage the class in teaching writing. On the other hand, some of the teachers with low efficacy reported that they warn students about the possible drawbacks if they neglect the lesson or not obey the classroom rules.

In their study, Raudenbush, Rowan, and Cheong (1992) examined high school science teachers' control over school and classroom policy, students' behavioral codes, the school's curriculum, the selection of textbooks, teaching content and techniques, and the amount of homework assigned. The results of their studies revealed a significant positive relationship between level of teacher control over school policy (e.g. curriculum development, text book selection) and teachers' sense of efficacy. This finding is similar to the present study in that one of the high efficacious teacher is working in writing center of the school and she is responsible from preparing the rubric of writing grading criteria. Another two of the high efficacious teachers reported that they worked in professional development center of the university for two years. 4 of the high efficacious teachers told that they voluntarily participated the course book selection meetings at the university for prep classes. One also added that she was one of

the writers of the academic writing book used in prep classes. All of these statements show that when teachers participate teaching content, the selection books or in general have some control over school, they tend to have higher efficacy in teaching that subject.

Regarding disruptive behavior in writing classes, teachers gave some examples of behavior they found to be disruptive. Some of them were: not bringing the course book, being late to the beginning of the lesson, distracting other students' attention by making digressions in group works. While half of the high efficacious and some of the low efficacious teachers stated that they had not experienced any disruptive behaviours that they found irritating to their class, the majority of the teachers reported that they found students' playing with their cell phones most of the time the most distruptive student behavior. In order to control these behaviors, half of the high efficacious teachers mentioned about assigning different roles to the disruptive students in a group work activities. By doing so, they claimed that these students were exposed to taking responsibilities and had no time to digress. Furthermore, some of them added that they remind their students of their responsibilities as a student and of how autonomous they should be. When it comes to the strategies of low efficaious teachers experiencing this kind of behavior, some of them reported that they generally talked to these students in person after the class and tried to convince them to concentrate on the lesson more since writing section was quite important for the proficiency exam they were obliged to pass at the end of year. Additionally, some of them stated that they generally ignored students displaying disruptive behaviours in the class as they believed these behaviors would disappear when they were ignored. While high efficacious teachers use group work in teaching writing despite the crowded classes and the possibility of losing the classroom control, low efficacious teachers reported not to use group work activities as it is challenging. This result is consistent with the view of Bandura (1977) as he stated that efficacious individuals are more likely to engage in challenging activities, obtain higher goals, and try to keep up with difficult situations.

Instructional Strategies

High efficacious teachers differ greatly from low efficacious teachers in terms of their feedback strategies. Teachers with high efficacy reported to apply more feedback strategies compared to their low efficacious counterparts. Focusing on more content organization rather than grammatical errors, providing feedback as soon as possible, and keeping their feedback tone always positive were the common strategies, each of which was mentioned by the majority of high efficacious teachers. Furthermore, providing the assessment criteria in advance, giving more importance to indirect feedback, and having students to write multiple drafts were the feedback styles that half of the self-efficacious teachers were applying for in their writing instruction. Lastly, enabling students to have peer feedback, giving equal emphasis on strong and weak students, and using Microsoft Word program to take advantage of track change were the other two common strategies applied by high efficacious teachers.

On the other hand, low efficacious teachers reported fewer feedback strategies compared to their high efficacious counterparts. The majority of them stated that they asked their students to write one draft on which they focused almost all their grammar and spelling mistakes. Also, the majority of high efficacious teachers reported that they grade their students written work according to the proficiency exam criteria checklist. Furthermore, enabling students to have peer feedback and returning students' paper in time were two points mentioned by some of the low efficacious teachers.

It can be concluded that there are striking differences between two groups considering their feedback strategies in writing instruction. High efficacious teachers prefer to have more than one draft from their students whereas their counterparts would rather receive one draft in total. Also, higher efficacious teachers try to integrate different alternatives into their feedback such as peer feedback and Microsoft Track check program and focus more holistically to students' written work. On the contrary, low efficacious teachers use more traditional feedback techniques and focus more analytically by correcting each grammar mistakes of the students. Their attitude towards giving feedback can be another difference between these two types of teachers. While teachers with higher efficacy have more positive perspective and praising students' strengths when they write a good sentence grammatically or develop a good idea,

teachers with low efficacy concentrate on students' grammar mistakes and try do correct each of them.

When teachers were asked how they adjusted their writing lessons to the proper level for each individual student, almost all teachers stated that they adapted the classes according to the weaker students' needs. The group both high and low efficacious teachers tried to deal more closely with was stated to be very weak students. They reported that due to the overcrowded classes, they could not afford enough time to deal with very capable students and attain extra time for them to improve their writing skills more.

Regarding the alternative strategies teachers offer when students need more practice in writing, both high and low efficacious teachers reported that they assisted their students in grammar after determining common mistakes and revised them as a class by the use of some grammar worksheets. Another strategy applied by both types of teachers was that they made use of some translation tasks in the class or assigned them as homework. The translation studies were reported to include complex sentences such as noun clauses, hearsay reporting verbs etc. in Turkish, which would then be translated into English. However, some of the high efficacious teachers reported that they pair a weak and a strong student, tell them to review each other's feedback and discuss on it.

5.2. Implications

5.2.1. Implications for Practice

The findings of the study offer some implications for teachers in EFL setting. Based on the findings of the present study, the following implications could be helpful for L2 curriculum designers and writing teachers:

1.The study revealed that teachers graduating from different departments other than English Language Teaching department perceived themselves as low efficacious particularly in the areas of instructional strategies and student engagement. They may feel lack of theoretical knowledge in terms of approaches, methods and techniques they use in their writing instruction. Effective and intensive pedagogic courses and teaching practice processes, critical pedagogy and thinking and problem solving skills which

foster questioning teaching skills and competencies all need to be an integral part of any teacher education curriculum (Sultana, 1995). Therefore, teaching writing should be emphasized more in Teacher Education Programs with more practical trainings.

2. In order to improve teachers' teaching strategies, in-service teacher development programs should be developed within the institution. Since there is a variety of methods and techniques used by high efficacious teachers in terms of giving writing instruction and engaging students, teachers should frequently conduct regular on-the-job training sessions. Through these sessions, they can discuss and share their ideas on the effectiveness and ineffectiveness of the methods and techniques they use and the contents of the units. Consequently, since in-service training programs can improve teachers' teaching capabilities by detecting their weaknesses and strengths, teachers should be encouraged to participate in-service training programs such as workshops, seminars or conferences on writing instruction within and outside their institutions.

3. As Henson (2002) stated the more teachers collaborate with their colleagues, the more they believe in their abilities to overcome difficulties and affect learning in a positive manner. Vicarious experiences, which are those occasions when individual can observe or learn from the experiences of another person, were one of four potential sources of self efficacy beliefs as identified by Bandura (1997). Thus, teachers' cooperation and feedback to each other can help them to see their colleagues as a model and teachers' efficacy development might be aided by this observational learning. Teachers who receive verbal persuasion from their efficacious cooperating teachers might develop high levels of self- efficacy. It can be concluded that teachers should be given the opportunity to do peer observations in their institution and then they should allocate time to each other in order to give and recieve constructive feedback.

4. As the present study found that when teachers are involved in some regulations about writing instruction such as textbook selection, exam preparation, assisting writing book edition and working in writing center, their beliefs about their capacity in teaching writing are positively affected. Thus, teachers should be encouraged to be a part of these procedures by explicitly explaining why their involvement is essential. Because teachers will internalize the school regulations more

willingly when they are a part of the decison-making process, it appears to be important that they should actively participate in these processes.

5. The results of both teacher and student questionnaire showed that student engagement is the dimension that teachers got the least efficacy and performance. Although motivating less successful or less interested students is really hard, needs analysis can be conducted in order to set general and specific objectives and find new materials and techniques to engage students more to write.

Integrating reading into writing can be one important way to improve students' writing performance because it requires students to become more actively engaged in what they are studying. With this engagement comes greater academic success, and that in turn increases student motivation. Reading is most beneficial when it allows students to synthesize and evaluate rhetorical strategies and purposes. Writing, likewise, is a way of reproducing processes of synthesis and evaluation for rhetorical purposes. However, reading and writing activities need to be carefully managed. Instead of simply assigning reading, students should be guided in how to read. Similarly, writing assignments need to be thoughtfully constructed to be effective.

Assigning students free-writing exercises in which students sit down at the computer and allow themselves to think out loud on a particular topic might help students become acquainted with the phrasings and nuances of a topic they are interested in writing.

According to the results of the study, high efficacious teachers allowed their students to work together and to share their writing. They created opportunities for students to work in pairs and groups. The use of collaborative tasks may also increase students' motivation to write more since they can learn from their peers and integrate their strengths into their groups more confidently. In writing lessons, learning collaboratively should be emphasized so that students can act as contributors to their own learning. By the use of group and pair works, students may feel themselves more motivated and secure when they write with others. As Wells (1999) indicated students need to interact with others in some purposeful joint activity in which student gives and receives assistance so as to construct their own understanding.

6. The present study found out that teachers do not use a variety of assessment methods and alternative teaching methods in writing. Thus, teachers should be trained about the use of different types of assessment methods such as student portfolio, student journal, self assessment and peer assessment which can help students develop self autonomy. Also, they should be informed about how to integrate technology into their writing instruction as an alternative teaching method rather than focusing only on grammar translation method.

7.Lastly but most importantly, teaching writing is considered to load a lot of work on teachers; therefore, each teacher is assigned with a writing class in each term in ITU. However, teachers specializing in a different skill might not happy with teaching writing, which may affect their self-efficacy in teaching that specific skill. As the result of the study indicated that teachers' perception of their own capabilities in teaching writing may have an impact on students' writing achievement, teachers should be given the free choice to decide which skills they would like to teach, which might lead them to specialize in that subject area.

5.2.2. Implications for Future Research

The first recommendation for further research is to carry out a similar study with teachers working in different educational institutions. For instance, a comparison can be made between writing teachers at state universities and at private universities to explore if their self-efficacy beliefs differ or not. Also, the present study focused on teachers' efficacy beliefs in Turkey in Turkish context. Thus, carrying out similar studies with different participants in different settings could help generalize the findings.

In this study, teachers' writing self- efficacy was explored in EFL context. A similar study on other skills such as teaching reading, listening, speaking or grammar self-efficacy of teachers could also be conducted in order for teachers to see how they perceive themselves on teaching these skills and to compare the strategies of high and low efficacious teachers to make them learn from each other's techniques. Their students' achievements can also be explored so as to see whether their self- efficacy in teaching a specific subject has an impact on the achievement of their students.

In this study, teacher self-efficacy questionnaire and semi-structured interview protocol were used in order to find out teachers' beliefs about their capabilities in teaching writing. A similar study on writing teachers' self-efficacy could be conducted with observations of the high and low efficacious teachers, which would provide the researcher with insights about the teaching of writing and to make generalization about teachers' practices by finding out whether there is a match between what the teachers report on the questionnaire, how their students perceive their performance and what they really do in the classrooms.

Finally, interviews were conducted with teachers to support the findings in the study. Interviews can also be conducted with students in another research to find more about their beliefs about writing instruction.

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APPENDICES

APPENDIX 1- Teachers' Sense of Self-efficacy Scale

Dear colleagues,

You are invited to participate in my research study investigating teachers' beliefs about their capabilities in teaching (self-efficacy) writing and their writing strategies to foster students' writing achievement.

You will be asked to write your names on the survey which is required to select interviewees. As the study focuses on teachers' sense of self-efficacy in writing, the interviewees will be selected considering the level of their self-efficacy. However, all responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study.

Thank you in advance for your participation.

Menekşe ONBAŞI

Marmara University, Foreign Languages Department

ELT-MA Programme

SECTION 1

Please answer the following questions as appropriate.

Name : _____

Gender: ☐ Female   ☐ Male

Nationality: ☐ Native Speaker of English ☐ Nonnative Speaker of English

Years of teaching experience including this year: _____

Years of teaching experience at Istanbul Technical University: _____

 Your BA degree: *(please check the appropriate one for you)*

☐ Teaching English as a Foreign Language ☐ English Language and Literature

☐ American Culture and Literature ☐ Translation and Interpretation

☐ Other (Please specify) _____

Your MA and/or PhD degree: *(please specify the field)*

_____

Years of experience in teaching writing including this year: _____

To which level do you teach writing? : ☐ A   ☐ B   ☐C   ☐ D

Have you attended any seminars or conferences on teaching writing?

☐ YES ☐ NO

(If yes, please specify) _____

TEACHERS' SENSE OF EFFICACY SCALE

Teacher Beliefs	How much can you do?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
1. How much can you do to get through to the most difficult students in your writing lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much can you do to help your students think critically about writing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. How much can you do to control disruptive behavior in the classroom during your writing lessons?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. How much can you do to motivate students who show low interest in their writing schoolwork?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. To what extent can you make your expectation clear about students' behavior during your writing lessons?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. How much can you do to get students to believe they can do well in their writing schoolwork?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. How well can you respond to students' difficulties in writing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. How well can you establish routines to keep activities running smoothly in your writing lessons?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. How much can you do to help your students value learning about writing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. To what extent can you gauge student comprehension of what you have taught about writing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. To what extent can you craft good writing tasks about teaching writing for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. How much can you do to foster student creativity in writing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. How much can you do to get students to follow classroom rules during your writing lessons?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Teacher Beliefs	How much can you do ?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
14. How much can you do to improve the understanding of a student who is failing in writing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. How much can you do to calm a student who is disruptive or noisy during your writing lessons?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. How well can you establish a classroom management system with each group of students for your writing lessons?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. How much can you do to adjust your writing lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. To what extent can you use a variety of feedback strategies in your writing lessons?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. How well can you keep a few problem students from ruining an entire writing lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. To what extent can you provide an alternative explanation or example when students are confused in your writing lessons?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. How well can you respond to disturbing students in writing lessons?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. How much can you assist other teachers sharing the same class in helping your students do well in writing ?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. How well can you implement alternative teaching strategies for your writing lessons?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. How well can you provide appropriate challenges for very capable students in writing lessons?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

APPENDIX 2- Student Perception of Their Writing Teacher's Performance Scale (Turkish Version)

Sevgili Öğrenciler,

Marmara Universitesi'nde yapmis oldugum yuksek lisans tez arastirmamda kullanmak uzere hazirlanmis bu anket iki bölümden oluşmaktadır. İlk bölümde lütfen kendinizle ilgili bilgileri doldurun. Daha sonra ikinci bölümdeki her bir ifadeyi okuyun ve sizi ne kadar iyi tanımladığını dikkate alarak işaretleyin. Anketteki ifadeleri nasıl olmanız gerektiği veya başkalarının ne yaptığını düşünerek cevaplamayınız. İfadelerin doğru ya da yanlış cevabı yoktur. Ankette vermis oldugunuz cevaplar bilimsel amacli kullanilip bilgileriniz sakli tutulacaktir.

Araştırmama gösterdiğiniz destek için teşekkür ederim.

Menekşe ONBAŞI

Bölüm 1: Demografik Bilgi

İTÜ'deki İngilizce Seviyeniz: ☐ A   ☐ B   ☐ C   ☐ D

İTÜ'deki SINIF KODUNUZ   :……………………………………

1. **Cinsiyetiniz**   :   ☐ KIZ   ☐ ERKEK

2. **Yaşınız**   :…………………………………………..

3. **İngilizce öğrenmeye ne zaman başladınız?**

    ☐ Anaokul   ilkokul   ☐ Ortaokul   Lise   ☐ Üniversite

4. **Yaklasik kaç yıldır İngilizce öğreniyorsunuz?** …………………………

5. **Üniversiteden önce İngilizce Yazma Dersi aldınız mı?**   ☐ EVET   ☐HAYIR

ÖĞRETMEN DEĞERLENDİRME ANKETİ

Yazma Dersi Öğretmeniniz	Ne Ölçüde?								
Yönerge: Yazma dersi öğretmeninizin aşağıdaki durum/konularda yaptıklarını ne kadar başarılı ve yeterli buluyorsunuz değerlendirmenizi verilen ölçek üzerinde gösterin:	**Hiç Bir şey yapmıyor**		**Çok az Şey yapıyor**		**Yaptıkları Biraz etkili**		**Yaptıkları Oldukça etkili**		**Yaptıkları Son derece etkili**
1. Yazma dersinde zorluk yaşadığınızda sizinle ilgilenmek	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. Yazı yazarken eleştirel düşünmenize katkı sağlamak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. Ders esnasında sınıftaki rahatsız edici davranışları kontrol altına alabilmek	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. Yazma dersinde motivasyonunuz düştüğünde sizi motive etmek	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. Yazma dersinde öğrenci davranışlarına yönelik beklentilerini ortaya koymak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. Yazı yazma konusunda başarılı olabileceğinize sizi inandırmak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. Yazı yazarken çektiğiniz güçlüklere yanıt vermek	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. Ders aktivitelerinin sorunsuz ilerlemesi için dersten önce iyi bir planlama yapmak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. Yazma dersinin önemini anlamanızda size yardımcı olmak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. Yazma dersinde ne kadar öğrendiğinizi anlayabilmek	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. İyi yazma aktiviteleri oluşturmak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. Yazı yazma konusunda yaratıcılığınızı geliştirmek	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13. Ders esnasında öğrencilerin sınıf kurallarına uymasını sağlamak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Yazma Dersi Öğretmeniniz	Ne ölçüde?								
Yönerge: Yazma dersi öğretmeninizin aşağıdaki durum/konularda yaptıklarını ne kadar başarılı ve yeterli buluyorsunuz değerlendirmenizi verilen ölçek üzerinde gösterin:	**Hiç bir**	**Şey**	**Çok az**	**Şey yapıyor**	**Yaptıkları Biraz**	**Etkili**	**Yaptıkları Oldukça**	**Etkili**	**Yaptıkları Son derece**
14. Yazı yazmada başarısız olduğunuzda bu yaklaşımınızı olumlu açıdan değiştirmenize yardımcı olmak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. Yazma derslerinde rahatsızlık veren veya gürültücü bir öğrenciyi engellemek	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. Sınıf yönetimini sağlamak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. Yazma derslerini sizin seviyenize göre ayarlamak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. Sizin yazdıklarınızı okuduğunda geri bildirim için farklı yöntemler kullanmak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19. Sorunlu öğrencilerin yazma dersini bozmasını engelleyebilmek	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20. Yazarken kafanız karıştığında alternatif açıklama veya örnekler sunmak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21. Derste zıtlaşan öğrencilere iyi bir karşılık vermek	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22. Dilbilgisi, okuma ve dinleme becerilerinizi geliştirmek	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23. Anlamadığınız bir konuda alternatif öğretme yöntemlerini kullanmak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24. Yazarken yeteneğinizi gösterdiğiniz bir durumda size uygun zorlayıcı hedefler ne kadar sunmak	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

APPENDIX 3- Students Perception of Their Writing Teacher's Performance (English Version)

Dear students,

You are invited to participate in my research study investigating teachers' beliefs about their capabilities in teaching (self-efficacy) writing and their writing strategies to foster students' writing achievement.

All responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study.

Thank you in advance for your participation.

<div align="right">

Menekşe ONBAŞI

Marmara University, Foreign Languages Department

ELT-MA Programme

</div>

SECTION 1

Please answer the following questions as appropriate.

1. Your Proficiency Class Level in ITU　　☐ A ☐ B　☐ C ☐ D

2. Gender: ☐ Female　　☐ Male

3. Your Age:………………………………..

4. When did you start learning English?

☐ Kindergarten ☐ Primary School ☐ Elementary School

☐ High School ☐ University

5. How many years have you been learning English?..................................

6. Have you taken any English writing lessons before university? ☐ **YES**　☐ **NO**

SECTION 2

Students' Perception of Their Writing Teacher's Performance

Students' Evaluation	My writing teacher does				
Directions: *Please indicate your personal opinion about your writing teacher.* ***To what extend does your <u>writing teacher</u> do these following behaviors*:**	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal
1. To assist you when you have difficulty in your writing lesson.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
2. To help you think critically about writing on a topic.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
3. To control disruptive behavior in the classroom during your writing lessons.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
4. To motivate you when you lose your motivation in your writing schoolwork.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
5. To make his/her expectation clear about students' behavior during writing lessons.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
6. To get you to believe you can do well in your writing schoolwork?	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
7. To respond the difficulties you experience in writing.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
8. To establish a well-organized lesson plan to keep activities running smoothly in writing lessons.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
9. To help you understand the importance of writing lessons.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
10. To understand how much you have learned in writing lessons.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
11. To craft good writing tasks.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
12. To foster your creativity in writing.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
13. To get students to follow classroom rules during writing lessons.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)

Students' Evaluation	My writing teacher does				
Directions: *Please indicate your personal opinion about your writing teacher.* ***To what extend does your <u>writing teacher</u> do these following behaviors:***	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal
14. To help you develop positive attitudes when you fail in writing.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
15. To calm a student who is disruptive or noisy during writing lessons.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
16. To establish a classroom management system	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
17. To adjust writing lessons to the proper level for your understanding.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
18. To use a variety of feedback strategies for your written works.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
19. To keep problem students from ruining an entire writing lesson.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
20. To provide an alternative explanation or example when you are confused in writing lessons.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
21. To respond to disturbing students in writing lessons.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
22. To assist your reading, grammar, listening and speaking skills .	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
23. To implement alternative teaching strategies when you have difficulty in understanding something in writing.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)
24. To provide appropriate challenges for your strengths in writing lessons.	(1) (2)	(3) (4)	(5) (6)	(7) (8)	(9)

APPENDIX 4: A (Intermediate Level) Writing Exam 1

İTÜ YDY **A LEVEL MONTHLY EXAM 1**

Name: **Score:**
Number:
Class:

SECTION V—WRITING (20 points)

Write a cause paragraph of 140-160 words on <u>ONE</u> of the following topics. Make sure you include a topic sentence, supporting ideas and supporting details, and a concluding sentence.

<u>Effective use of cause language covered in the writing book will be part of grading.</u>

- *What are the most common causes of problems between roommates?*
- *What are the main reasons that many university students fail to get adequate sleep?*
- *What causes many people not to get medical treatment even when they have health problems?*

_____

_____

_____

_____

_____

_____

APPENDIX 5: A (Intermediate Level) Writing Exam 4

İTÜ YDY

January 2, 2014

A LEVEL MONTHLY EXAM 4

Name: **Score:**
Number:
Class:

SECTION IV – WRITING (20 points)

Write an essay of 250-300 words on ONE of the topics given below. Your essay must have <u>an introduction</u> with a clear thesis statement, <u>2 body paragraphs</u> with relevant supporting ideas and <u>a concluding paragraph</u>. Your ideas should be organized properly.

*You <u>may</u> use the ideas listed under each topic, but **DO NOT** try to include all the ideas in your essay.*

1. What are the effects on children of growing up in a large city such as Istanbul?

- health
- education
- free time activities

- family relationships
- happiness
- stress level

2. Compare and/or contrast the life of a sports star and the life of a movie star.

- income
- stress
- happiness

- public interest
- family life
- work schedule

3. There are often problems between parents and children during the teenage years. What are the causes of these problems?

- friends
- money
- use of technology
- disrespectful behavior
- unfairness

- rules
- career
- household jobs
- independence

APPENDIX 6: C (Elementary Level) Writing Exam 1

İTÜ YDY

C LEVEL MONTHLY EXAM 1

Name: **Score:**
Number:
Class:

SECTION V—WRITING (20 points)
Part A: You are talking to a friend about learning English, and giving him/her some advice/tips. Use the cues and the words in the box to write meaningful sentences. Use each word ONCE. Make any necessary changes. Be careful about punctuation. (6 x 2 = 12 points)

if	*even though*
since	*until*
unless	~~*as*~~
	when

1. Example: people learn English		*enable – find a good job*
2. learning English – difficult	⟹	can be successful
3. want – be successful	⟹	study hard
4. be determined	⟹	not be successful
5. start learning English	⟹	buy a good dictionary
6. dictionaries – helpful	⟹	contain a lot of sentences and examples
7. not give up learning	⟹	start speaking English well

Write your answers in the spaces given below. The first one is an example.

*1. **Example:** People learn English **as** it enables them to find a good job.*
2.
3.
4.
5.
6.
7.

Part B: Rewrite the given sentences with the words in parentheses. Make any necessary changes. Be careful about punctuation. (5 x 1 = 5 points)

1. He speaks English and French; however, he cannot find a good job. *(in spite of)*

_____

2. Because there is a high unemployment rate, lots of people have difficulty in finding jobs. *(due to)*

_____

3. Learning a foreign language helps us to communicate with people all over the world. Besides, it improves our mental capacity. *(in addition to)*

_____

_____

4. A child's brain has a higher learning capacity because it is young. *(as a result of)*

_____

_____

5. Although a foreign language is best learned at a young age, there are a lot of effective teaching methods to help adult learners. *(yet)*

_____

_____

Part C: Look at the sentences below. Each sentence has one parallel structure mistake. Find the mistake and <u>write</u> the correct answer in the box.
(6 x 0.5 = 3 points)

1. The word English first appeared as *Englaland* around the year 1000, and it meant the land of the strong, brave, and beauty Eagle.

1.

2. Three Germanic tribes, the Angles, Saxons, and Jutes came from Denmark and northern Germany and beginning to live in England in the fourth century A.D.

2.

3. The Angles became the strongest tribe of all in a short time because they enjoyed ruling different tribes and discover new lands.

3.

4. The speech of the three tribes was combined in the same way: They all spoke a language which was called *Anglisc*, or *Anglish*, and they loved speaking their own language, writing poems, and songs in their festivals.

4.

5. In the seventh and eighth centuries, Old English writings began to appear and forming English literature, and in the ninth century, the word *Anglish* gradually became English.

5.

6. In the centuries after the Norman Conquest in 1066, there were big changes in the English language,
and today English has become one of the most popular, easiest, and rich languages of the world.

6.

APPENDIX 7: C (Elementary Level) Writing Exam 4

ÎTÜ YDY

January 2, 2014

C LEVEL MONTHLY EXAM 4

Name: **Score:**
Number:
Class:
SECTION V—WRITING (20 points)

Write an effect paragraph of 140-160 words on <u>ONE</u> of the following topics. Make sure you include a topic sentence, supporting ideas and supporting details, and a concluding sentence.

<u>Effective use of effect language covered in the writing book will be part of grading.</u>

1. Recent research shows that many Turkish <u>university graduates</u> do not have a high level of English. What <u>effects</u> will this have on their life?

- ❖ Use of the Internet
- ❖ Getting news
- ❖ Travelling
- ❖ Use of electronic devices
- ❖ Doing business / trade
- ❖ Job opportunities

2. What are the effects of deforestation?

- ❖ Loss of species
- ❖ Habitat loss of animals
- ❖ Carbon emissions
- ❖ Soil erosion
- ❖ Life quality
- ❖ Water cycle

3. What are the effects of war?

- ❖ poverty
- ❖ pollution
- ❖ brain immigration
- ❖ health problems
- ❖ increase in crime rate
- ❖ people's life styles

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APPENDIX 8: D (Beginner Level) Writing Exam 1

ITÜ YDY

D LEVEL MONTHLY EXAM 1

September 22, 2013

Name: **Score:**
Number:
Class:

SECTION V – WRITING (5 x 2 = 10 points)

Combine the following sentences into one sentence with _and, or, because, so_ and _although_. DO NOT CHANGE THE ORDER of the sentences and use the given words ONLY ONCE.

1. Amish people do not use electricity. Amish people do not use cars.

_____

2. I didn't have any free time. I didn't watch the movie.

_____

3. Our teacher did not come today. She was sick.

_____

4. Janet went to Japan last week. She had a nice time there.

_____

5. He is not rich. He still gives money to poor people.

_____

Part B. Rewrite (5 x 2 = 10 pts.)

Rewrite the following sentences using the words in parenthesis

1. Shopping from the internet is both easier and cheaper than traditional ways of shopping. **(NOT ONLY ... BUT ALSO)**

_____

_____

_____

2. Online shopping seems very convenient to people, but it pollutes the environment more than regular shopping since it requires a lot of materials for packaging. **(EVEN THOUGH)**

_____

_____

_____

3. Environmental agencies ask people not to throw away the packages and use them again, but people do not pay much attention to the warning. **(HOWEVER)**

_____

_____

_____

4. People should recycle waste packaging, or they should stop buying things from the Internet. **(EITHER ... OR)**

People_____

_____

_____

5. Since social networking allows individuals to get in touch with their friends easily, the number of users is increasing dramatically each day. **(THEREFORE)**

_____

_____

APPENDIX 9: D (Beginner Level) Writing Exam 4

Name: Score:
Number:
Class:

SECTION V—WRITING (20 points)

Write a cause paragraph of 140-160 words on <u>ONE</u> of the following topics. Make sure you include a topic sentence, supporting ideas and supporting details, and a concluding sentence.

<u>Effective use of cause language covered in the writing book will be part of grading.</u>

1. *Why are schools in some countries considering using tablet computers instead of traditional textbooks?*

   ❖ More interesting
   ❖ Lighter weight
   ❖ Adapting to a new life
   ❖ Different work conditions
   ❖ No native food

2. **What are the reasons that attending a private course (*dershane*) helps students get a place at a top university?**

   ❖ focus on the university exam
   ❖ smaller classes
   ❖ study materials
   ❖ good teachers
   ❖ good facilities
   ❖ use of time

3. **Why do many university students drink too much alcohol?**

   ❖ inability to handle freedom
   ❖ social pressure
   ❖ loneliness
   ❖ enjoyment
   ❖ escape from shyness
   ❖ new friendships

APPENDIX 10: Teachers' Self-efficacy Scores

TEACHER CODE	STUDENT ENGAGEMENT	CLASSROOM MANAGEMENT	INSTRUCTIONAL STRATEGIES	GENERAL SELF-EFFICACY
T1	8,75	8,88	9	8,88
T2	8,75	8,63	8,75	8,71
T3	8,63	8,63	8,63	8,63
T4	8,38	8,88	8,38	8,54
T5	8	8	8,5	8,17
T6	8,25	8,38	7,88	8,17
T7	7,63	8,5	8	8,04
T8	7,75	8	8,25	8
T9	7,25	8,38	8	7,88
T10	7,13	8,25	8	7,79
T11	8	7,88	7,5	7,79
T12	7,75	7,13	8,25	7,71
T13	8	7,5	7,63	7,7
T14	7,13	8,13	7,75	7,67
T15	7,63	7,63	7,63	7,63
T16	7,75	6,88	8,13	7,58
T17	7,88	7,13	7,63	7,54
T18	7,5	7,5	7,63	7,54
T19	6,88	8,75	7	7,54
T20	7,57	8	7	7,52
T21	6,25	8,88	7,38	7,5
T22	6,88	7,88	7,5	7,42
T23	7	8,5	6,75	7,42
T24	6,13	8,88	7,13	7,38
T25	6,75	7,5	7,88	7,38
T26	6,88	7,63	7,63	7,38
T27	6,63	8,25	7	7,29
T28	6,86	8	6,83	7,29
T29	7,13	7,38	7,25	7,25
T30	7	7,63	7,13	7,25
T31	6,75	7	7,75	7,17
T32	6,13	8,88	6	7
T33	7	6,63	7,38	7
T34	7,13	6,75	7,13	7
T35	6,75	7	6,88	6,88
T36	6,25	7	7,38	6,88
T37	6,25	7,63	6,75	6,88
T38	6,63	7,75	6,13	6,83
T39	6,63	6,75	7	6,79
T40	7,13	6	7,25	6,79
T41	6,13	7,25	6,75	6,71

TEACHER CODE	STUDENT ENGAGEMENT	CLASSROOM MANAGEMENT	INSTRUCTIONAL STRATEGIES	GENERAL SELF-EFFICACY
T42	6	7,75	6,25	6,67
T43	6,25	6,88	6,38	6,5
T44	5,5	5,88	8,13	6,5
T45	6,25	7,13	6,13	6,5
T46	6,13	7,38	6	6,5
T47	6,25	7	6,13	6,46
T48	6,25	7,63	5,38	6,42
T49	5,5	8	5,75	6,42
T50	6,38	6,88	6	6,42
T51	5,5	6,38	7,25	6,38
T52	6,13	6,75	6,25	6,38
T53	5,88	7,38	5,75	6,33
T54	5,88	7	6	6,29
T55	5,88	6,13	6,75	6,25
T56	6	7,63	5	6,21
T57	5,88	6,88	5,88	6,21
T58	5,13	7,13	6,38	6,21
T59	5,38	6	6,88	6,08
T60	5,13	7,75	5,38	6,08
T61	5,5	6,63	6,13	6,08
T62	5,38	6,75	6,13	6,08
T63	5,75	6,38	6	6,04
T64	5,5	7,25	5,25	6
T65	5,5	7,75	4,63	5,96
T66	5,63	5,63	6,5	5,92
T67	4,88	7,13	5,75	5,92
T68	5	7	5,5	5,83
T69	5,25	6,13	6,13	5,83
T70	5,75	7	4,75	5,83
T71	4,63	7,13	5,5	5,75
T72	5	7	5,13	5,71
T73	5,13	7	5	5,71
T74	5,25	6,38	5,5	5,71
T75	5,88	5,38	5,75	5,67
T76	4,63	7,63	4,75	5,67
T77	5	7,13	4,88	5,67
T78	4,63	7,25	5,13	5,67
T79	4,75	7,25	4,88	5,63
T80	5,13	6,88	4,75	5,58
T81	5,38	6,75	5,88	5,5
T82	4,75	6,88	4,88	5,5
T83	4,88	6,75	4,88	5,5
T84	4,88	7	4,75	5,48

TEACHER CODE	STUDENT ENGAGEMENT	CLASSROOM MANAGEMENT	INSTRUCTIONAL STRATEGIES	GENERAL SELF-EFFICACY
T85	4,25	7	5,13	5,46
T86	4,25	7,13	4,88	5,42
T87	4,75	6,88	4,63	5,42
T88	5,13	5,88	5,13	5,38
T89	4,75	6,75	4,63	5,38
T90	4,63	6,38	5	5,33
T91	4,63	6,38	4,88	5,29
T92	4	7,25	4,38	5,21
T93	3,88	6,88	4,5	5,21
T94	3,75	7,25	4,25	5,08
T95	4,5	5,38	5,38	5,08
T96	4,5	6,5	4,12	5,04
T97	4,25	5,25	4,38	5,04
T98	4,25	6,38	**4,25**	4,96

APPENDIX 11: Interview Questions

Student Engagement:

1. What kind of activities do you do to foster students' creativity in writing? (You can give examples of the materials, techniques and tasks you are using)

2. When a student has low interest or is less successful in writing, what do you do to increase his/her motivation?

3. Do you assist your students' other language skills in your writing lessons (grammar, reading, speaking)? What kind of tasks do you do to integrate them into your class?

Classroom Management

1. What kind of strategies do you apply to establish a classroom management system in your writing lessons?

2. What do you do to control disruptive behavior (e.g. noisy students, students with no books or notebooks) in your writing class? Please give examples of the disruptive behaviors you experienced and the strategies you used for them.

3. Do you think students' level makes a difference in your classroom management strategies? Did you apply any different strategies to different level groups in writing? If so, in what way they were different?

Instructional Strategies:

1. What kind of feedback strategies do you use for students' writing?

2. How do you adjust your writing lessons to the proper level for individual students? Do you provide challenges for very capable students?

3. When students are confused or need more practice, what kind of alternative teaching strategies do you provide? (to an individual student or to all the students in the class)

APPENDIX 12: Sample Interview Transcription of a High Efficacious Teacher

<u>**Student Engagement:**</u>

Researcher: What kind of activities do you do to foster students' creativity in writing?

Teacher: I think creativity is the most important thing in writing and in teaching writing. To do that, I set up a topic, setting the scene with known facts by presenting photos, videos or short scripts etc. and bombard students with guiding questions to elicit ideas, usually in groups. Then, I usually have them jot their ideas down on a piece of paper, sometimes on a poster, or let them have "free throws" just like as one does in basketball (laughs) while I'm at the board, after all which we select & re-organize ideas that fit in the topic. Generally speaking, my activities usually revolve around "think and share", "watch and say", "read and note down", in each case I have the whole class add and refine ideas. If the class fails to produce sufficient ideas, I guide them and elicit ideas from them and sometimes I add my own ideas if they fail to do so.

Researcher: Do you use any other examples for the materials, techniques or tasks you are using?

Teacher: Actually, there are a lot of things I try to do with my writing class. One of the materials I use most in writing is videos on You Tube. Before the class, I searched for some videos related to the type of writing I will cover in the class. For example, if the type is 'a cause paragraph', I will search for videos on 'the cause of failure' or' the reasons for telling lies' etc. After choosing one or two videos which are suitable for class watch, I make the students watch them one by one and have a class discussion afterwards. We try to note down the possible reasons or causes mentioned in the videos. Well, I think students really need these videos before they write. Otherwise, they have so much difficulty in developing their ideas and supporting their sentences.

Researcher: So, videos are really helpful in that sense for students' creativity?

Teacher: Exactly. TED talks is another web-site I use a lot to help students extend their knowledge. Sometimes I assign it before the class. Once they notice watching or reading something about the writing topic they are going to write is really helpful for their writing skill, it becomes a habit for students. So, sometimes I give the topic in advance in order to have them

search and learn about different perspectives. TED talks web-site is a good one since there are a lot of videos on various academic topics.

Researcher: Can we say technology helps you a lot?

Teacher: It really does. In the previous years I used to make use of opaque projector so as to show the previous students' paragraphs and essays to the students before I begin to explain a writing topic. However, now I use my I-pad to do this. It is faster. I took a picture of my previous students' writings and reflect them on the projector via my tablet. I do this just before I teach the main topic. For example, explaining the essay organization. Rather than explaining the terminology such as the definition of thesis statement, supporting paragraphs etc., I use these already written samples to make the students understand it as a whole.

Researcher: Do students usually write individually or in groups?

Teacher: Most of my tasks in writing require pair or group work study. Students love working together as they can get help from their peers easily and teach each other. Students create ideas, form paragraphs together as pairs and edit other pairs' writings. They admit that working together enhances their creativity and self-confidence more

Researcher: How do you think these previous writing samples help students' creativity?

Teacher: By analyzing these samples, I think students focus on what and how to write as they are exposed to some models. When they are given the opportunity to see the samples, they can evaluate their ideas both on content and organization with them and push themselves to write better both accurately and more creatively.

Researcher: When a student has low interest or is less successful in writing, what do you do to increase his/her motivation?

Teacher: First of all, I try to understand what specific problems the student is experiencing, revealing his/her weaknesses and strengths. Through conferencing, usually after class, I let the student talk about the specific difficulties and together we plan what steps s/he should follow to overcome his/her challenges. And I usually assign extra homework, which usually entails building up sentences & producing relevant ideas. By providing extra help and demanding extra effort, students usually appreciate such approach and feel thankful and try harder. That's the trick that works best!

Researcher: Do you assist your students' other language skills in your writing lessons (grammar, reading, speaking)? What kind of tasks do you do to integrate them into your class?

Teacher: In every level, I usually challenge students to produce grammatically enhanced sentences, forcing their limits. All levels appreciate that as they like to show off! (smiles) Therefore, when they experience specific difficulty in a grammar point or when they lack certain grammatical structure or expression to express what they aim to communicate, I specifically focus on grammar and have them produce a few sentences using the new grammatical structure. And assign them to write a few sentences using the new grammatical point. I give importance to grammar as it is crucial in communicating ideas clearly, especially in a written format. Besides, as I mentioned before, I integrate reading and speaking too, either in lead-in and follow-up stages. I have students present their posters to the whole class. I have each student in a group speak up- they usually enjoy it. Also they use their creativity and love to draw pictures & symbols that express their ideas.

Classroom Management

Researcher: What kind of strategies do you apply to establish a classroom management system in your writing lessons?

Teacher: I personally believe that if an instructor is well-prepared and well-planned to make the class as much as challenging and interesting for the class, the lesson goes smoothly.

Researcher: Do you have any techniques for classroom management?

Teacher: Yes. I prepare tasks for each lesson and there is usually a cycle for the class to follow, so a system is formed naturally based on the type of task/teaching point.

My cycle for writing classes usually follows this order:

1. Modeling: I mean I bring a sample piece of writing to the class. It is the output the students are expected to produce at the end of the lesson. We analyze it together with students, then structure the mind- map and detect the strategies used in the sample.

2. Rewrite activities: This type of activity is working on specific parts of a piece of writing (eg.topic sentences) by exploring different alternatives and rewrite practices. Her, I test what grammatical points/structures students are capable of using and challenge them to use specific structures to express similar ideas.

3. Later on, we select a topic/topics or explore a pre-specified topic

4. Then, we prepare the Mind-map which students plan how to explore the topic & jot down ideas and enhance them.

5. After all these, students present their ideas in a poster format. They share their ideas by just talking. We give feedback as a class activity.

6.Finally, we start writing in groups. I generally do in-class writing. If time does not permit, the writing part is assigned as homework.

Researcher: You mean there are many steps that students should follow.

Teacher: Definitely, if students are always busy doing something, they will not have any chance to be disruptive (smiles). Shortly, it is important to have a plan before your writing class.

Researcher: What do you do to control disruptive behavior in your writing class?

Teacher: In writing lessons, I cannot say that I come across a lot of discipline problems. I do not have students go through the pages of a coursebook. I usually present the parts of the book I aim to use on the projector and have all the students focus on the screen, so I eliminate the problem with students without books (smiles) I select the activities in the books and turn them into tasks as well, sometimes using the same topic, sometimes changing it.

Researcher: Do you remember any examples of the disruptive behaviors you experienced and the strategies you used for them.

Teacher: Sometimes, when students work in groups, some tend to work harder than others. In that case, to avoid the lazy guys from being passive, I assign them different responsibilities to take part in the activity. I usually tease them in a joking mood and manner, and get them down to work (smiles). I tell them to supervise the group and make sure they work in a timely manner, come up with the best examples & explanations, or check if everybody works efficiently (smiles) Still, if they do not feel enthusiastic, I go near them and chat with them and try to get their ideas on the topic orally and challenge them to write/translate some of their ideas orally. At other times, I have them just observe their friends if they don't feel like taking part in any possible way, but another time I bombard such students with questions as to how to do things, revealing what they have observed and learned and what they lack! Thus, in a way, I observe them and do not leave them in peace, either in class or after class! (smiles)

Researcher: Do you think students' level makes a difference in your classroom management strategies?

Teacher: Yes, there appears to be a difference in how to approach your class and manage your lesson according to the level of your class.

Researcher: Did you apply any different strategies to different level groups in writing? Is so, in what way they were different?

Teacher: With lower levels, it is easy to manage the class as they lack the skill and thus give utmost importance to improve their writing. However, in upper-level classes- especially with A level students- it is important to structure the lesson in a challenging and interesting way to have them involve in the lesson. Usually, poster presentations, discussions and group-work work well with such levels.

Instructional Strategies:

Researcher: What kind of feedback strategies do you use for students' writing?

Teacher: Well, first of all, I strongly believe that good feedback begins before students submit anything. They need written guidelines for the assignment grading criteria in advance. This provides a roadmap to success and helps to clarify the features of good performance. Teachers and students often had quite different conceptions about the goals and criteria for essays and that poor essay performance correlated with the degree of mismatch. An agreed assessment criteria makes sure everyone is on the same page. Teachers can benefit from this strategy as well since it ensures you have well defined goals for every written assignment. After students submit, it is important to relate all feedback to the original assessment criteria to provide a specific sense of what they have achieved in progressing towards goal that was set forth in assessment criteria and what they have achieved.

Researcher: How do you provide your feedback?

Teacher: I start with direct feedback and turn to the indirect technique (coding) after a while, especially with lower levels. However, I do not correct all the grammar mistakes in order not to discourage students from writing. What I think is most crucial is students' ideas and how they support their ideas. I mean content is the main thing where my feedback is based on. Also, I always write comments on their particular weaknesses that need improvement and praise their strengths as well. I've noticed that students value positive teacher comment and get motivated. I

noticed that when I handed out assignments once, overhearing their talk, wondering what general comment I had made then. And one student complained that I skipped her and forgot to make a comment on her paper (smiles). I usually write such comments when I like a paper: Brilliant discussion! What an extraordinary work! Legendary!Like Barney (smiles) or " I worship your English!" (smiles) For an ordinary work I usually comment in this way: Good effort but I know you can do much better!

Researcher: How do you adjust your writing lessons to the proper level for individual students? Do you provide challenges for very capable students?

Teacher: I usually deal closely with very weak students, especially in lower levels. However, when the class is overcrowded, I'm afraid some students who need extra help/challenge skip my notice or I cannot afford enough time to deal with them personally and efficiently.

Researcher: When students are confused or need more practice, what kind of alternative teaching strategies do you provide? (to an individual student or to all the students in the class)

Teacher: Umm, collective writing works best in that case. In other words, we produce writing as a whole class, planning together, writing together on board/using the computer screen, working on the strategies for how to shape ideas/what to do when we get stuck - how to reformulate ideas/sentences. Translation also works best in such cases, as it helps students to understand how to put well-formed ideas in Turkish into appropriate sentences in English. I appreciate this kind of work as I think this technique allows you to go through the whole process of thinking, reveal the challenges, showing strategies to students how to overcome difficulties instantly.

Researcher: That is all. Thank you very much for your contributions.

Teacher: You are welcome.

APPENDIX 13: Sample Interview Transcription of a Low Efficacious Teacher

Student Engagement:

Researcher: What kind of activities do you do to foster students' creativity in writing? (You can give examples of the materials, techniques and tasks you are using)

Teacher: Fostering students' creativity is one of the biggest challenges in writing class. I haven't been able to find any technique apart from writing a question on the board and producing many other questions about the key words in the question.

Researcher: Why do you think fostering creativity is difficult in writing?

Teacher: In our country, most of our students- I can include myself too as once a student- are not as autonomous as the students in other countries. This is because of not only our education system but also our sociological structure as a society. I mean, our students start prep class as already demotivated since they know that even though they started learning English long before, they still cannot go a little further than sentences with simple structures. Thus, before fostering creativity, I try to help them understand how writing is important for their future job and career. As for my strategy in the class, I think the course book is all right and helpful for students to develop their writing. I follow what the course book offers as a writing topic and make students write individually.

Researcher: Do you usually make students write individually?

Teacher: Umm.. Yes, individually. When students write individually, they have more concentration. When I tried to do group work a few times, they did not work since there were always some students who trusted their successful peers and thus did nothing but playing with their mobile phones during the group work. Also, the fast students precede the slower ones and cannot provide enough time for slower ones to think or give an idea. This situation generally demotivates the slower students. That is why I make students write individually.

Researcher: When a student has low interest or is less successful in writing, what do you do to increase his/her motivation?

Teacher: I think especially the students who have a lot of mistakes in their writing become demotivated or less interested in writing. Therefore, while I am giving feedback to their writing

papers, I note down the most common grammar mistakes of these students and ask them to revise these structures. If they still make the same problems next time and if the mistakes are common in the class, I explain these grammar structures to all the class. Finding out and working on their grammar mistakes make students more motivated for writing since the next time they believe they will have fewer mistakes on their paper.

Researcher: Do you assist your students' other language skills in your writing lessons (grammar, reading, speaking)? What kind of tasks do you do to integrate them into your class?

Teacher: I integrate a lot of grammar into my class because writing is very much related to it. I get my students to practice writing different sentence types and I ask them to rewrite sentence by using different grammar rules. I speak in English all the time and ask them to do so. It helps to their speaking skills.

Researcher: What kind of tasks do you do to integrate the other skills into your class?

Teacher: Well, I usually make use of speaking and quite rarely indeed reading to introduce the topic. In my warm- up/ lead-in activities, as a whole class, students sometimes read, talk and brainstorm about (not necessarily in this order) the topic before they write because I think if I can activate their schema, they will produce better and more meaningful language. However, I cannot say that I am doing my best to provide them a chance to sharpen their reading skills. We have a very tight pacing and the only skills that I can integrate most and assist my students are basically grammar and speaking.

Classroom Management

Researcher: What kind of strategies do you apply to establish a classroom management system in your writing lessons?

Teacher: I think the first rules that you set in the very beginning of the term help to establish a peaceful classroom management in lessons. This is also true for writing class, as well. If you explain what you expect from your students at the beginning, they will know what things they should and should not do.

Researcher: What kinds of rules do you set at the beginning of the term?

Teacher: Rules about attendance, writing assignments, course books.

Researcher: What do you do to control disruptive behavior (e.g. noisy students, students with no books or notebooks) in your writing class? Please give examples of the disruptive behaviors you experienced and the strategies you used for them.

Teacher: The main problem is generally the use of mobile phones. Students cannot help themselves playing with their cell phones. This is really so disturbing. What I do with this kind of a student is first neglecting. But if s/he insists, I make him/her leave the class. Let me give another example, if the student does not have the book, s/he has five minutes to go and photocopy the related papers or else that student is not allowed to attend the class. Once a student experiences this rule, no one wants to be in that situation, believe me.(smiles).

Researcher: Do you think students' level makes a difference in your classroom management strategies? Did you apply any different strategies to different level groups in writing? Is so, in what way they were different?

Teacher: Level difference definitely affects students' behaviors. A-B level students tend to be noisier and more demanding than C-D level students. I prefer group work with A-B levels since they can help each other more effectively than C-D level students. With lower levels, I do individual writing.

Instructional Strategies:

Researcher: What kind of feedback strategies do you use for students' writing?

Teacher: We have a tight pacing, so it is very difficult to ask for multidrafts from students. Actually, I cannot say that students like writing many drafts, either. Thus, I correct most of their grammar mistakes with one draft and if I think there is a better way of expressing that idea in more authentic English, I write that sentence for them on the paper. Also, I grade the paper according to the proficiency exam criteria since students become more motivated when they know how much they would get from the proficiency exam.

Researcher: How do you adjust your writing lessons to the proper level for individual students? Do you provide challenges for very capable students?

Teacher: I think that I sometimes neglect my advanced students. I know they need challenge; however, I need to adjust the lesson to the average level of the class. Also, even the higher achievers in the class have many minor or major mistakes they ignore. It is better to balance the level between higher and lower level of students.

Researcher: When students are confused or need more practice, what kind of alternative teaching strategies do you provide? (to an individual student or to all the students in the class)

Teacher: Umm.. In writing, the areas students are confused or need more practice are grammar and developing ideas. I cannot help a lot for the latter, but I assist students' use of English by revising the grammar structures that most students make mistakes about. I do it as a class activity. If some of the students have some mistakes on specific grammar points, I tell them to revise these points individually or ask for help from their basic teacher.

Researcher: Do you have any other alternative teaching strategies that you want to add?

Teacher: Yes, one more. I forgot to tell the most common exercise of mine. Translation. When students are writing individually or if it is a class activity and they have difficulty in combining their ideas together, I provide them a Turkish sentence about the topic they are writing and have them work on its translation and continue their writing task.

Researcher: That is all. Thank you very much for your cooperation.

Teacher: No problem.