REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

SELF-EFFICACY PERCEPTIONS OF HIGH SCHOOL TEACHERS OF ENGLISH AND STUDENTS REGARDING THEIR EFL COMPETENCIES ON EBA LIVE CLASSES

Duygu EFETÜRK

MASTER OF ARTS

ADANA/ 2021

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MASTER OF ARTS

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To Çukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

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ÖZET

İNGİLİZCE ALAN YETERLİKLERİ VE EBA CANLI DERSLERİ BAĞLAMINDA LİSE ÖĞRETMEN VE ÖĞRENCİLERİNİN ÖZ YETERLİK ALGILARI

Duygu EFETÜRK

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı
Danışman: Doç. Dr. Gülden TÜM
Eylül 2021, 131 sayfa

Dijital öğrenme kavramı eğitimi eşi görülmemiş bir hızda yeniden şekillendirmekte ve eğitim üzerinde teknolojinin güçlü etkisi kayda değer bir süredir gözlemlenmektedir. Öncelikle 2019 yılında baş gösteren Covid-19 salgını sonucu 189 ülkede, 1.2 milyar öğrencinin okullarının kapanması üzerine, teknolojiyi adeta bir kurtarıcı gibi ortaya çıkmıştır. Bu karmaşık zamanda teknoloji, eğitimin devamlılığı için ortaya çıkan en güçlü çarelerden biri olarak kabul edilebilir ve Türkiye de bu çareye başvuran ülkeler arasında yerini almaktadır. Öğretme ve öğrenme ortamlarındaki değişim ve eğitim paydaşlarının tepkileri okulların kapanmasından sonra dünya çapında bir konu halini almıştır. Bu duruma karşın öğretmenlerin ve öğrencilerin salgın sonucu aniden ortaya çıkan çevrimiçi ortamlarda İngilizce öğretimine ilişkin öz yeterlik algılarına hakkında sınırlı bilgi bulunmaktadır. Bu araştırmanın amacı, Türkiye'de devlet okullarının 9. sınıflarında görev yapmakta olan İngilizce öğretmenlerinin ve öğrencilerinin Covid-19 pandemi sürecinde EBA üzerinden ilk defa yapılmaya başlanan canlı sınıf uygulamaları esnasında İngilizce derslerindeki öz-yeterlilik algılarını MEB İngilizce Öğretim Programı öncelikleri ve dil öğrenme stratejileri doğrultusunda analiz etmektir. Bu bağlamda bu çalışma dil öğretme ve öğrenme stratejilerinin online ortamlarda MEB tarafından belirlenen ve halen yürürlükte olan İngilizce öğretmenliği özel alan yeterlikleri açısından öğretmen ve öğrencilerin öz yeterlik algıları göz önüne alınarak bir harmanlanmış öğrenme ortamı olan EBA canlı ders platformunun bir dil öğretme ve öğrenme ortamı olarak gelişmesine katkı sağlamayı amaçlanmaktadır. Ayrıca Milli Eğitim Bakanlığı ve kurumsal bileşenlerinin uyumu açısından da bu araştırma; uzaktan eğitimin analizi ve tüm dünyada olduğu gibi Türkiye'de de uzaktan eğitimin etkin kullanılabilmesi, dil öğrenme ortamı olarak EBA'nın geliştirilmesi ve dünyayı etkisi altına alan salgın sonrasında diğer ülkelerde olduğu gibi Türkiye'de de devlet okullarında çalışacak öğretmenlerin özel alan yeterliklerinin gözden geçirilmesi ve çağın gerekliliklerine göre yeniden yapılandırılması adına katkı sağlamayı amaçlamaktadır. Araştırma, karma araştırma yöntemlerinden açımlayıcı sıralı araştırma desenine göre tasarlanmıştır. Araştırmanın amacı kapsamında, 2020-2021 eğitim öğretim yılında Türkiye'de Hatay ilinde görev yapan ve kolayda örnekleme yoluyla ulaşılan 16 İngilizce öğretmeni ve 160 adet, Anadolu lisesi 9. Sınıf öğrencisi araştırmanın nicel veri toplama aşaması olan anket uygulamasına katılmıştır. Ayrıca amaçlı örnekleme yöntemiyle seçilen ve ankete katılan 16 İngilizce öğretmeni ile araştırmanın nitel veri toplama aşamasında yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Çalışmada iki farklı veri toplama aracı bulunduğundan iki aşamalı bir veri toplama ve analiz etme süreci benimsenmiştir. Bu kapsamda nicel veri analizi için SPSS 25.0 kullanılmıştır. Nitel verilerin analizinde ise tematik analiz yönteminden faydalanılmıştır. Araştırmanın bulgularına göre öğretmenlerin öz yeterlik algılarının süreç bazlı ve çevrim içi sınıf uygulamaları bakımından farklılık gösterdiği görülmüştür. Altı çizilmesi gereken bir başka bulgu da öğretmenlerin güçlü öz yeterlik algıları ve çevrim içi öğretme yeterlikleri arasında güçlü bir bağ bulunduğudur. Eba canlı sınıf uygulaması bağlamında öğretmenlerin öz yeterlik algıları ile öğrencilerin öz yeterlik algıları arasında yüksek bir bağ bulunamamıştır.

Anahtar kelimeler: Uzaktan eğitim, dijital öğretme ve öğrenme, öz yeterlik inancı, eşzamanlı öğretme ve öğrenme, EBA canlı sınıf, İngilizce özel alan yeterlikleri, Z kuşağı.

ABSTRACT

SELF-EFFICACY PERCEPTIONS OF HIGH SCHOOL TEACHERS OF ENGLISH AND STUDENTS REGARDING THEIR EFL COMPETENCIES ON EBA LIVE CLASSES

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September 2021, 131 pages

Digital learning seems to reshape education at an unprecedented speed, and technology already appears to have a domineering effect for a considerable length of time on education. Primarily upon the outbreak of coronavirus disease 2019 (Covid-19) pandemic and the following school closures for 1.2 billion students in 189 countries, it has been technology that might act as a savior. In this period of complexity, technology can be accepted as one of the most potent remedies for the continuity of education for many countries, one of which is Turkey. The paradigm shift in the teaching and learning environment and the stakeholders' reaction has become a worldwide issue, primarily after the school closures. However, there is limited data concerning the responses of teachers and students of English towards online learning environments, which emerged as a sudden response to the pandemic. This research aims to determine the self-efficacy perceptions of English teachers and students working in the 9th Grades of public schools in Turkey during the live classroom practices, which started for the first time through EBA during the Covid-19 pandemic. In this context, this study also aims to develop the EBA live lesson platform as a language teaching and learning environment, considering the self-efficacy perceptions of teachers and students in terms of English teaching special field competencies determined by the Ministry of National Education. In addition, this research aims to contribute to the harmony of the Ministry of National Education and its institutional components; in terms of analysis of distance education and the effective use of distance education in Turkey, the development of EBA as a language learning environment, and the review of the special field competencies of teachers who work in public schools in Turkey. The study was designed with the explanatory sequential research design, one of the mixed-method research designs. Based on this objective, 16 EFL teachers employed in the Hatay city of Turkey during the 2020-2021 academic year and selected by the convenience sampling participated in the questionnaire, which served as the quantitative data collection stage of the research. In addition, semi-structured interviews were conducted with the same 16 EFL teachers and 160 student participants in the qualitative data collection stage of the study. A two-stage data collection and analysis procedure were adopted since there are two data collection tools in the study. In this context, for the quantitative part, SPSS 25.0 was employed. As a result of the research, it was found that there are some differences between English teachers' self-efficacy levels for the teaching process and their teaching practices in the class. Another important finding of the study was that there was a strong correlation between instructors' self-efficacy perceptions and their online teaching skills. A high correlation wasn't detected between teachers' self-efficacy perceptions and students' self-efficacy perceptions within the concept of EBA live classes.

Key words: Distance education, digital teaching and learning, self-efficacy perceptions, synchronous teaching and learning, EBA live classes, English subject area competencies.

ACKNOWLEDGEMENTS

People say luck is having it in the right place at the right time. As an English teacher having started her master's degree at the age of 37, which does not seem to be the right time, I owe a debt of gratitude to all my professors at Çukurova University, Department of English Language Education. They patiently guided and supported me to see how much my experience as an EFL teacher has contributed to me until this age, proving that I was in the right place.

Foremost, I would like to express my sincere gratitude to my advisor, Assoc. Professor Gülden TÜM and Professor Dr Turan PAKER for their continuous support for my M.A. study and research, for their endless patience, motivation, enthusiasm, and immense knowledge. Their guidance helped me all the time in conducting this research and writing this thesis. I could not have imagined having better advisors and mentors for my M.A. study.

I would also like to thank the eTwinning Turkey National Support Service for coming into my life during the years I started teaching at a village school and playing a vital role in my professional transformation.

Last but not least, I would like to thank my family for always backing me up at anytime and anywhere.

This study was funded by Çukurova University Scientific Research Unit Fund under the project number SYL-2021-13595.

Duygu EFETÜRK

Adana / 2021

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ABBREVIATIONS

AECT: Association for Educational Communications and Technology

CALL: Computer Assisted Language Learning

CEFR: The Common European Framework of Reference

Dig Comp Edu: Digital Competence of Educators

EBA: Educational Informatics Network

EFL: English as a Foreign Language

ETSACS: English Teacher Subject Area Competency Scale

FATIH Project: Movement of Enhancing Opportunities and Improving Technology Project

GEN Z: Generation Z (1992-2012)

HBOGM: General Directorate of Lifelong Learning

ICT: Information and Communication Technology

IT: Information Technology

IWB: Interactive Whiteboard

MoNE: Ministry of National Education in Turkey

MOOC: Massive Open Online Course

NBLL: Network-Based Language Learning

OER: Open Educational Resource(s)

OGM: General Directorate of Secondary Education

SPSS: Statistical Package for the Social Sciences

TTKB: Board of Education of Turkey

TUİK: Turkish Statistical Institute

YEĞİTEK: General Directorate of Innovation and Educational Technologies

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Today technology is embedded in almost every field, including education, business, health, and politics; hence, its effects are easy to observe in many aspects of our lives as EFL teachers in education. According to development reports (OECD,2010), technological advancements have resulted in the indispensable integration of technology into education. As children are born into a digital world, they naturally have extensive digital skills; therefore, teaching styles have been undergoing a revolution since the widespread usage of the Internet and web-based technologies. As Ellis (2001) underlines, reconstruction of the outdated and insufficient curriculums is a must according to the needs of the new generations called 'Generation Z.' The education systems of many countries have recognized this reality and the inevitability of the case at an increasing rate. As a result, the dynamism of technology and media is considered in their curriculums (Cope & Kalantzis, 2009; Stornaiuolo, Hull &Hall, 2017). In the Information Society Strategy Report (ISSR,2015-2018), the Turkish State Planning Organization stresses that information technologies will be one of the most crucial tools in the educational process regarding the implementation of information technologies in the education system of Turkey. In this context, the Ministry of National Education (MoNE) was assigned to complete the information and communication technology infrastructure regarding informal and non-formal institutions to enhance technology-integrated teaching rather than rote learning. Moreover, providing students with the competence to use information and communication technologies and guiding them to become observative, rational, creative, and self-reliant individuals in the future were among the most critical goals of MoNE. In line with these strategic goals, the FATİH Project (Movement for Increasing Opportunities and Improving Technology) was initiated with a protocol signed between the Ministry of National Education and the Ministry of Transport in 2011. The FATIH Project, which is macro-level technology integration, is a project in education (Kızılet & Özmen, 2017) including the following components:

(1) Providing and managing the educational e-content to meet the lifelong learning needs of the individuals,

(2) Efficient Internet Technology (I.T.) Use in curriculum, for each single high school graduate,

(3) Ensuring the conscious, safe, manageable, and measurable use of ITs,

(4) Providing hardware and software infrastructure,

(5) In-service training for teachers (FATIH Project, 2019).

With the sound steps of the FATIH Project serving the technological transition of education, the necessity of e-learning and the development of e-contents for each course have appeared. In the contemporary approach of the FATİH Project, EBA (E.I.N. - Educational Informatics Network) stands for a constructivist platform to host online content for distance education. Developed by the General Directorate of Innovation and Educational Technologies as the second component of the FATİH Project, EBA aimed to meet the need for e-content to be used and the technologies integrated with learning-teaching environments (EBA, 2019). Offering diverse solutions for students and teachers, EBA has functional modules like EBA Market, EBA Search, EBA Course, EBA Library, EBA Exam Center, and Content Development Tools. In addition to these modules, EBA e-Portfolio, EBA Academic Support, and EBA Career Development emerged for teachers according to students and teachers' needs within the context of non-stop innovations in technology. Therefore, EBA seems to promote autonomous learning by providing academic support beyond the walls of the schools.

However, in response to the coronavirus disease 2019 (Covid-19) pandemic, 189 countries, which impacted the education of approximately 1.5 billion students, had implemented public school closures by March 11, 2020 (UNESCO, 2020). In Turkey, MoNE initiated distance-based schooling on March 23, 2020, with huge numbers of 18,108,860 students enrolled in K-12 (MoNE, 2020a). As a constructivist platform, the existing EBA was integrated a live class module both for teachers and students on April 13, 2020. Upon this integration, students and teachers started to be connected via live classes module; nonetheless, there seemed to be problems, including poor internet access, lack of technological devices, and habits resulting from the sudden shift towards online education due to the pandemic.

1.2. Statement of the Problem

In 2011, the Ministry of National Education (MoNE) introduced EBA as an online educational platform to assist teachers and students academically and socially. With its diverse content, including documents, exam papers, photos, lecture videos, articles, visuals, journals, contests, and e-contents, EBA was available to access for students within the "Justice of Opportunity in Education" framework" by FATİH Project. Moreover, with the emergence of the Covid-19 Pandemic and the school closures, EBA served as the primary platform for homeschooling by the MoNE in Turkey. In a short time, as a reasonable response to the total transition towards distance education, EBA was equipped with a live lesson module, and it was free for all students and teachers in Turkey. However, there were few problems concerning this shift and adaptation to it. Firstly, many students and even some teachers were detected not to have personal computers, laptops, or decent internet connections. Regarding this matter, students and teachers were not accustomed to attending online lessons.

Furthermore, due to ethical, pedagogical, and online safety precautions, student cameras were switched off, and teachers could not see their students' mimics, gestures, and facial expressions, which might be very important in conveying messages for the sustainability of communication and online classroom management. Ledbury et al. (2004) report that it might be vital for teachers to look for signs of being bored or lost, especially in the teaching process while performing a task and interpreting non-verbal messages. Finally, distance education was a new concept for many teachers and students; naturally, EFL teachers and their students experienced a significant change since live classes on EBA were a new teaching-learning setting for both. Thanks to technology, using English on technological devices and online platforms may not be new, but using an online platform to teach and learn English might be considered an unexpected change for teachers and students. In the same vein, the English language curriculum objectives, the course books, and the assessment & evaluation strategies by MoNE have appeared not to be likely designed for distance education.

Between May 23, 2020, and June 19, 2020, EBA was the 10th educational website in Turkey and the 3rd website in the most popular educational websites worldwide. EBA mobile app was downloaded for 16.7 million android devices, and the rate was 1.8 million for iOS devices. From May to June 2020, a total of 5.954.174 live lessons were carried out (YEĞİTEK, 2020b). Following the summer holiday, between September 21, 2020, and December 11, 2020, 18.696.702 live classes were carried out at the high school level (YEĞİTEK, 2020c). In addition to these remarkable numbers, the length per lesson is applied for 30 minutes, camera usage, which is vital for interaction and management, is limited. Therefore, the number of the live classes appears to be high; nevertheless, as most of the students had a poor or limited internet connection, they could have failed to get the opportunity to interact with their teachers and ask questions on a live platform due to the lack of internet infrastructure in many parts of Turkey. However, according to the Household Information Technology Usage Survey, 2020 by the Turkish Statistical Institute, it was observed that 90.7% of the households had access to the Internet from home. This rate was 88.3% in the previous year (TUİK, 2020).

Within this context, there seems to be inconsistency within the components of the MoNE in Turkey, which may cause future problems not only for students and teachers but also for the institution, namely the MoNE, in the long run. Based on these problems, the researcher, as an EFL teacher working for 14 years in state schools, who is aware of the Curriculum of English and its objectives, the Educational Vision Report of 2023 by MoNE of Turkey, and as an active user of EBA live classes with students during the school closures due to Covid-19 pandemic aimed to gather data to discover the facts regarding the present situation of the EFL teachers and students in distance education within the context of EBA live classes. Therefore, the researcher catching the gap here decides to take the responsibility to delve into the perceptions of the teachers and students, mirroring their self-efficacy beliefs of teaching and learning rates of the general competencies and skills of live English classes.

1.3. Purpose of the Study

The development of education is greatly influenced by the presence of technology, which improves the quality of education. During the last decades, rapid advances provided teachers and learners with a multitude of new choices. These various choices, which contribute to globalization, lead countries to rethink their educational systems in line with the novelties.

Covid-19-based-school lockdown elicited various challenges for teachers, students and all the stakeholders worldwide. This sudden situation progressed in the same way in several sectors, including private schools in Turkey as well. The existing studies on distance education and the effects of the worldwide pandemic generally focus on teachers' difficulties due to online teaching.

The current study seeks to evaluate teachers' self-efficacy beliefs regarding EFL teachers' competencies published by MoNE and the 9th Graders' self-efficacy beliefs regarding language skills during EBA live classes. The live classes by EBA are a new and might be accepted as a practical solution by MoNE following the school closures due to Covid-19. Therefore, this study is essential as it deals with this new implementation and its evaluation by EFL teachers and 9th Grade students of English within the context of teacher and student competencies of foreign language learning during EBA live classes. In line with these statements, FATİH Project, launched in Turkey in 2011, provides teachers and students with the latest trends in education, equipping them both methodologically and technologically. Within this context, teacher training, ranging from branch-based training to V class and V factory trainings, were organized, the schools were started to be equipped with white boards, and the teachers and students were provided with tablets, and the schools were started to be offered by internet access. The purpose was to improve the teaching and learning process with the help of technology and to create equal opportunities for students supporting autonomous learning, as underlined in the English curriculum of the MoNE. This project and technology integration was endorsed in the 2023 Education Vision Report (MoNE, 2018) and the 11th Development Plan 2019 to 2023 (SBB, 2019). Despite all these investments and efforts, teachers and students in Turkey experienced drawbacks caused by the school closures during caused by Covid-19. In the Monitoring and Evaluation Report (HBOGM, 2020) regarding distance education during the global outbreak, 77% of the teachers participating in the research stated that they received no training before the process. Yet, 74% expressed that they gave live lessons on EBA during this period. Furthermore, the importance of technology integration can be observed in the 2020 Vision Report, the 11th Development Plan (2019/2023), and the English Curriculum and Teacher Special Area Competencies by MoNE.

Considering that technology will be an integral part of our lives in the new era starting with Covid-19, the MoNE and its components realized adapting innovations and eliminate inter-institutional incompatibilities. Therefore, this study aims to reveal the self-efficacy perceptions of the EFL teachers, who are appointed according to the special field competencies determined by the Ministry of National Education during EBA live classes and to see the reflections of the inter-institutional reflections of the MoNE on the EFL teachers. Additionally, to support the data, the student self-efficacy perceptions are also essential to compare the results of teachers' perceptions, which would be prospectively taking part as a contribution to the field.

In this research, there are four main research questions to shed light on as follows:

1. What are the self-efficacy perceptions of high school EFL teachers teaching the 9th Grade high school students towards teaching English within distance education?
2. What are the self-efficacy perceptions of the 9th Grade high school students towards learning English within distance education?
3. To what extent do EFL teachers transfer the language skills and outcomes of the special area competencies of English stated by MoNE for the 9th Grade high school students into EBA live classes?
4. Are there any similarities or differences between the self-efficacy perceptions of EFL teachers and 9th Grade high school students towards distance education?

1.4 Significance of the Study

Recently, a new term, meaning that people with a good command of speaking the language of technology, is defined as 'Digital Natives' by Prensky (2001). Research reveals that the potential of learning and interactivity is directly proportional to the use of technology; thus, today's learners tend to contribute more to their classes in the presence of technology as digital natives. Therefore, as a response to this reality, educational technology has started to be supported by administrators in Turkey.

As a contribution to education regarding technology, FATİH Project has been initiated to effectively use information technology tools in lessons to address more sensory organs in the learning-teaching process to ensure equal opportunities in education and to improve the technology in schools nationwide. While creating the solution based on these principles, success factors are based on five basic principles: *Accessibility, productivity, equality, measurability*, and *quality*. In this context and with these principles, EBA is the content provider for teachers in Turkey. However, EBA started to serve as the distance education tool and educational content website during Covid-19 school closures with the integration of a live class module. Before the closures, EBA did not have a live class module, and it served only as an educational content platform in which MoNE and the teachers shared instructional content. However, following the module's integration, teachers and students reported problems regarding various issues like internet connection, lack of skills in using the EBA live class module, issues due to the lack of interactive methodologies and materials as can be observed in the previous studies by Alabay,2015 and Ayan,2018. These facts as problems seem to affect teachers' self-efficacy perceptions and students potentially, and the problems existed for most of the teachers, including EFL teachers. Therefore, this study signifies to provide a deep introspection of EFL teachers' online self-efficacy perceptions and their online skills in integrating the general competencies of EFL teachers during EBA live classes. The previous studies on EBA included no single live lesson section as the EBA live lesson module was launched in April 2020. Soon after the school closures due to Coronavirus Pandemic (Covid-19), it was launched as a practical solution.

This research may have critical contributions regarding the online teaching of English following the school closures due to the Covid-19 pandemic in education after the worldwide pandemic in threefold:

a) delving into the EFL teachers' competencies and their self-efficacy perceptions,
b) regarding their success in implementing their qualifications as EFL teachers and
c) comparing their beliefs with that of the 9th Grade high school students' beliefs to provide a meaningful picture of the case.

Moreover, the current study might reveal insights for innovations of EBA as a language learning platform and trigger the revision of EFL teachers' subject area competencies regarding the technological necessities of the new normal in line with the 2020 Vision Report, the 11th Development Plan (2019/2023) and English Curriculum.

1.5. Assumptions

In this study, it is assumed that EBA live classes serve as the primary platform for homeschooling in Turkey during the Covid-19 school closures period. The teachers in this study are supposed to be EFL teachers working in the state high schools and teach the 9^{th} Graders actively via EBA online classes. The students, the 9^{th} Graders at Anatolian high schools, are presumed to participate actively in EBA live English classes. Thanks to all these prerequisites that are expected to belong to students and teachers, the teachers and students are expected to provide in-depth and relevant data for the study. The participants of this research are assumed to respond to the data collection tools correctly and sincerely. Teachers are assumed to have a deep introspection of their online skills in integrating their general competencies during their future teaching process. MoNE innovations are assumed to be revitalized regarding the results of the study.

1.6. Limitations

This study is merely limited to 9th Grade high school students and teachers of the 9th Graders during EBA live classes in Hatay Province, Turkey. Dealing with the 10th,11th, and 12th Grades would be a recognizable work in terms of the potential data. However, due to the university entrance system in Turkey, teachers and students may have to focus on English classes that might be scheduled for students' preparations for the university entrance exam that tests their knowledge in English. This fact would affect the validity of the data; therefore, this research deals only with the 9th Grade high school students, in which the students start learning the grammar rules from scratch. The thirty-minute periods for lessons, insufficient internet connections, systematic inadequacies from time to time due to poor internet infrastructure in rural areas, limited online materials, and inadequate interaction due to the closed cameras and chat box seem to have inevitable impacts in the process.

Additionally, there was also a limitation while gathering data from the EFL teachers as they did not want to turn their cameras on during the semi-structured interviews to shed light on the research questions. Instead, they merely agreed to have the semi-structured interviews conducted via a phone call to be recorded for the research analyses. Nevertheless, the semi-structured interviews were held via phones and recorded to get reliable data.

Additionally, the scope of this study remains limited to the 2020-2021 Academic Year. As MoNE keeps improving itself, the findings of this study based merely on one academic year cannot be generalized.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

The theoretical background of the study is briefly delineated in this chapter. In this section, the history of educational technology and its integration in EFL teaching and learning can be found globally and in Turkey. Finally, this section reviews the literature related to the previous studies, as it underlines the motivation and the need for the subject of interest of this study.

2.2. Technology and Education: An Overview

Information Technology (IT) stands for anything related to computing technology such as networking, hardware, software, the Internet, or people who work with these technologies (Christensson, 2006). It is a vital aspect of the contemporary world. It seems that culture and society must be adjusted to meet the challenges of the knowledge age. Technology has arisen as a phenomenon, and within this concept, fast, innovative, social, political, and economic change is the inevitable result of IT's pervasiveness, which has eventuated in a network society organized around IT (Castells, 1996). According to Makrakis (2000), it has such a dominant impact on today's society that when a person is poor regarding new technologies, they are categorized as technologically illiterate. Therefore, modern education system technology seems to grab a vital role in becoming an integral part of the contemporary era. Above all, it is emphasized that education and empowerment as the crucial figures in education through severe changes in cultural tradition and coherence with cultural improvements and underlines that technology is a critical part of the process. According to Moutsios (2003), it is at the forefront of 21st-century education and considering knowledge as a prerequisite, the post-industrial society attached great importance to knowledge.

The introduction and integration of IT in education can be chronologically classified into four stages, according to Komis (2004). The first stage dates back to 1970 when an attempt was made to integrate various teaching tools into education. Introducing IT as a subject to integrate into the curriculum is the second phase of presenting it. In the second period, as Komis (2004) puts forward, piloting the implementation of the information approach is on the stage. In 1980-1990, covering the third phase, computer science was included as a separate school subject in the worldwide school curriculum. This allowed the computers to be introduced to schools and helped reduce the cost of computers as an advantage. Within the fourth stage, dating from 1990 onwards, IT shows up more as a cognitive-exploratory device in different angles of the educational movement. Upon the evolution and merging of data innovation with the innovations, it is gradually eliminated as a substance subject, and IT integration is attempted throughout the curriculum.

According to Glaser (1965), Reiser and Gagne (1983), and Molenda (2008), the term educational technology bears a double meaning, one of which is the application of scientific know-how, and the other can be listed as tools and equipment. Technology has considerably altered our lives, bodies, minds, and even our emotions in a revolutionary way. This may be accepted as a kind of revolution in human life. The case inevitably has its severe reflections on education. Thanks to technology, classrooms are nonrestricted in walls and become accessible, notwithstanding the time and place, thanks to online classrooms, video tutorials, web2.0 tools, and online education packs. In this sense, the role of technology in our present lives and future cannot be denied. A country with a low technology level will lack an influential role for future generations. Therefore, governments are expected to keep up with the present day's innovations to shape a decent future for their own part. Technology and education have intertwined so that education could be updated according to the needs of the era because instructional trends teach us the world we live in and how we learn to live academic and social matters.

Prior researches on how modern students of today prefer to use technology and how their learning impacts the way they use technology suggest that students' learning and interactivity increase with modern equipment, technology and tools. These students are called 'digital natives as Prensky (2001) coined the term, which means "native speakers of technology, fluent in the digital language of computers, video games, and the Internet" (2005). Video games, social media, texting, mobile phones, and the Internet are natural for today's learners. However, as Prensky (2005) underlines, the learners cannot make any meaningful contribution to their classes when their out-of-school skills regarding technology are neglected. Therefore, as a response to learner needs and technology, educational technology has supported the development of productive, thoughtful, and responsible persons with "soft" and "hard" technologies. The reflection of technological improvements within the field of instruction has become inescapable, and the concept of "educational technology" has risen, commonly referring to both education and technology. Similar definitions can be found in the literature concerning the interchangeable use of educational technology and instructional technology. Jones (1999) suggests that while educational technology's primary concern is related to reasons, instructive technology is concerned with the methods. Within a different perspective, Alkan (1997) defines instructional technology as linked with technology and suggests that instructional technology aims to teach, considering the specific aspects of certain teaching disciplines.

In the first half of the 20th century, technology had an unprecedented influence on educational technologies with the electrification technologies such as radio, television, and film. This period, during which large-scale audio-visual instruction was formed, and individualized instruction got more attention, prepared a basis for the future of educational technologies as a new discipline. In the second half of the 20th century, digital innovations such as computer and Internet technologies are created powerfully. The educational design utilized its potential on a much larger scale. Continually updating the definition, Association for Educational Communications and Technology (AECT) elucidated the concept of educational technology as "the study and ethical practice of supporting learning and improving performance through the creation, use, and management of technological processes and resources", which made its first formal definition in 1963 and has updated continuously and defined as "the study and ethical practice of supporting learning and improving performance through the creation, use, and management of technological processes and resources" (AECT, 2008).

On one side of the literature, the definitions are updated continuously regarding learners' changing needs within the ongoing developments of technology; on the other side, the changing approaches are likely to be detected in educational technology. According to Gagne (1974), it is crucial to discover the practical ways to answer the question of how "things of learning" can best be employed to promote learning. Bransford, Brophy, and Williams (2000) underline that learning through technology integration remains unanswered in many discussions. Furthermore, conceptualization, complexity, and diversity may be considered challenging to link learning theories and technology directly. As for Salomon and Perkins (1996), there is an asymmetric relationship between theories and technologies; hence, it is common to consider learning theories as leading in technology. Then, Spector (2008) states that psychology shares a place with communication theory, general systems theory, and instructional-curricular theory in complex technological environments (Richey, 1986). Furthermore, Lane (2008) focuses on the importance of the availability, accessibility, and acceptability of educational resources, and additionally, learning and organizational issues are essential in technological environments.

2.2.1. Learning Theories within Educational Technology

Learning as the brain's primary function is a complex issue and has been described in many ways. Lefrançois (2019) explains the concept of learning as a neurological process that is invisible and internal. Schunk (2020) stresses that learning causes a lasting change in behavior or the capacity to behave in a given fashion. Furthermore, according to Schunk, learning involves obtaining and adjusting information, aptitudes, procedures, convictions, demeanours, and behaviors through which people learn cognitive, behavioral, phonetic, engine, and social skills". Within this context, the role of theories in current technological practices in educational technology should be emphasized and studied. There are various approaches to the concept of learning result in different kinds of theoretical approaches in education and educational technology. As emphasized by Salomon and Perkins (1996), the asymmetric relationship between learning, learning theories, and technology causes them to be considered as complementary parts. Most learning theories agree that education is a relatively permanent change in motor, cognitive and psychodynamic behavior occurring as a natural result of experience. Despite this vastly credited definition, Glaser (1965) accentuates that learning theory remains a broad term with various dimensions "ranging from fundamental exploratory research to applied research, to technological development, through the specification of work-a-day methods of practice" (Glaser, 1965, p. 1). Such confusion may be partly because of a tendency to overgeneralize successive ways of thought perceived as the way things are. Schunk (2020) emphasizes that there is no unique definition of learning universally accepted by theorists, researchers, and educators regarding educational technology. Therefore, throughout the historical development of educational technology, a potential relationship between learning theories and educational technology exists inevitably. In the same vein, Gage (1972) summarizes the situation that no single theory has the potential to cover all aspects of learners within the frame of intrinsic limitations of educational technology. In this respect, in English Language Curriculum by MoNE, it is underlined that regarding the eclectic approach, every single teaching method is taken into consideration within the frame of theoretical background (MoNE, 2018). Throughout this approach, the curriculum introduces the materials as multisensory in design, simulating the natural process of first language acquisition, a combination of print and multimedia, and encouraging the integration of technology in all aspects of English language teaching and learning.

A theory can be considered an explanation of the reason and how something occurs (Harasim, 2017). For Harasim, a learning theory exists to assist people in delving into the concepts of how knowledge is created and how people learn. When the literature of the learning theories is examined, it might be noticed that all learning theories fall within one of two groups based on epistemology. Behaviorism, Cognitivism, and Connectivism are the theories that are based on an objectivist epistemology. On the other side, Constructivism and Online Collaborative are learning within the frame of Constructivist epistemology.

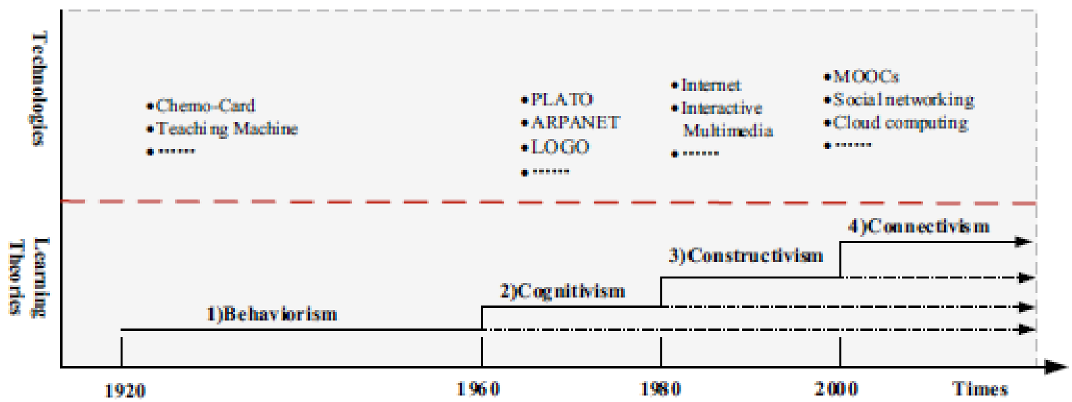


Figure 1. Timeline of learning theories and technologies

From the 1920s to the 1960s, Behaviorism was proposed and came to be dominant. Some technologies were adopted in teaching, such as the automatic teaching machine, chemo-card. In 1924, psychologist Sidney L. Pressey designed the first teaching machine suitable for rote-and-drill learning. It was mainly used for automated testing of students. It also included the principle of allowing students to set their own pace, positive response, and timely feedback.

Cognitivism became dominant in the 1970s and 1980s, represented mainly by Jean Piaget (1896-1980), Jerome S. Bruner (1915-2002), David P. Ausubel (1918-2008), and Robert M. Gagné (1916-2002). The reflections of Cognitivism can be found in online games and reinforcement activities, such as teachers' using games, puzzles, flashcards, and their technological versions as a part of educational technology. For example, creating lists of vocabulary, pictures, and mathematical procedures via online resources to activate the learners' previously known schemata with the help of video and audio.

Many early educational technology developments occurred in university settings, and these were often associated with various computer technologies, such as PLATO (Programmed Logic for Automated Teaching Operations) and LOGO. Many modern concepts in multi-user computing were developed in PLATO, including forums, message boards, online testing, e-mail, chat rooms, picture languages, instant messaging, remote screen sharing, and multiplayer games.

From the 1980s, Constructivism started to become dominant. Interactive multimedia, the Internet, and other modern technologies were applied in teaching and learning. In the technology-supported learning environments, learners could actively construct their knowledge in interaction with the environment and reorganization of their mental structures. With the rapid development of information technology in the 21st century, Massive Open Online Courses (MOOCs), social networking, cloud computing are widely used in teaching and learning. The connection between people and people, people and knowledge, knowledge and knowledge changed from ideal to reality. MOOCs are used in distance education, first introduced in 2006 and emerged as a popular mode of learning in 2012 (Lewin, 2013). It is an online course aimed at unlimited participation and open access via the Web (Kaplan & Haenlein, 2016). Learning analytics is the use of intelligent data, learner-produced data, and analysis models to discover information and social connections for predicting and advising people's learning (Siemens, 2010).

The theory of foreign language learning is widely discussed to discover the most powerful way to teach effectively. As a theory contains a framework and conceptual principles (Lodico, Spaulding, and Voegtle, 2006), it helps teachers gain a broader perception of the world of learning. As Fauziati (2016) underlines, in language learning, there are four major and familiar theories of language acquisition and language learning, namely Behaviorism, Cognitivism, Humanism, Constructivism, and Connectivism. In this vein, the reflections of learning theories upon language learning and technology might be of vital importance.

The structure of today's educational trends might be mainly characterized by media technology as educational technology keeps on developing. Therefore, education-related technologies have a critical role in the field. Computing and network technology, media technology, and digitization have fundamental effects in our daily lives. Since the beginning of the 20th century, implementing major educational theories such as Behaviorism, Cognitivism, and Constructivism in educational environments has dramatically linked to the development and utilization of educational technology information processing and knowledge acquisition. According to Spector and colleagues (2014), there is a deep connection and interplay between learning theories and technologies regarding information processing and knowledge acquisition.

Information technology has become an essential tool of education, and it is rich in information resources to be likely to extend human capacity and expand the social environment supporting learning. The history of technology and learning theory's development reflects an evolution in several aspects such as from individual toward community learning, from content-driven learning toward process-driven approaches, from isolated media toward integrated use, from presentation media toward interactive media, from learning settings dependent on place and time toward ubiquitous learning, and even from fixed tools toward handheld devices. In the future, with the development of information technology, learning theories will be improved and developed further. The theories of instructional design will be more mature and more scientific. Educational technology will promote the continuous development of the learning theory and encourage each other.

2.2.1.1. Behaviorism and Foreign Language Teaching and Learning

The field of educational technology implemented behaviorist thinking from 1945 and onwards. The roots of behaviorism come from the works of Thorndike (1913) and Pavlov (1927), who were affected by Skinner (1938). Having its roots in the past, behaviorism plays a vital role in foreign language teaching methodology. The influence of this theory can be found in the implementation of the teaching-learning process using the Grammar Translation Method, Direct Method, Situational Language Teaching, and Audiolingual Method, which are closely related to a particular language teaching method. The impact on learning environments in accordance with the foreign language teaching methodology, implications of behaviorism are at a considerable amount in the language learning process as follows: shaping, modelling, rewarding and punishing, programmed learning, and assigning. Behaviorist learning theory continued its improvements from the 1950s and onwards alongside computers' invention and widespread usage. Harasim (2017) describes the mechanization of the educational process and emphasizes the rise of educational technologies such as teaching machines, programmed instruction, computer-assisted instruction, and, eventually, courseware and massive open online courses. Constituting a basis for the development of the various kinds of education, behaviorism has impacts on the roots of educational technology. Still being employed by teachers for classroom management and supporting students with special needs, behaviorist principles are widely used.

2.2.1.2. Cognitivism in Foreign Language Teaching and Learning

Cognitivism was initiated in the late 1950s and became dominant in the late 1970s and the early 1980s. The prominent representatives include Jean Piaget (1896–1980), Jerome S. Bruner (1915–2018), David P. Ausubel (1968), and Robert M. Gagné (1916–2002), among others. According to Mergel (1998), Cognitivism is a theory based on the thought process behind the behavior. Behavioristic learning failed sufficiently in explaining complex human behavior (Winn, 2004; Tennyson, 2010), and this fact challenged Cognitive Learning Theory to delve into the depths of mental activities of the human brain (Glaser, 1991). Miller (1956) reports that problem-solving and information processing are the main focus of early cognitive learning theories. 'Cognitive development' (Piaget, 1959; Vygotsky, 1978) focuses on the qualitative changes that occur in thinking over time and through accumulating experiences Macalpine (, 2004). Upon research on learning theories, it is noticed that Chomsky's generative theory, the cognitive-functional approach, namely Tomasello's usage-based theory (Tomasello 2003) and Croft's construction grammar, constructs a framework for the linguistic aspect of the cognitive model (Langacker, 1987, 1991; Goldberg, 1995). The cognitive features of linguistic Items (be+Ving construction) are revealed through this approach. Learners' use of language based on cognitive skills, which are known to possess, is the main principle of the theory. In line with the steps of the second language acquisition process, a similar process is available in computer science, in which information processing theories attempt to describe how information in the world enters through our senses, becomes stored in memory, is retained or forgotten, and is used. It is claimed that there are three critical domains of learning (Bloom et al., 1956) as given: cognitive (thinking), affective (feeling), psycho-motor (doing).

The 'Thinking' domain is the main focus of Cognitivism, and it is slightly modifying Bloom et al.'s original taxonomy. Anderson and Krathwol (2000) added 'creating' to the top level. Cognitive approaches towards learning cover a considerable wide range from basic mental processes, the concept of mind as a computer to searching for linking cognition to the development and reinforcement of neural networks in the brain.

The impact of this theory on teaching environments is that cognitivism encourages student cooperation and peer interaction rather than traditional teaching methods. Rather than being passive listeners, students should process information and construct the meaning of knowledge actively. The impact of Constructivism might be considered as putting a strong emphasis on the design of the learning scenario: multi-dimensional learning scenarios should be designed for the learners to understand the concept of principles from various aspects and then develop problem-solving, decision-making, and innovation capabilities. Secondly, the impact might be encouraging the learner's active role: Focusing on students' self-management skills to stimulate motivation and prior knowledge to learn new things and paying attention to the contribution of the error concept to learning. Situated cognition theory treats the aim and process as unity. Therefore, even the erroneous concept is being produced in the process of learning. Cognitivism also has a positive contribution to the construction of the whole knowledge structure.

2.2.1.3. Constructivism in Foreign Language Teaching and Learning

The meaning of Constructivism varies according to one's perspective and position. Within educational contexts, there are philosophical meanings of Constructivism, as well as personal Constructivism as described by Piaget (1967), social Constructivism outlined by Vygtosky (1978), radical Constructivism advocated by von Glasersfeld (1995), and also constructivist epistemologies and educational Constructivism (Matthews, 1998). As they include theories of learning and pedagogy, social and educational Constructivism has a profound impact on curriculum design and instruction. When the definitions for Constructivism are searched, it can be detected that the focus is that the process of constructing internal psychology is achieved through a process, including interaction with the environment. Chen and Liu (2011) suggest that the concept of assisting learners should include guiding them to interpret nature, regularity, and deeper bonds among things. Thus, helping learners involves letting them understand nature, regularity, and inner connections among things (Chen & Jang, 2014). According to Von Glasersfeld

(1995), receiving knowledge is not a passive action, but rather it is built up by cognizing the subject. As a result, constructivists change the focus from knowledge as a product to knowing as a process.

The language might mould not only a person's conceptual ecology but also the means of conceptual growth. The educators reevaluate the critical role of language in the teaching-learning process due to the argument by Vygotsky claiming that language serves to mediate higher-order thinking (Vygotsky, 1978; Wertsch, 1979). Vygotsky states that language operates like a psychological tool causing fundamental shifts in the mental functions of a human being.

The impact of this theory on teaching environments is that Constructivist learning strategy in the structure of education today might be found within various published curricula and instructional practices. As for the social constructivist applications, it is common to see them through the widespread use of cooperative and collaborative teaching strategies such as Teams-Games-Tournament, Student Teams Achievement Division, Jigsaw, Numbered Heads Together, and Peer-Peer Tutoring in schools (e.g., Slavin, 1980; 1990). All these activities have their sound emphasis on the concept of working together and sharing ideas and challenging each other's perspectives.

2.2.1.4. Connectivism in Foreign Language Teaching and Learning

Connectivism, since the early 2000s, has changed our lives regarding the way we teach, learn and communicate due to the dominance of technology. Especially, the development of technology paved the way for connectivism; therefore, it started to attract many people to the educational field. As Siemens (2004) puts forward, in their early stages of Behaviorism, Cognitivism, and Constructivism, there was less impact of technology on education when compared to the present situation. However, with the onset of technology, connectivism has been put forward and started getting attention. Siemens (2005) stresses that the metaphor of a network with nodes and connections is the core of connectivism. Including a set of inclusions regarding the integration of principles from chaos, network, and complexity and self-organization theories, learning is defined as a network (Siemens, 2006a). In line with these features, connectivism differs from the theories, emphasizing the process of learning rather than the value of the content.

In foreign language education, the impact of the Connectivist concept might be more profound. Brier (2004) defines language as a self-regulating system regarding the process of language learning based on interactions among people, organizations, libraries, Web sites, books, databases, or any other source of information. To Brier (2004), language is a self-organizing circular system based on interactions among autopoietic systems with a similar organization. According to the concept of connectivism, learning is based on connections among the nodes, which are the central parts of connectivism (Siemens, 2005). Al Dahdouh, Osório, Caires & Susana (2015) underline a node as a metaphor related to another node which can be an organization, information, data, feelings, and images. Similarly, in foreign language education, it is vital to decode, understand, and connect a new node with the old ones as Siemens (2006b) reports that such learning networks exist in our minds to connect and create patterns of understanding.

2.3. Self-Efficacy

Self-efficacy can be defined as the confidence or strength of belief regarding the capability of an individual to achieve a future task, and it refers to an individual's potential to organize and execute the courses of action required to produce given attainments (Bandura, 1997). The theory heavily focuses on the way human beings react cognitively to their social experiences and the way these cognitions affect their actions (Pajares, 1997). Hoffman (2010) stresses that a sound sense of self-efficacy empowers the individual to recover quickly from setbacks. In the social cognitive theory, it is emphasized that the concept of self-efficacy is of vital importance, and self-efficacy is defined as the ability to overcome every possible case with necessary behaviors (Bandura, 1995).

The perception of self-efficacy may impact an individual's motivation to become committed to reaching his goals. High levels of self-confidence may lead people to have a strong sense of self-efficacy that they take the obstacles as challenges to develop their skills rather than losing their motivation. In times of failure, to recover their sense of self-efficacy, some people set challenges for themselves to achieve. This may reduce anxiety, according to Bandura (1997), and enhance the perceptions of achievement. Conversely, dubious perceptions may cause people to avoid complex tasks as they may pose a threat to them, and Bandura (1994) says that those with low self-efficacy dwell on their flaws.

Self-esteem is generally defined similarly (Wells & Marwell,1976) as the perception of people about themselves regarding being capable, remarkable, and worthy (Coopersmith, 1967). It might be a person's belief of value or self-worth or the extent to which people value, appreciate or like themselves.

Self-efficacy and self-esteem play an essential role in the characteristic structure of an individual. Unlike self-esteem, which is concerned about feelings, self-efficacy is action-specific (Lunenburg, 2011). According to the concept of Self-Efficacy Theory, while individuals generally tend to perform actions wherein they feel capable and strong, they are highly likely to step back from the activities they perceive.

Self-efficacy may be domain-specific; therefore, a person feels potentially effective in one action, yet he might feel weak and incapable of a different task, which is called specific self-efficacy. Luszczynska, Gutiérrez-Doña and Schwarzer (2005) underline that specific self-efficacy is limited to one task, as apparently suggested within its name. In short, it is a concept of an individual's perception of their own potential generally or persistence in a task to be achieved. The self-efficacy view of Bandura (1997) also takes the variety of human capabilities and the diversity of self-efficacy beliefs into consideration and includes cognitive, emotional, behavioral, and social subskills.

2.3.1. Sources of Self-efficacy

Several studies reveal a positive and considerable correlation between self-efficacy with academic achievements. The experimental studies conducted by Stajkovic and Luthans (1988) indicated a strong relationship between self-efficacy and performance. Regarding academic achievements, Multon Brown and Lent (1991) found a positive bond between self-efficacy and academic achievements following research on 38 studies within the years 1977 to 1988. Bandura (1997a) asserts that self-efficacy develops from core sources, namely, mastery experiences, vicarious experiences, social persuasions, and emotional arousal. Several pieces of research have indicated a high correlation between self-efficacy and self-regulated learning and academic achievements (Wigfield, Eccles, Scheele, Roeser & Kean, 2006; Zimmerman, Bandura, & Martinez, Pons, 1992; Denissen Zarrete & Eccles, 2007).

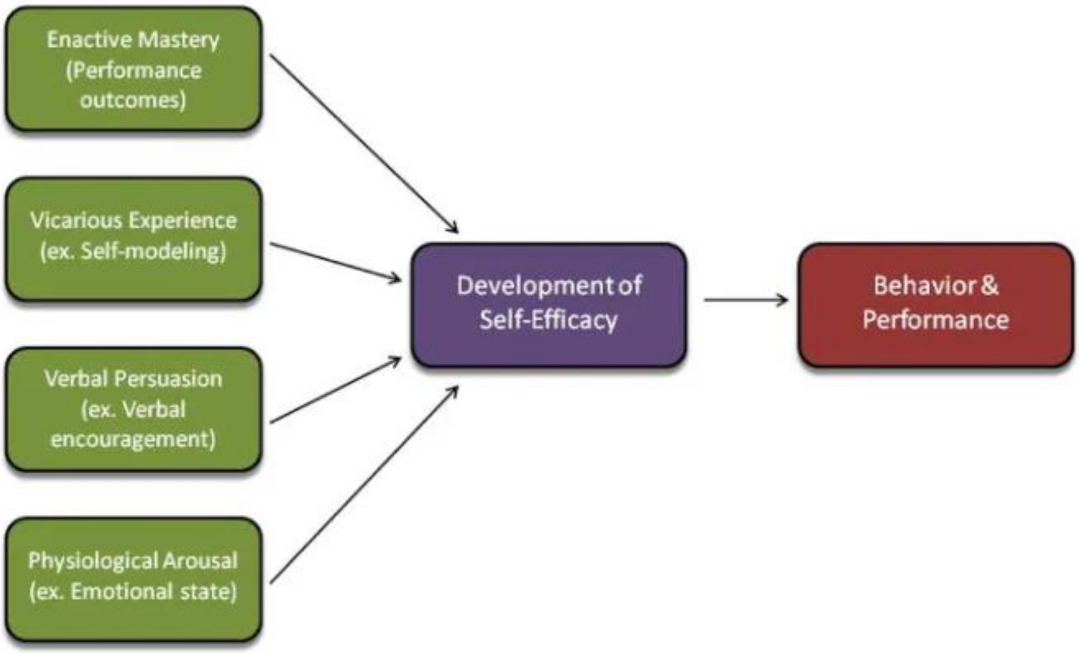


Figure 2. Self-efficacy theory of motivation
Source: iedunote.com/self-efficacy-theory (retrieved from the Internet in 2021)

Mastery experience can be defined as the judgments of competence based on a person's previous experiences on a related task (Usher & Pajares, 2006), and personal experiences might create the most vital sense of competence, causing people to feel more efficacious, on the one hand, when they face a challenge and handle it successfully. However, on the other hand, they may feel discouraged when they fail. Similarly, Bandura (1977b) explains that repeated achievements raise self-efficacy while it decreases the unwanted impact of failures, and a strong perception of self-efficacy has its positive effects on similar future situations. On the same note, difficulties may teach a person to turn the disadvantages into achievements.

Vicarious experience refers to an individual's observations of other people completing a task (Usher & Pajares, 2006). Compared to mastery experience, Bandura (1977) hypothesized that vicarious experience has less impact on one's perception of self-efficacy than mastery experience. However, witnessing other people may motivate an individual and generate expectations towards performing similar tasks (Bandura & Barab, 1973). Failures may have adverse effects on self-efficacy depending on the degree of the comparability of the performer's competence in terms of the observer's ability on the observed activities (Brown & Inouye, 1978). Furthermore, even in mastery, the vicarious experience can still be developed in an individual. Such a reaction might result from referential comparison with others by comparing the level of achievement in a particular task (Bandura, 1997).

Verbal persuasion refers to the positive reactions, judgments, and appraisals from significant others regarding a task so that change may occur through constructive feedback (Usher & Pajares, 2006). However, as Bandura (1977) explains, such feedback does not impact an individual's perception as it does not provide an authentic experiential base. Furthermore, Bandura notes that such feedback can positively impact times of doubt and struggle.

Lastly, psychological arousal refers to stressful and challenging situations that might include informative values related to personal competency, emotional and physiological states. In this vein, levels of stress and anxiety may influence an individual's self-efficacy perception. While positive feelings have a similar impact on an individual's self-efficacy belief, a negative state of mind may diminish his belief in his capacity (Bandura,1997). Therefore, Bandura notes that high emotional activity can debilitate performance.

2.3.2. Technology and Self-efficacy

In the era of network technology and online teaching and learning, the teachers and learners may face various resources and learning spaces. In this vein, their perceptions of technology and the potential of needed skills to use technology may affect their attitudes towards technological learning environments. Hodges (2008) reports that studies on self-efficacy started between the late 1970s and the early 1990s, long before the birth of online learning. Technology keeps on expanding and changing, and in this vein, teachers and students should be supported in their efforts to keep up with the changes in educational requirements of the 21st century.

Similarly, in educational technology, the quality of teaching and learning may decrease due to the failures in the perceptions of self-efficacy of teachers and students, which could undermine a valuable program. Therefore, the integration of technology into teacher training programs and curriculums for students seems crucial. The research of Bandura (1977, 1978) regarding self-efficacy discovered a bond between the actions of people and their motivation to achieve. Over the last twenty years, educational research has kept indicating that teachers' self-efficacy beliefs influence their professional approach and are associated with students' achievement and motivation. A strong sense of self-efficacy supports devotion of profession and mutual relationships among students, teachers and stakeholders, and moreover, students' self-efficacy beliefs may enable them to develop a more profound interest in their activities and help them recover quickly from setbacks and disappointments (Coladarci, 1992; Hoover-Dempsey et al., 1992; Imants and Van Zoelen, 1995).

Riggs and Enochs (1990) describe self-efficacy as the individual differences in teacher performance regarding education. The literature on self-efficacy indicates that there exist two kinds of efficacy, namely, general teaching efficacy and personal teaching efficacy. As Goddard, Hoy and Hoy, (2000) explain, the former refers to the beliefs about the capacity of teaching to a difficult child, and the latter stands for the personal beliefs about teaching specific areas to reach the goals (Ashton, Olejnik, Crocker & McAuliffe, 1982). Student self-efficacy, including early experiences of success, have far-reaching consequences for positive student development in educational and social domains (Shogren et al., 2017). It is very crucial for efficient performance to carry on the tasks well, and from an elementary school, student achievement is closely related to underlying motivation, active engagement, and motivational factors leading to achievement (Fredricks et al., 2004). Student self-efficacy provides students with the motivation to be proactive, competitive, and creative in various educational settings (Fuller et al., 2018). Santrock (2004) underlines that improved self-efficacy levels lead students to complete their tasks due to diligent study, while those with low levels of self-efficacy tend to quit demanding tasks. Therefore, self-efficacy is a vital asset both for teachers and students. The role of teachers is of crucial importance for many students to develop the concept of self-efficacy. In a time of improved technology, technological tools such as computers, Web 2.0 tools, and various software can be other means to strengthen self-efficacy as well. Self-learning can use the web, computer, or other software (Zheng et al., 2018), and in the literature, this is called computer self-literacy.

The concept of computer self-efficacy stems from the studies by Bandura on Social Cognitive Theory (Bandura, 1977; 1986), and an individual's perceptions regarding his potential in applying computer skills are where the concept of computer self-efficacy arises (Compeau & Higgins, 1995a, 1995b). Computer self-efficacy can be analyzed at multiple levels due to various effects of behavioural factors on computer use or performance, namely task-specific computer self-efficacy and general computer self-efficacy (Compeau & Higgins, 1995a). An individual's belief of his potential in performing specific computer-related tasks is considered task-specific computer self-efficacy. In line with Bandura's conceptualization of self-efficacy, it includes cross-domain skills for completing a task. Conversely, an individual's understanding of his capabilities regarding multiple computer application domains is named general computer self-efficacy.

2.4. Distance Learning

Toffler (1993), a pioneering futurist of his time, assumes more information is supposed to be available than their entire lifetime by the turn of the 20th century. This statement is likely to be accepted as a foreshadowing of a paradigm shift in information technology. It finds its reflections within the roots of educational technology. There has been a change in the dynamics between teachers, learners, and educational environments transcending many boundaries and broadening new horizons for teachers and learners. According to the distance education enrollment report of 2017, distance education uses one or more technologies to deliver instruction to students who are separated from the instructor and support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Distance education rises as one of the new concepts which keep on developing day by day, as also elucidated by Williams, Paprock, and Covington (1999). Recently more distance learning environments are combined with virtual ones via the Internet.

2.4.1. Types of Distance Learning as a component of Digital Education

Distance learning stands for the concept of learning delivery style, and distance learning occurs when teachers and learners are remote during instruction (Horn, & Staker, 2011). Distance Learning is three-fold: Modular Distance Learning, Online Distance Learning, and T.V./Radio-Based Instruction.

2.4.1.1. Modular Distance Learning

It includes personalized instruction giving a chance to learners to implement self-learning modules. Learners access electronic copies of learning materials like textbooks, activity sheets, study guides, and other instructional materials through a computer, tablet P.C., or smartphone. Popular applications like C.D.s, DVDs, USB storage, and computer-based applications might be used to deliver e-learning materials, including offline E-books. In order to motivate the learners to utilize these tools, it is the responsibility of teachers as they could monitor the progress of their learners. Teacher assistance is provided through e-mail, telephone, or instant messaging. Teachers might be supported by any member of the family or the stakeholders. The use of computer-based learning resources, learning resource modules in multimedia (slides, video, and audio files), digital packets (learning materials), and e-learning materials can be listed as the suggested mechanisms.

2.4.1.2. Blended Learning

It stands for a learning model combining traditional face-to-face with any or a mix of online distance learning, modular distance learning, and T.V./Radio-based Instruction. Blended learning might have the potential to assist the schools in limiting face-to-face learning, ensuring social distancing, and decreasing the volume of people outside the home at any given time if the teaching and learning materials are provided as well as media support.

2.4.1.3. T.V./ Radio-Based Instruction

It stands for self-learning materials and their transfer to video lessons for television-based instruction and radio-based instruction.

2.4.1.4. Online Distance Learning

It assigns the teacher as the primary facilitator engaging learners' active participation via the Internet in times of geographical remoteness. To facilitate learner-teacher and peer-to-peer communication, the Internet is utilized. Online learning allows live synchronous instruction. A stable and good internet connection is required from the participants and the teacher. The learners can download materials from the Internet, complete and submit assignments online, attend virtual classes through effective learning management systems or related technologies. The use of web-enhanced learning activities, free access to Open Educational Resources (O.E.R.s), and access to such portals may be examples of using virtual classrooms, e.g., Google Classroom, Edmodo, Schoology and so on.

2.4.2. The Background of Distance Learning in Turkey

Globally and increasingly, one-to-one technology programs to address educational access, improve learning outcomes, and equip the children with modern skills are one of the main concerns of the governments. However, the case is more or less the same in countries around the world and in the field of education, profound innovations are conducted to keep up with the technological educational settings of the present day. The shifts are limited to each country's context and challenges as a crucial part of education for sustainable development by UNESCO (UNESCO, 2018).

As afore-mentioned, Turkey appears as one of those countries and has an education system that is comparatively large and highly centralized. However, distance education, which has been discussed conceptually since 1927. Especially the physical deficiencies of the institutions have enabled the development of distance education. (Kırık, 2014). June 2, 1927, the Ministry of National Education, Undersecretary, Members of National Education and Discipline, 11 Educational Eminent and the General Managers came together and discussed the basic problems of education in Turkey. At the meeting, the education systems of developed countries were examined, and the problem of education in Turkey was discussed, and it was agreed that the solution is the letter teaching method (Arar, 1999).

Since the early 2000s, Information and Communication Technologies (I.C.T.) with the developments in education, the educational opportunities offered by distance education have increased. Accordingly, education has become a part of the mainstream education in our country, with its number of students reaching millions. As Dağhan, Kalaycı & Seferoğlu (2011) underline, the transition of Turkey can be regarded as a sound and long process within the guidance of National Education Councils. The first council was assembled by Hasan Ali Yücel, who was the Minister of National Education in 1939, and in the process of time, these councils started to serve as the highest advisory body of the educational system.

2.4.2.1. National Education Councils and Technology Policies in Turkey

Technology is an indispensable part of our lives, and its dominance is evident in every corner of the world and lives. In this context, it would not be surprising to witness countries trying to integrate technology into education. In this context, Turkey had invested in establishing hardware and software-supported Information Technology (IT)

Labs, especially with allocating large-scale resources to schools (YEĞİTEK, 2018). However, these laboratories expired briefly, a benefit in parallel with the expenses incurred fell to idle capacity without being provided (Dağhan, Kalaycı & Seferoğlu, 2011). At this point, the importance of creating a technology policy to reshape the structure of the Turkish educational system should not be underestimated. Therefore, integrating teaching and learning practices with technology is an essential duty to transform education according to the present needs of the day. In this sense, improving the ability to use equipment is even more critical than allocating the schools with technological devices. Furthermore, it is more important to create awareness regarding technology and its practices in education in terms of the significance of educational councils that led Turkey to technological integration.

1974 stands as the year in which the concept of technology and its integration into education was first mentioned in a National Education Council, which functions as the most prominent advisory body of the National Education System (TTKB, 1974). In this sense, in the ninth Educational Council, the main emphasis was on the concept of 'being scientific' in every degree and type of curriculum and training methods as a crucial part of the basic principles of the Turkish Ministry of National Education. Similarly, in the tenth educational council in 1981, it was underlined that the National Education System should be based on science and technology (TTKB, 1981). The term educational technology was first mentioned in the eleventh academic council in 1982 (TTKB,1982). At the 12th National Education Council of 1988, the concept of technology was even more started to be cared for, and new technologies in education were included for the first time (TTKB, 1988). In this council, the importance of the scientific approach and contemporary consideration of program development principles in using technologies in education and the necessity of training expert personnel for effective use of technology was emphasized. The 13th and the 14the National Educational Councils are essential as technology, and the need for its integration into education was mentioned; however, no operational decisions were made for the active use of technology in education (TTKB, 1990,1993). In the 15th National Educational Council, it was decided to allocate schools with an Internet connection and also technical devices like CD Roms and video of the time and to rearrange the learning environments on primary and secondary levels in public places like libraries and reading centres; nonetheless, higher education was ignored (TTKB, 1996).

The 16th National Educational Council was of vital importance in the context of this thesis as it was the first council where the concept of distance education was first emphasized and was foreseen as a practical approach to the need for in-service training as a natural outcome of the 21st-century innovations (TTKB, 1999). In this council, the main emphasis was on the reality that technology and education were intertwined, and it would be wise to consider this reality while arranging the educational environments and curriculums. It was also decided to use technology at every academic level, including higher education, and every student should acquire technology as a culture.

In the 17th National Educational Council, the Turkish education system was evaluated in terms of its various dimensions throughout the globalization and EU processes. Regarding the global innovations in the world of education and line with the EU requirements for educational targets, the 17th National Educational Council underlined the importance of internet access and e-learning so that every single school was supposed to have its website. Furthermore, a particular emphasis was put on developing e-learning materials and training for e-contents developers (TTKB, 2006). The agenda of the 18th National Educational Council is striking as the decisions include the training and employment of teachers for professional development, educational environments, corporate culture, and school leadership, primary education and strengthening secondary education, ensuring access, sports, arts, skills, and values with education, psychological counselling, guidance, and orientation. This council, which gathered to determine the 2023 Vision in Education, measured regarding technology policies, cannot be seen clearly. However, in the report, there is a sound emphasis on the need for measures to be taken regarding teachers' professional development and the importance of their technological integration on an educational basis (TTKB, 2010).

The last National educational council was held in 2014, and it had a striking decision about the general teacher competencies and special field competencies, and this decision is one of the milestones of this thesis. In line with this decision, the MoNE is supposed to rearrange the general and special area competencies for teachers according to the stakeholders' feedback and update techno-pedagogical content urgently in the areas whose competencies are not yet developed (TTKB, 2014). One of the decisions taken in the 19th National Educational Council is about the continuous professional development of teachers. Teacher competencies should be considered in a model supporting ongoing professional development regarding teacher competencies. In this context, distance education is addressed as a solution in a hybrid model of education. In this context, in

EBA, there is a professional development section and in-service training applications in Mebbis, which is the short name of the Ministry of National Education Information Systems

There are many courses available for teachers in Mebbis and EBA so that teachers could study for their professional development to update themselves according to the upcoming needs of the time. Furthermore, in the last council, the FATİH Project was mentioned regarding its technological past, present, and future contributions to schools, and in this context, the teachers and teacher candidates should be trained in line with the basic knowledge and skills related to the related technologies in the classroom setting.

2.4.2.2. The FATİH Project as a Technological Component of the National Education

Both at central and local levels, the strategic planning practices are directed by a five-year vision by the Ministry of National Education (MoNE). The integration of Information and Communication Technologies (ICT) in classrooms have long been valued by the education system and taken considerable steps in providing schools with access to computing equipment and interactive teaching technologies. Among these steps taken by Turkey, the FATIH Project stands as a leading figure within the efforts of establishing the conditions to enhance teaching and learning through technology in Turkey. It was the year 2010 when Turkey launched the project to stand for Movement to Enhance Opportunities and Improve Technology, to foster digital skills and improve access to Information and ICT in schools. The long-term project has five key actions as follows:

1. including establishing the necessary infrastructure,
2. including broadband internet connection, tablets, interactive boards, and online platforms,
3. developing and managing online educational content and resources,
4. promoting the effective application of ICT in teaching programs,
5. offering professional development to teachers, including face-to-face and online training, and ensuring the ethical, reliable, manageable, and measurable use of ICT (MoNE, 2012).

Originally, the main goals of the FATİH project contained receiving a tablet device for any student in secondary education and having an interactive whiteboard (IWB) for every classroom. An early evaluation of FATİH (2013) reported a total of 84.000 classrooms had been equipped and 63. 000 tablets distributed after the first year of the national roll-out. One of the crucial goals was to provide professional development to teachers; therefore, a 30-hour ICT in the education program and a 25-hour preparatory course were launched in 2012 with over 120.000 participants within the first year. In addition to facilitating professional development, in the future, centres for distance learning were set up in all provinces together with an organized administrative backup. However, soon after the medium-scale piloting, it was clear that the pedagogical model and educational outcomes of the original plan were unsatisfactory. Within the structure of the Fatih Project, to provide and manage educational e-content, EBA was founded in 2011 and started to receive more importance upon the introduction of the Education Vision 2023. As the official national digital education platform, EBA has been providing interactive and collaborative digital learning opportunities via various channels of communication among teachers and learners.

2.5. Technology Use in Foreign Language Education

According to Singhal (1997), technology and foreign language education are inseparable from one another. The integration of technology is considered a great facilitator in teaching and learning environments, while the teachers still play a key role (Ramanair, Rethinasamy, & Misieng, 2017). The accelerated speed of digital technologies has opened a path for computer-mediated communication conversely in the 1960s and 1970s wherein English language laboratories composed of small cabinets, equipped with a cassette deck, a microphone and a headphone for each student and a control panel for teachers to interplay between the students were used. In the field of English Language Teaching, technologies create plenty of opportunities such as supporting vocabulary growth (Bytheway, 2015; Hitosugi, Schmidt, & Hayashi, 2014; Ramanair et al., 2017; Wilkinson, 2015), motivating language output (Lockley & Yoshida, 2016; Ramanair et al., 2017), empowering language learning to share (Bikowski & Vithanage, 2016; Dooly & Sadler, 2016; Ramanair et al., 2017), adapt and reshaping meaning within the learning environment (Bikowski & Vithanage, 2016; Dooly & Sadler, 2016; Ramanair et al., 2017), and enhancing grammar in writing (Feng, Saricaoglu &

Chukharev-Hudilainen, 2016; Ramanair et al., 2017). Speaking activities and role-playing encouraged students to learn English as a great contribution of technology to the EFL classrooms. Over the past two decades, with the spread and advancement of English around the world and it is the most spoken language around the world, the number of English learners has been dramatically expanded. Due to the nonstop progression of innovation, the convention of English instruction and learning has changed totally. This proves that using technology tools in the classroom is important as it fulfils the necessity of a 21st-century learning environment.

Reviews of literature elucidate that there are a huge variety of names regarding technology and computer use in foreign language education. Some of the pioneering models in the history of technology integration into foreign language teaching and learning are as the following:

- Computer-assisted language learning (CALL)
- Network-based language teaching (NBLT)

2.5.1. Computer-Assisted Language Learning (CALL)

The term Computer-Assisted Language Learning (CALL) stands for any application of technology for language teaching and learning (Tafazoli, Gómez-Parra, & Huertas-Abril, 2018). CALL was first coined within the 1960s and spread in the United States (Thomas, Reinders and Warschauer, 2012). According to Levy (1997), it might be considered as an approach to use technology as support of presentation, reinforcement, and evaluation of materials to be learned by including crucial interactive components in language teaching and learning. As Stevie (2011) puts forward, three phases should be taken into consideration in the history of CALL. The first stage indicated within the 1950s proceeded all through the 1970s. It was the so-called ‘Structural/Behaviorist CALL’, where the recurring display to comparative materials was seen as valuable or sometimes imperative to learning as Warschauer (1996) highlights that the principal characteristic of this approach is that the computer is perfect for practising repeated drills. It is also utilized as an instructor, displaying material and evaluation on an individualized ground. In this way, learners move at their own rhythm and have free class time for other exercises. It was during the 1980s and 1990s when Communicative/Cognitive CALL emerged. To encourage conversation, writing or objective judgment and to motivate students to produce authentic utterances, computers were utilized rather than managing ready-made language, and the programs informed students when they were mistaken and accepted a variety of answers (Warschauer, 1996)

In the 2000s, as Warschauer (2004) suggests, the Integrative/Socio-cognitive/ Socio-constructive CALL emerged as the last phase, and it still exists today. This phase combines the characteristics of the past ten years into a technology that has discovered its genuine potential. The advancements of the Internet and hypermedia that combine video and audio spilling, realistic intelligence substance and virtual universes have reshaped the way learning is fulfilled. This sort of CALL makes reasonable learning conditions taking advantage of assorted devices, where etymological capacities are combined with ease.

To sum up, as Hoppinager (2009) stresses, the implementation of CALL in the EFL process plays a significant role in teaching and learning by augmenting input, offering supplementary chances for linguistic exercise and providing intercommunication and activities via assignments. As Furstenberg (1997) states, this instrument can also enhance learner-learner interaction. Similarly, Kelm (1998) reports that CALL aids students to outside languages in authentic circumstances while promoting socialization and communication among them. Especially during the period following Covid-19, the responses to the integration of digital devices and technological tools are generally welcomed by the educators (Marpa, 2021); however, as Gao and Zhang (2020) state that teachers have diverse perceptions of the engagement of CALL due to the massive global shift to distance learning.

2.5.2. Network-Based Language Teaching

The network-based language teaching emerged after CALL. It alludes to the educational utilization of computers associated with either local or global systems, providing access to one-to-one, one-to-many, many-to-one, and many-to-many communication. Network-based language teaching research delves into what happens when learners are brought together with writings, media, and other speakers of the language in computer-mediated settings of interactions. The rise of NBLT coincides with the advent of both technological and educational change starting from the 1980s up to the 2000s. It was a time when the concept of networking in terms of change in technologies and infrastructure was on the stage for millions of educators and students. It might be seen in literature that social constructivism focusing on the social and cultural construction of knowledge, cooperation among individuals and groups, and a learner problem-based approach to education greatly affected educational theory and practice. Warschauer and Kern (2000) suggest that Network-based language learning places emphasis on human-to-human communication along with network-based English teaching as they place emphasis on human-to-human communication with the onset of digital media and wireless networks thanks to the high speed of technology, the increasing adoption of computer-mediated communication. In addition to the various models via technology in the field of foreign language teaching and learning, technological tools such as smartphones, tablet computers, digital cameras, MP3 players, Personal Digital Assistants (PDAs), and e-readers working with Android and iOS operating systems are popularly used individually or in educational settings. In the year of 2008, Kukulska - Hulme & Shield (2008) reported that Tablet PCs, smartphones, and other portable devices of the time were widespread among young people.

2.5.3. Technology Use in Foreign Language Education in Turkey

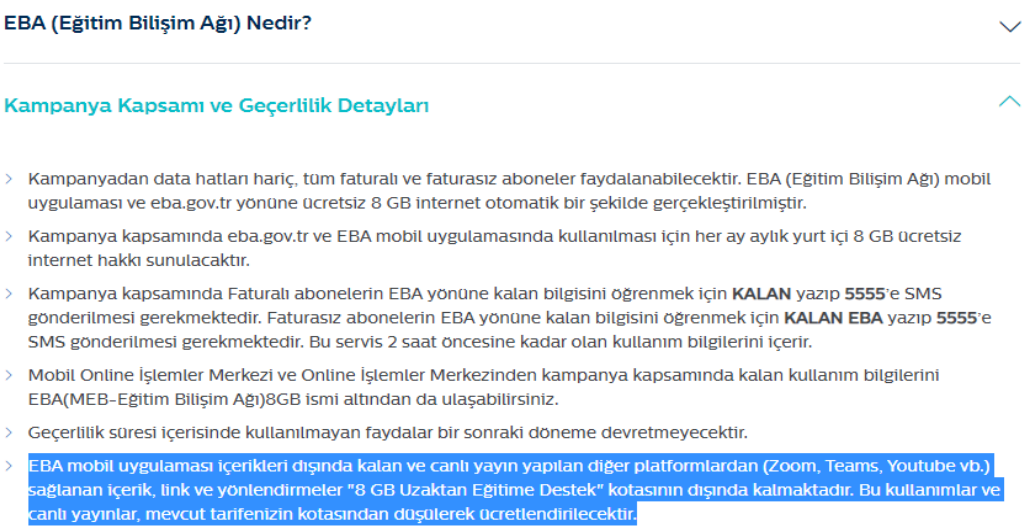
Turkey intends to continue enriching digital content through EBA in order to become a model of effective and equitable distance learning and so as to build on the foundations of the FATİH Project within continuity. Crawford (2007) claims that technology may act as a bridge between the out of school activities & class activities and makes a list of uncountable benefits of instructional technology ranging from technology’s potential as a tool to develop student's thinking and learning to its capacity of diminishing cultural barriers and promoting multicultural awareness. Within the scope of this research, teaching and learning English as a second language is one of the branches that is aimed to be integrated into digitalization on a global scale. As stated in the English curriculum, the learners of the 21st century, who were called ‘Digital Natives by Prensky (2001), live in a world of technology, and they are surrounded with innumerable ways to access and communicate via technological tools (MoNE, 2018)

English Curriculum for the 9th-12th Grades by MoNE, in line with the policy of education changes due to the global needs and improvements in technology, the new curriculum encourages the integration of technology in all aspects of English language teaching, and learning process as technological tools match the dynamic and interactive nature of the language as well as the technological profile of digital natives as Prensky (2001) stated.

Therefore, in EBA, there seems to be a need for a language learning portal to back up the process of teaching and learning English with technological applications for teaching English as a second language via links providing access to the e-content of Watch-Learn, My English Path, and some contents of the private publishers including extracurricular activities in line with the national curriculum as a result of the official protocols by MoNE and the publishers. Besides, support/supplementary materials, short videos, images, dictionaries, songs, and storybooks are available both for teachers and students. These materials, including whiteboard applications, help teachers digitize their lessons in their classes, but the materials are only limited to elementary and secondary school levels. Conversely, the profile of language learners is taken into consideration, especially regarding learner age, interests, and language level seem like an important criterion within the structure of the English curriculum for the 9th and 12th Grades (MoNE,2018).

2.5.4. The School Closures due to Covid-19 Outbreak and The Integration of Live Classes into EBA

Turkey, as stated in the 11th Development Plan's education policies, is in the process to continue enriching digital content through EBA so as to become a model of effective and equitable distance learning and to build on the foundations of FATİH to continue (SBB, 2019). The 19th National Educational Council held in 2014 also supports digital integration regarding the development of special area competencies. In line with these statements, the English Curriculum for the 9th and the 12th Grades clearly draws the policy change with an outline of the global needs and improvements in technology and seems to encourage the integration of technology in the process of teaching and learning. Education Vision Report 2023 emphasizes that all digital content will be designed in the context of themes in which students' listening, speaking, reading, and writing language skills are holistically developed (MoNE, 2018). In the same vein, within this Report up to 2023, the overall vision and main strategies for foreign language teaching cover all digital content to be designed in a holistic way and in the context of themes in which students' foreign language skills are developed. All the afore-mentioned issues apparently become a part of a plan, and reports prove that the MoNE in Turkey has been in an effort to improve the technological components to integrate them into the education system systematically. However, the Coronavirus (Covid-19) pandemic broke out at the end of 2019 and spread all over the world by being reported as a generational catastrophe by CNN International on August 4, 2020. As well as the changes in economic, social, and pedagogical aspects throughout the world, the education systems of the countries were severely affected by this pandemic. Primarily, in response to the Coronavirus Disease 2019 (COVID-19) Pandemic, 189 countries had urgently implemented public school closures by March 18, 2020. Turkey was one of those countries, and within the precautions, there were school closures and homeschooling via EBA and its components. MoNE renewed the existing EBA platform as it has more than 10 million potential active users. In the renewed version, EBA presents special content for students and teachers. The academic support system was developed especially for 11th and 12th Grades; a special study program can be created for each student. Moreover, to provide more students with these e-contents, 8GB internet access per month only for the EBA portal and EBA Mobile App was free for the use of students in all mobile operators, through the protocol of MoNE. However, this protocol excludes the live lessons lasting 30 minutes per session, wherein Zoom, Microsoft Teams and Google Meet are utilized. YouTube, which is used by many EFL teachers for videos or their e-contents, is not supported as well.



EBA (Eğitim Bilişim Ağı) Nedir?

Kampanya Kapsamı ve Geçerlilik Detayları

- Kampanyadan data hatları hariç, tüm faturalı ve faturasız aboneler faydalanabilecektir. EBA (Eğitim Bilişim Ağı) mobil uygulaması ve eba.gov.tr yönüne ücretsiz 8 GB internet otomatik bir şekilde gerçekleştirilmiştir.
- Kampanya kapsamında eba.gov.tr ve EBA mobil uygulamasında kullanılması için her ay aylık yurt içi 8 GB ücretsiz internet hakkı sunulacaktır.
- Kampanya kapsamında Faturalı abonelerin EBA yönüne kalan bilgisini öğrenmek için **KALAN** yazıp **5555**'e SMS gönderilmesi gerekmektedir. Faturasız abonelerin EBA yönüne kalan bilgisini öğrenmek için **KALAN EBA** yazıp **5555**'e SMS gönderilmesi gerekmektedir. Bu servis 2 saat öncesine kadar olan kullanım bilgilerini içerir.
- Mobil Online İşlemler Merkezi ve Online İşlemler Merkezinden kampanya kapsamında kalan kullanım bilgilerini EBA(MEB-Eğitim Bilişim Ağı)8GB ismi altından da ulaşabilirsiniz.
- Geçerlilik süresi içerisinde kullanılmayan faydalar bir sonraki döneme devretmeyecektir.
- EBA mobil uygulaması içerikleri dışında kalan ve canlı yayın yapılan diğer platformlardan (Zoom, Teams, Youtube vb.) sağlanan içerik, link ve yönlendirmeler "8 GB Uzaktan Eğitime Destek" kotasının dışında kalmaktadır. Bu kullanımlar ve canlı yayınlar, mevcut tarifenizin kotasından düşülerek ücretlendirilecektir.

Figure 3. The terms of the EBA campaign for distance education by the GSM operators. Source: Türk Telekom, Kamu Çalışanlarına Özel EBA Kampanyası, 2020

Figure 3 indicates that the 8 GB free internet package excludes the live classes. EBA Live Classroom is one of the innovations as a practical response to school closures. The application was available on 27 April 2020, and at the beginning, live classes were limited only for the 8th and 12th Grade students who will take the central exams. To train teachers for the practical usage of live classes, simulation videos of the application and informative videos of technical details were shared via the press. In the videos, teachers, students, and parents were given detailed information about starting a live class in EBA and assigning the students with live classes and the contents.

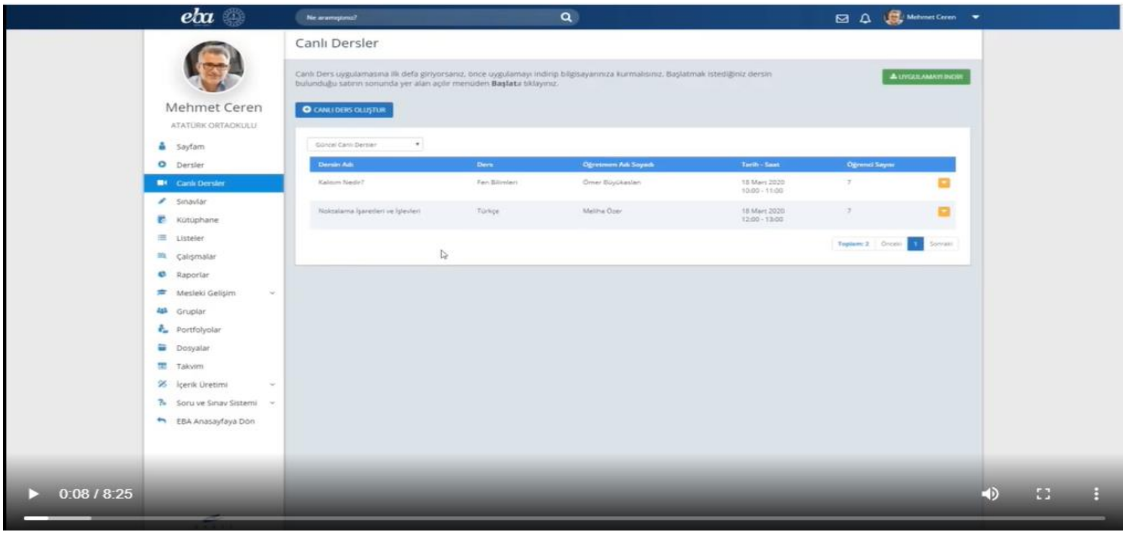


Figure 4. EBA Live Class application simulation video

Source: MEB,2020.

EBA simulation video, which was broadcasted publicly and seen in Figure 3 as well, functions like a detailed guide for teachers regarding the use of the EBA Live Class Module.

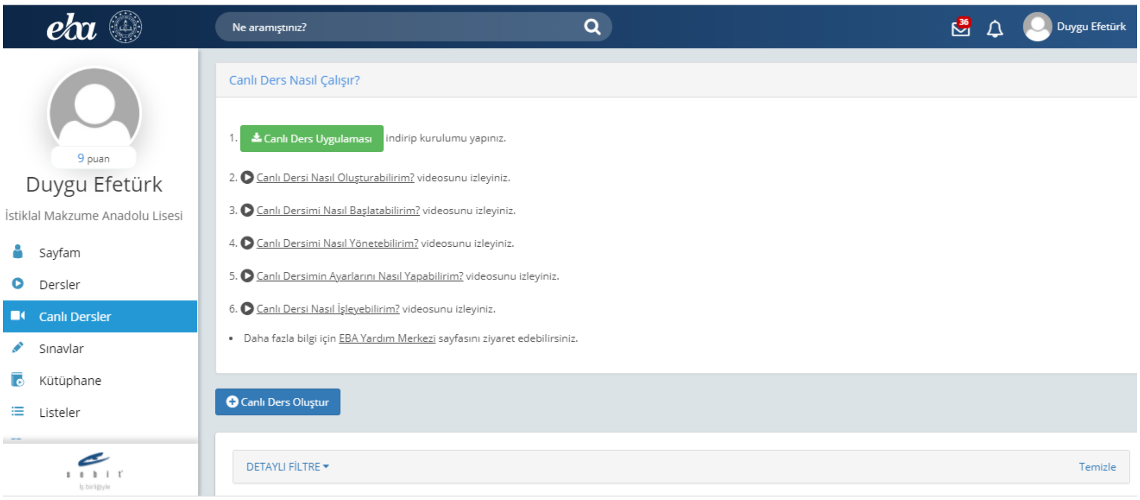


Figure 5. EBA Live Class Teacher User Screen

Source: MEB,2020

Figure 5 clearly gives an example of teacher user screen in for EBA live classes. Teachers can check the lessons assigned by their schools, or they can arrange their own live classes according to their lesson schedule assigned by the school management.
With the introduction of the live classes, teachers and students were supposed to contact each other on a live platform and continue the process of teaching and learning. Therefore, EBA Live Classes were of crucial importance as they provide a real-life classroom setting for the continuum of education.

EBA Live Classes were internally operated only through Zoom, and external live classes were conducted via Zoom, Teams and Google Meet platforms, which have become the leading video conferencing software applications worldwide. Via these applications, EBA live classes aim to enable teachers and students virtually to interact during classes. Zoom, especially, requires internet bandwidth of up to 3 Mbps which aims to enable more students to join Live classes. Interestingly, according to the results of the 'Household Information Technology Usage Survey-2020' by the Turkey Statistical Institute (TUIK, 2020), the internet usage rate was 79% among all those aged 16-74. Prior to Covid-19 School closures, in a study related to EBA by Saklan and Ünal (2018), teachers from different cities of Turkey reported that they had problems with slow internet speed and weak network infrastructure, underlining that the physical infrastructure must be completed as a prerequisite for EBA.

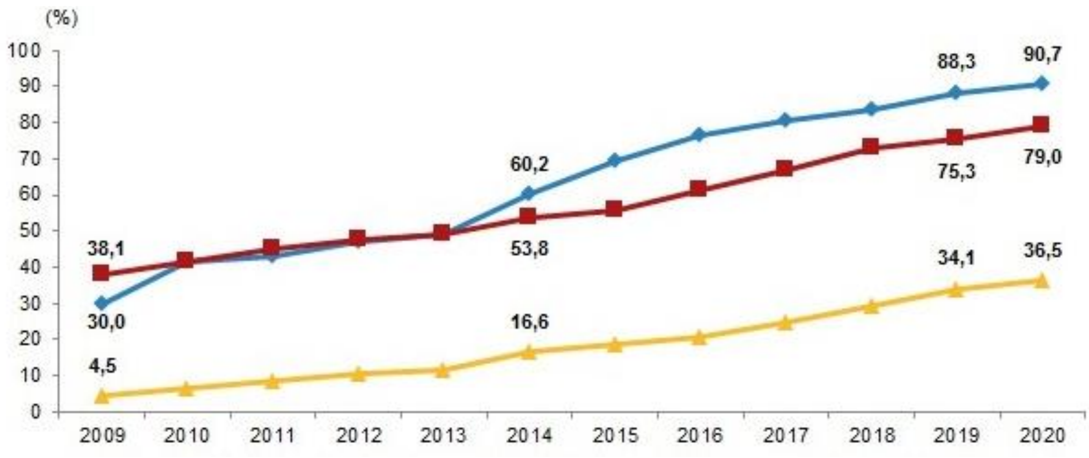


Figure 6. Household information technologies usage survey results
Source: TUİK,2020

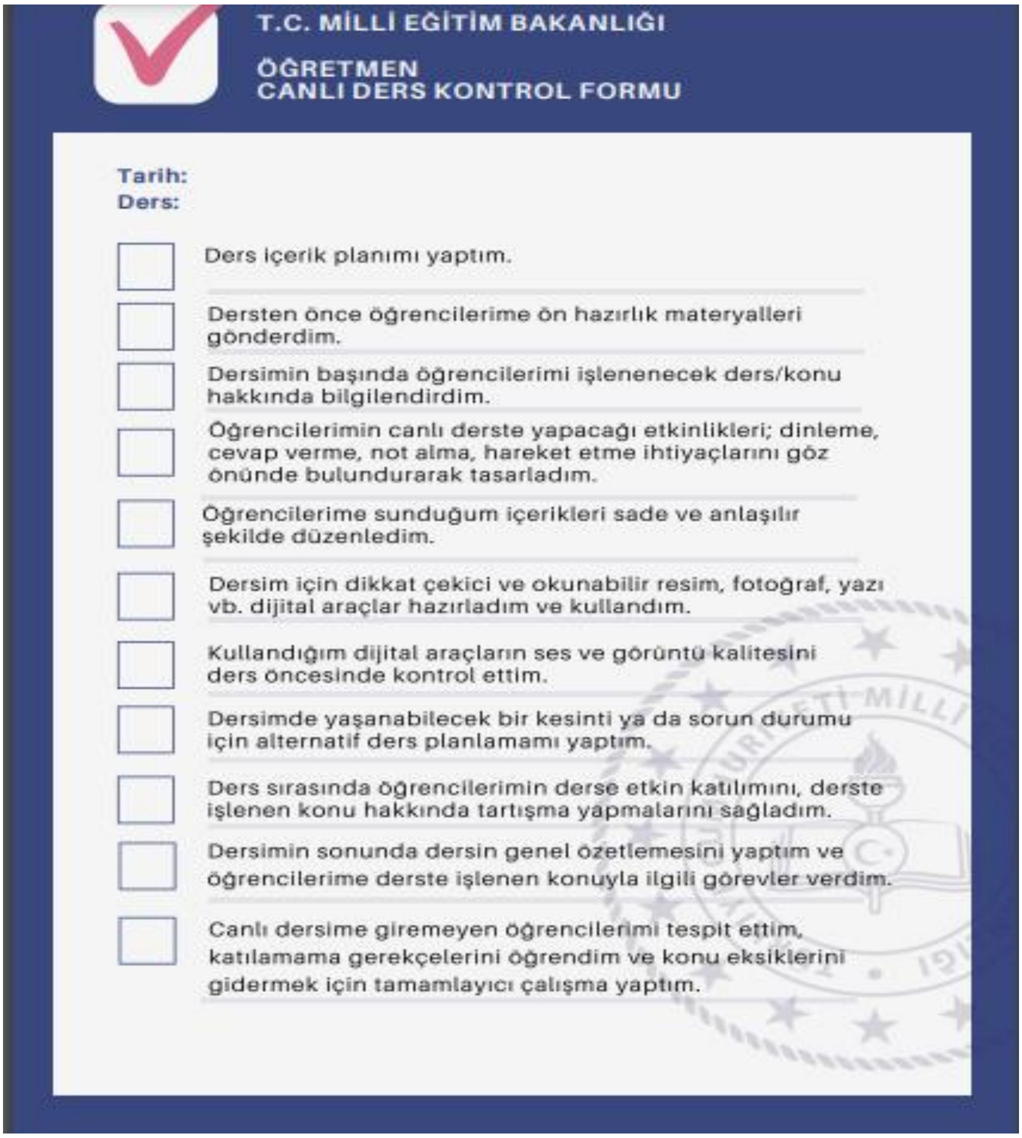
As indicated in the figure above, the rate was recorded 75.3% last year. The rate of households with internet access throughout the country reached 90.7%. This rate was recorded as 88.3% in 2020 (TÜİK, 2020).

Therefore, concerning the case of the live classrooms seems quite similar both for teachers and the learners regarding internet access. Furthermore, due to motivational, ethical, and technical reasons, live classes had some regulations for teachers and students.

Figure 7. EBA live class agreement poster by MoNE

Source: Milli Eğitim Bakanlığı, Canlı Sınıf Anlaşması,2020

Figure 7 is about the expected student behaviors by MoNE. The live class agreement poster reveals the case of the live classes. MoNE draws the limits and sets codes of online behavior for the students positively to increase their motivation, and at the same time, this poster seems to assist teachers in live classroom management. As the presence of expected student behaviors, MoNE set some expected teacher behaviors regarding preparation, process and after lesson activities.



T.C. MİLLİ EĞİTİM BAKANLIĞI

ÖĞRETMEN
CANLI DERS KONTROL FORMU

Tarih:
Ders:

- [ ] Ders içerik planımı yaptım.
- [ ] Dersten önce öğrencilerime ön hazırlık materyalleri gönderdim.
- [ ] Dersimin başında öğrencilerimi işlenenecek ders/konu hakkında bilgilendirdim.
- [ ] Öğrencilerimin canlı derste yapacağı etkinlikleri; dinleme, cevap verme, not alma, hareket etme ihtiyaçlarını göz önünde bulundurarak tasarladım.
- [ ] Öğrencilerime sunduğum içerikleri sade ve anlaşılır şekilde düzenledim.
- [ ] Dersim için dikkat çekici ve okunabilir resim, fotoğraf, yazı vb. dijital araçlar hazırladım ve kullandım.
- [ ] Kullandığım dijital araçların ses ve görüntü kalitesini ders öncesinde kontrol ettim.
- [ ] Dersimde yaşanabilecek bir kesinti ya da sorun durumu için alternatif ders planlamamı yaptım.
- [ ] Ders sırasında öğrencilerimin derse etkin katılımını, derste işlenen konu hakkında tartışma yapmalarını sağladım.
- [ ] Dersimin sonunda dersin genel özetlemesini yaptım ve öğrencilerime derste işlenen konuyla ilgili görevler verdim.
- [ ] Canlı dersime giremeyen öğrencilerimi tespit ettim, katılamama gerekçelerini öğrendim ve konu eksiklerini gidermek için tamamlayıcı çalışma yaptım.

Figure 8. Teacher Checklist for online lessons

Source: Eba,Canlı Ders Takip Formu, 2020

Figure 8 displays teachers' checklist, prepared by MoNE, guides teachers according to the parameters for an ideal online classroom setting. In the same vein, it draws the framework of the expected results from the live lessons. The checklist is officially valid for all teachers in all disciplines. Moreover, general competencies for the teaching profession are predetermined in general competencies for the teaching profession by the General Directorate for Teacher Training and Development. Therefore, it is essential for teachers to keep up with the competencies in online classes.

2.6. Related Studies on EBA

EBA, which is an important component of the FATİH Project, Movement of Enhancing Opportunities, and Improving Technology, was established in 2011 as an e-content provider, and since then, it is in the process of non-stop development both for teachers and students. In Turkey, within the process of digitizing education, EBA functions as a key factor and one of the vital parts of the Fatih Project. Therefore, having a great number of teachers and students in every corner of Turkey, the case of EBA has always been an attractive issue for the researchers, and a considerable amount of study is available. The studies are mainly about the structure of EBA, its modules and teacher-students' perceptions.

In 2013, Ekici and Yılmaz studied Fatih Project in detail and reported that e-content development is an urgent issue. Following this study, another research was conducted by Anatürk (2014) with science teachers regarding interactive whiteboard s. Within the study, the researcher discussed the interplay among EBA, e-contents and the interactive whiteboard s and stated that it was significant to offer activities that would lead students to participate more in lessons. In terms of the utilization of interactive whiteboard s, Birişçi and Çalık-Uzun (2014) focussed on the experiences of mathematics teachers and found that the activities in EBA were not sufficient and low in level and furthermore had accessibility problems during the lessons. In their study entitled "Evaluation of FATIH Project in consideration of 21st Century Skills," Eryılmaz and Uluyol (2015) examined the correlation between 21st-century skills and EBA as a learning platform. They clearly stated that e-contents should be designed to enhance creative thinking, critical thinking, problem-solving, communication, collaboration, flexibility, harmony, self-management, social skills, productivity, accountability, and leadership skills. In addition, Alabay (2015), in his master's degree thesis, carried out "A Research into Secondary Education Teachers' and Students' Views on EBA (Educational Informatics Network) Usage" and concluded that the majority of teachers stated that the teacher-training about EBA was not sufficient, and it was determined that the content of the lessons in EBA was insufficient to meet the needs of the teachers. In the same year, Ateş et al. (2015) studied the contribution of video content in EBA regarding Turkish courses. It was found out that the e-contents were not sufficient for the needs of the course, and most of the e-contents were not prepared in accordance with the course objectives and the national curriculum. In another master's degree thesis, Kalemkuş (2016) focussed on the teacher and student opinions and reported that the frequency of EBA usage decreases at home due to inadequate internet connection. Furthermore, Çakmak and Taşkıran (2017) focussed on the views of social studies teachers and found that EBA would be more useful if the content was enriched and the schools were provided with better internet infrastructure according to the teacher views. Kızılet and Özmen (2017) investigated the characteristics of EBA in their qualitative study and studied the views of academics and authorities on the e-content of the platform for English courses. Throughout the data, they reported that e-content materials on the website were not interactive, and they did not promote communication but present grammatical structures mostly through translation. Ayan (2018) conducted his master's thesis on the use of EBA e-contents and self-designed course materials of teachers working in different branches affiliated with the MoNE. It was found out through the study that teachers did not prefer using EBA as much as they spent time on other websites, and EBA was not used by many teachers. In a study by Saklan and ÜNAL (2018), EBA was focussed on comprehensively as a platform through the experiences of science teachers. Semi-structured interviews clearly indicated that teachers had problems with slow internet speed, weak network infrastructure, a limited number of e-contents, and accessing suitable e-contents based on Grade. It was also found out that teachers mainly used EBA for test solving, lecturing during the lesson, reading news, and downloading necessary e-contents. However, the number of teachers creating and sharing their content on EBA is found to be quite low. Elçiçek (2019) studied the usage frequency of EBA as a master's thesis and concluded that teachers reported they benefited most from the e-contents. The research findings underlined that EFL teachers use EBA more frequently than the teachers of some other branches, and this positive result is linked with the EFL teachers' use of foreign language portals in their lessons.

In conclusion, the studies by Saklan and Ünal, 2018; Kızılet and Özmen, 2017, and Ateş et al. 2015 on EBA clearly illustrated that EBA needs to be developed regarding e-content which needs to keep updated in line with the national curriculum. Moreover, if all the studies above are examined in detail, it can be inferred that online educational learning platforms are beneficial for students as they can be used independently from time and place, supporting student autonomy. The studies, which were conducted few years after the foundation of EBA in 2011, by Ekici and Yilmaz 2013; Anatürk 2014, and Birişçi and Çalık-Uzun, 2014, e-content quality together with user interface were the main focus, and the researchers tried to investigate the attitudes and age levels. Following the rise of mobile applications for IOS and Android devices, EBA still lacked sufficient hardware and infrastructure and sufficient course content. From this standpoint, the existing literature proves that Turkey started to integrate technology into education via the FATİH Project and EBA emerged as a crucial component for e-learning. The striking point is that the handicaps underlined since the foundation of EBA in 2011 have been mentioned by the teachers during the school closure due to Covid-19 in 2020-2021. Therefore, this point can be accepted as the starting point of this thesis. EBA, whose problems have been reported by teachers, students and academics for years, has offered a practical solution to distance education with the integrated live lesson module during the Covid-19 period. However, if the studies carried out since 2011 had been considered, could distance education have been in a different and more ideal position during the distance education process in Turkey? Turkey as a country that has realized the importance of digitalization in education and has made serious investments in this regard with the Fatih project, there appears no study found in the literature investigating whether English teacher competencies have been transferred to digital education via EBA, and there has been no study encountered revealing how this issue is reflected in the pandemic period. Furthermore, none of the afore-mentioned studies includes a live lessons module as these studies were conducted before the Covid-19 outbreak, and the live lessons module was presented following the school closures right after the Covid-19 pandemic. Therefore, this study is assumed to contribute to the literature and fill a gap.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter aims to present the design implemented in this research by referring to the rationale behind data collection and analysis procedures. In this chapter, participant selection of the study, sampling technique, research context, data collection tools, and data analysis have been presented, respectively.

3.2. Research Design

Regarding the aim of this study, both quantitative and qualitative data were gathered to obtain more generalizable findings. Creswell and Plano Clark (2011) state research designs are composed of data gathering, analyzing and reporting approaches in research studies. For the mixed design concept, as Dörnyei (2007) states, it reveals the best patterns of the two methods and thus makes the studies stronger. There are four types of mixed-method designs, as Creswell & Plano Clark (2011) report: the Embedded Design, the Triangulation Design, the Explanatory Design, and the Exploratory Design.

In this study, the research is constructed with the explanatory sequential design of the mixed-method research design strategies. The mixed-methods sequential explanatory design includes two distinct phases: quantitative followed by qualitative (Creswell, Plano Clark, et al., 2003). In this design, a researcher collects and analyzes the quantitative data and then the qualitative (text) data are collected and analyzed second in the sequence and to help explain or elaborate on the quantitative results obtained in the prior phase. In this way, the qualitative data helps to refine and the statistical results by obtaining introspections of the participants (Creswell, 2003; Rossman & Wilson 1985; Tashakkori & Teddlie, 1998).

This study aims to investigate the self-efficacy levels of the EFL teachers, and 9th Grade high school students on EBA live classes in terms of English special area competencies. The present study adopted a mixed-methods design to delve into teachers' and students' self-efficacy beliefs in teaching and learning EFL competencies during EBA live classes, which became essential following the Covid-19 pandemic. In this context, this study uses two questionnaires, one for EFL teachers and one for the 9th Grade students, to collect quantitative data and a semi-structured interview to gather research data. In the quantitative part of the study, EFL teachers' self-efficacy beliefs are researched through EFL teachers' special area competencies scale, namely the English Teacher Subject Area Competency Scale developed by Çelik, Erdamar-Koç, Çelik in 2018 (ETSACS). Second, the 9th Grade high school students' self-efficacy beliefs are investigated through the Student Self-Efficacy Scale by Hancı- Yanar and Bümen in 2012 (SSES). Following the quantitative part of the study, the data for EFL teachers' opinions regarding EBA live classes within the context of self-efficacy and special area competencies are collected and then analyzed. Based on the findings of the data collected throughout the study, implications and conclusions are discussed.

As mentioned and described, the study was designed with the explanatory sequential research design. Regarding the quantitative phase of this research, teachers and students in Hatay province-Turkey responded to a questionnaire, and as for the qualitative part, semi-structured interview technique was employed to get the teachers' introspection. The EFL teachers (n= 16) and students (n= 160) who took part in the questionnaire were voluntary EFL teachers and students using EBA live classes. The students of the interviewed teachers were chosen to get reliably matching data. As the students are younger than 18 years old, their parents were informed beforehand, and then, permissions were gathered by sending official letters and receiving their approvals. The EFL teachers interviewed were all volunteers. The interviews were recorded, and teachers' utterances were transcribed for content analysis in terms of wording and coding and finding out common themes.

3.3. Sampling and Participants

16 EFL teachers (4 males; 12 females) participated in this research. One of the teachers had a doctorate degree, another one had a Master of Arts degree in ELT and 9 of the EFL teachers were the BA graduates of Faculty of Education, and five of them were the BA graduates of Faculty of Letters.

Table 1.

Demographic Variables of the EFL Teachers to the Questionnaire

	Properties	*Number (N)*	*Percentage(%)*
Gender			
	Male	6	37.95
	Female	10	62.05
	Total	16	100
Level of Education			
	Bachelor's Degree	15	93.8
	Master of Arts	1	6.3
	Doctoral Degree	1	0
	Total	16	100
Type of Education			
	Faculty of Education	11	68.8
	Faculty of Letters	5	3.3
Total		100.0	100.0

According to demographic findings regarding the gender of the EFL teachers, more than half of them (62.5%) are female (n= 10) and 37.95% of them are male (n= 6). While the majority of the EFL teachers (93.3%) have bachelor's degrees (n= 15), only one teacher has an MA degree. Regarding the type of education, 68.8% of them (n= 11) are graduates of the Faculty of Education whereas 31.3% of them (n= 5) studied English Language and Literature at university.

The characteristics of the students are important for a sound evaluation of the perceptions and comparison with teacher perceptions regarding distance education and self-efficacy perceptions regarding the EFL competencies in the EBA live class setting. Table 2 displays the demographic characteristics of the students.

Table 2.

Demographic Variables of the Students to the Questionnaire

	Properties	***Number (N)***	***Percentage(%)***
Gender	Male	76	47.5
	Female	84	52.05
	Total	**160**	**100**
Grade	The 9th Grade	160	100
	Total	160	100
School Type	Anatolian High Sch.	160	100
Total		160	100

The general profile of the students can be seen in Table 2. The total number of students who participated in this research is 160. Table 2 indicates that 47.5% of the students (n= 76) are male while 52.5% are female (n= 84). Thus, 100% of the students are 9th Graders and Anatolian high school students in Hatay, Turkey. In addition, the students were particularly chosen from the same school type as they are exposed to the same syllabus with similar materials within the same class hours through EBA live.

The semi-structured interviews were carried out with 16 EFL teachers. The convenience sampling technique was utilized as a result of the accessibility due to Covid-19 restrictions. As Dörnyei (2017) explains, in case of having a nonprobability or nonrandom sampling, convenience sampling is used through the conditions of Convenience sampling (also known as Haphazard Sampling or Accidental Sampling), which is a type of nonprobability or easy accessibility, geographical proximity, availability at a given time, or the willingness to participate.

3.4. Data Collection Procedure

The Data Collection procedure covered the spring semester of the 2020-2021 academic year when the live classes were still carried out due to the worldwide pandemic of Covid-19. Before the process, the necessary permissions were obtained via official approval letters. After receiving positive responses from the designers of the scales, teachers and the parents of the students, and the Provincial Directorate for National Education of Hatay/Turkey, the study was conducted. Concerning semi-structured interviews, 16 EFL teachers took part as respondents, and the interviews lasted for 32 minutes on average. The talks were audio-recorded and transcribed into wording to group concepts handled through codes. All the 16 participants answered the English Teacher Subject Area Competency Scale (ETSACS) developed by Çelik, Erdamar-Koç, Çelik in 2018, and 160 students answered the Student Self-Efficacy Scale (SSES) developed by Hancı-Yanar and Bümen in 2012.

3.5. Data Collection Tools

The current study investigated the concept of students' and EFL teachers' self-efficacy beliefs towards EBA Live English Classes within the context of distance education.

In the first phase of the data collecting, English Teacher Subject Area Competency Scale (ETSACS) developed by Çelik, Gürcü and Çelik (2018) was employed. As assigned in all scales, the scale of the current study also consisted of two aspects, namely one and two and 36 items based on EFL teachers' competencies with a five-point Likert scale. ((1*) Strongly Disagree*; (2) *Disagree*; (3) *Partly Agree*; (4) *Agree*, and (5) *Strongly Agree*). Following the first questionnaire, the Scale for High School Students' Beliefs of Self-Efficacy in English (SSES), designed by Hancı-Yanar (2012), was implemented. The scale consists of 34 items and four parts regarding the four English skills with a five-point Likert scale ((1) *Strongly Disagree*; (2) *Disagree*; (3) *Partly Agree*; (4) *Agree*, and (5) *Strongly Agree*). In the second phase, a semi-structured interview was used to support the data acquired through the scale, and the interview included six open-ended questions and 13 sub-questions, and it was piloted with five EFL teachers beforehand. In addition, due to Covid-19 restrictions, 16 teachers were interviewed via phone calls. The semi-structured interviews were conducted at the appropriate times of the teachers by appointment. Their utterances were recorded with the permission of the interviewee and also transcribed into codes.

3.5.1. Questionnaire

A questionnaire consists of a series of questions to gather answers from the respondents in the target area as a research instrument. In this study, English Teacher Subject Area Competency Scale (ETSACS) with 36 items developed by Çelik, Erdamar-Koç and Çelik (2018) was employed for EFL teachers (see Appendix 1), and secondly, the Student Self-efficacy Scale for English with 33 items developed by Hancı-Yanar and

Bümen (2012) was used for high school English learners (see Appendix 2).

In ETSACS, the questionnaire has two parts, and the first part gathers demographic information (gender, university degree, and the level of education) about the respondents. The second part consists of 36 items regarding EFL teachers' subject area competencies and aims to get the introspection of EFL teachers concerning their perceived self-efficacy beliefs of subject area competencies. The questionnaire had a five-point Likert scale with the following labels:*' (1) Strongly Disagree; (2) 'Disagree'; (3) 'Partly Agree,' (4) 'Agree'* and *'Strongly Agree (5)'*. In consequence of the exploratory and confirmatory factor analysis, which were conducted by Çelik, Erdamar-Koç and Çelik (2018), it was determined that ETSACS had a three-factor structure. Furthermore, the Cronbach Alpha internal consistency and reliability coefficient indicated that the scale was reliable with the scores of KMO= 0.870 and Cronbach Alpha = 0.961, and these scores are within the limits of acceptable parameters.

As for reliability, in this study, we calculated the Cronbach's alpha coefficient, and the results were as follows: Cronbach's Alpha = .988 and Cronbach's Alpha Based on Standardized items = .988 within ETSACS with 36 items.

The second questionnaire in this research is the Student Self-Efficacy Scale. The scale has 34 items and four sub-scales regarding competencies for high school EFL learners in reading, writing, listening and speaking. The questionnaire had a five-point Likert scale with the following labels: *'Absolutely Disagree (1)', 'Disagree (2)', 'Partly Agree (3)', 'Agree (4)'* and *'Strongly Agree (5)'*. The analysis results conducted by Hancı-Yanar, and Bümen (2012) revealed that the Cronbach Alpha internal consistency and reliability coefficient indicated that the scale was reliable with KMO = 0.97, and Barlett test results (Chi-Square 8400.73 $p<0.001$) revealed consistency. These results indicated adequate sampling. Cronbach Alpha was 0.97 for the scale, and the result was accepted to utilize so as it was in the boundary of the reliability for the scale. Concerning four skills, the coefficient values of the scale were as follows: Reading = 0.92, Writing = 0.88, Listening = 0.93 and Speaking = 0.92.

As for reliability, we calculated Cronbach's Alpha Co-efficient and the results were as the following; Cronbach's Alpha = .961 and Cronbach's Alpha Based on Standardized items = .962 within SSES with 33 items.

3.5.2. Semi-structured Interviews

Subsequently, to provide in-depth analysis for the qualitative data, semi-structured interviews with six items were conducted with voluntarily selected 16 EFL teachers (four males; 12 females) regarding their self-efficacy beliefs on EBA live classes related to English competencies. A pilot study was carried out to increase the validity and reliability of the data gathering procedure. Six teachers and an expert voluntarily took part in the pilot study, and following the feedback of the teachers, two of the semi-structured interview questions were modified, and sub-questions were added to provide clarity and avoid ambiguity. Then, the items were given to three language experts to make corrections in case of ambiguity. After reaching the consensus, the final form was assigned to be utilized in the study. Therefore, the questions of the interview were strengthened, gaining relevance and order.

3.6. Data Analysis

This study employed a mixed-method design, and this enabled the researcher to provide more grounded, sound, and multidimensional data. As Creswell underlines, mixing both quantitative and qualitative data strengthens the data collection and analysis procedures; therefore, this aspect gives the researcher a chance to delve into the focus of the study and provides the researcher with a deeper and better understanding of the case (Creswell, 2014). To describe participants' opinions, the data were analyzed through descriptive analysis; means, standard deviations, and percentages. Then, thematic analysis was used regarding themes and codes to analyze the semi-structured interview data.

3.6.1. Quantitative Data

Following the implementation of the questionnaires for both teachers and students, the data were analyzed through descriptive analysis using SPSS 25.0 Program. Means, standard deviations and percentages have been identified and tabulated for analysis. Then, through Cronbach's Alpha, the reliability coefficients were calculated, and the values were indicated.

3.6.2. Qualitative Data

The qualitative data of this study was acquired through semi-structured interviews with 16 EFL teachers. As the EFL teachers did not feel comfortable in online platforms, the interviews were held via phone calls and recorded by a mobile phone application and transcribed by the researcher word by word.

This study employed an inductive approach as the themes were determined by the codes that emerged from the thematic analysis through the semi-structured interviews by the EFL teachers. The codes were determined by considering the similar expressions noticed during the reading of the transcribed data and were fixed by considering the similar expressions identified in the participants' statements. The researcher has analyzed the data with the help of an expert in terms of themes and codes. Then, the codes were arranged under the themes and presented theoretically. Direct quotations from the participant responses were also given to support the identified themes. Therefore, to keep the participants’ identities confidential, each semi-structured interview form was coded with numbers such as “Teacher 1, Teacher 2” rather than the participant’s actual names for ethical purposes.

CHAPTER IV

FINDINGS AND RESULTS

4.1. Introduction

This chapter aimed to get a deeper understanding of the research theme by analyzing the quantitative and qualitative data and triangulation of them. The findings and results obtained from the quantitative and qualitative data have been presented to answer the following research questions:

1. What are the self-efficacy perceptions of high school EFL teachers teaching the 9th Grade high school students towards teaching English within distance education?
2. What are the self-efficacy perceptions of the 9th Grade high school students towards learning English within distance education?
3. To what extent do EFL teachers transfer the language skills and outcomes of the special area competencies of English stated by MoNE for the 9th Grade high school students into EBA live classes?
4. Are there any similarities or differences between the self-efficacy perceptions of EFL teachers and 9th Grade high school students towards distance education?

4.2. RQ1. What are the Self-Efficacy Perceptions of High School Teachers Teaching the 9th Graders Towards Teaching English Within Distance Education?

Self-efficacy can be defined as the confidence or strength of belief regarding the capability of an individual to achieve a future task. In this research, investigating the perceived self-efficacy levels of teachers is essential to gain a more comprehensive outlook regarding EBA live classes within the frame of distance education. Thus, the first research question receives its data both through ETSACS (the quantitative data) and the semi-structured interviews for teachers (the qualitative data).

Table 3.

The Classifications of the Semi-structured Interview Questions According to Teacher Subject Area Competencies Guided by General Directorate of Teacher Training by MoNE

Classification of the Questionnaire Items
A- Planning the English Language Teaching Processes B- Improving Language Skills C- Monitoring and evaluating language development. D- Professional Development in the field of English

For a deeper understanding of the teacher self-efficacy beliefs regarding EFL teacher competencies during EBA live classes, the items in the questionnaire given in Table 2 were classified through the assistance of an EFL expert. The classifications were implemented according to the EFL Teacher Subject Area Competencies guide by the General Directorate of Teacher Training in 2017.

The classifications in Table 3 assisted the researcher in getting a better understanding of the relation among the codes that emerged through the thematic analysis and performance indicators in Teacher Subject Area Competencies Guided by the General Directorate of Teacher Training by MoNE. Therefore, in Table 4 and the following tables, the items were chosen according to the classification in Table 3.

Table 4.

The Percentages of the EFL Teacher Answers within Planning the English Language Teaching Processes in Distance Education Category

Planning the English Language Teaching Processes in Distance Education	**N**	**Mean**	**SD**	**Strongly Disagree**	**Disagree**	**Partly Agree**	**Agree**	**Strongly Agree**
5. I can keep the students' interest alive with the materials.	160	**4.13**	1.08	0.0	12.5	12.5	25.5	**50.0**
4. I can design appropriate material for the student level, apart from the textbook when needed.	160	**4.00**	1.09	0.0	12.5	18,8	25.0	**43.8**
7. I can contribute to the student's awareness about his own learning style (visual, auditory, physical).	160	3.94	1.06	0.0	**18.8**	0.0	50.0	31.3
2. I can determine the characteristics that the teaching environment should have.	160	3.81	0.75	0.0	6.3	18.8	62.5	12.5
3. I can create the stimuli (such as visual, auditory materials) that should be present in the teaching environment.	160	3.81	0.99	0.0	6.3	12.5	50.0	31.3
1. I can plan instructional activities appropriate to student-level that will improve students' language skills.	160	**3.75**	0.85	0,0	6.3	12.5	68.8	12.5
6. I can contribute to the student's determination of an appropriate learning strategy.	160	**3.75**	1.06	0,0	12.5	31.3	25.0	31.3

According to Table 4, the findings reveal that regarding planning the English Language Teaching Processes in the Distance Education category, the distribution of the mean values is above 3.75. Especially item 5 (m=4.13, sd=1.08), which is about keeping the students' interest alive, and item 4 (m=4.00, sd=1.09), which is about designing appropriate material for the student level, apart from the textbook, have the highest scores. When we look at the level of participation in terms of percentages, 50% of teachers *Strongly Agreed* on item 5, and 43.8% *Strongly Agreed* on item 4. According to the findings through the questionnaire, these results reveal that teachers seem to have a high level of self-efficacy about keeping the students' interest alive with the materials, and they believe that they can design appropriate materials for the level of students, apart from the textbook, when needed. The thematic analysis of data regarding the semi-structured interview portrays an alternative dimension regarding the high levels of teacher self-efficacy. Some teachers were satisfied with the ready materials by the OGM (General Directorate of Secondary Education) materials site.

Teacher 6., *"The coursebook met all my needs during the live lessons. First of all, you can use its interactive version and can do the activities. So, I did not have any problems regarding their interests or planning. The problem is that the level of my students is low. They are just beginners, and the number of activities is enough for me. However, if they were B1, the coursebook wouldn't be satisfying."*

Teacher 9., *"The aims and the objectives of the curriculum are important for me. I never risk skipping one of them while using another book or website. On the other hand, if there was a book strictly following the curriculum, then I may use it."*

However, some of the rest claimed that they had difficulties designing appropriate materials for the level their students, apart from the textbook, because searching the net for proper materials put an extra burden on their shoulders.

Teacher 1., *"There is a standard on YouTube. A standard for Generation Z. When you do the activities on YouTube, you, as a teacher, catch them. However, we should work on the materials on EBA because EBA is ours. It is national."*

Teacher 2., *"I spend extra time to look for videos, watch every second of them to check if they are appropriate or not and for the ethical reasons as well. This is important because new materials keep the students' interest alive. However, for a teacher to find interesting materials, he should have a great deal of time."*

Teacher 3., *"During the school closures, I tried to do my best. I planned my lessons beforehand, but during the school closures, I have many extra things to do at home as a mother of 3 boys! I wish we had more ready materials."*

Teacher 14., *"Many of the students find the materials childish on EBA. They never complete their works if I assign them through EBA. However, if I direct them to some other website to develop themselves, they complete their work. Cambridge is my number one; it is a must. If we are supposed to do this job on an online platform, we need interactive content at all levels and rich sources.!"*

Teacher 16., *"You need to plan your lesson, and this is a must! If you have even one student online, you should catch his attention. At this point, rather than spending much time on designing and looking for extra funny material, I'd like to focus on the process and their special needs."*

The lowest mean value (3.75) belongs to items 1 and 6, about planning instructional activities appropriate to student-level that will improve students' language skills and contribute to the student's determination of an appropriate learning strategy (strategies such as repetition, attention & interpretation). The majority of teachers believe that they can contribute to proper learning strategies of students by effective planning. Regarding this case, during the semi-structured interview, some of the teachers complained about not having the minimum necessities for an online language class setting to help the students determine an appropriate learning strategy. However, nearly every teacher (except for teachers 6 and 9) repeatedly used the words; ''cameras, chatbox, and interaction' pointing out the core needs of a language lesson requiring communication and interaction. The case of the disabled cameras was mentioned 48 times, and the disabled chatbox was mentioned 27 times, while the word interaction was mentioned 13 times during the semi-structured interviews.

Teacher 6. *"It was a disadvantage that the cameras are off. We speak, we try to teach, but we do not even know what they are doing at that time. Maybe they are in their beds and sleeping or having a nap! In this way, when I ask a question, no one answers me or answers if they feel like doing so. Some of them send me messages saying that their mics are broken. I have never felt sure about the distance learning process because of the camera issue. It is annoying, and I feel nervous."*

Teacher 8., *"When the chatbox is disabled, it becomes a problem for me to share a link with the students."*

Teacher 11., *"When their mics are broken, they write me through Whatsapp. If the chatbox were active, they could inform me through writing there. It looks as if it is us who distract their concentration at this point. As their cameras are turned down, I never know if they continue messaging via Whatsapp."*

Teacher 3., *"It was a disadvantage that the cameras are off. We speak, we try to teach, but we do not even know what they are doing at that time. Maybe they are in their beds and sleeping or having a nap! In this way, when I ask a question, no one answers* *me or answers if they feel like doing so. Some of them send me messages saying that their mics are broken. I have never felt sure about the distance learning process because of the camera issue. It is annoying, and I feel nervous."*

Teacher 15., *"They see me, but I don't. This is not interaction."*

From this standpoint, the aforementioned teacher excerpts seem to support the lower mean values of item 2 (m=3.81, sd=0.75) '*I can determine the characteristics that the teaching environment should have*.' and item 3 (m=3.81, sd=0.99) '*I can create the stimuli (such as visual, auditory materials) that should be present in the teaching environment.*' Therefore, the results through items 2 and 3 seem to portray low teacher self-efficacy when compared to items 5 and 4.

In terms of *contributing to the student's awareness about his own learning style (visual, auditory, physical)* in item 7 (m=3.94, sd=1.06), teachers 50% of the teachers *Agreed* while 31.3% of them *Strongly Agreed* as Table 3 illustrates; however, this result does not seem to tie well with the results regarding the thematic analysis. The thematic analysis results show that there might be some handicaps regarding time limitations and management affecting the teacher support on the student's awareness about his own learning style. When the teachers were asked '*To what extent can you respond to the needs of students at different levels and with different learning strengths during the live lesson?*' teachers seem to use the same codes 'time *limitation and management*' repeatedly as it can be seen through the following excerpts.

Teacher 8., *"Different students have different needs regarding four language skills. Due to time limitations in addition to cameras, it becomes harder to detect their needs. Then I start to feel useless because I do not know how to handle the problems. Sometimes I would like to write them to support or to warn, but seeing the chatbox is disabled by MoNE, I give up."*

Some EFL teachers constantly complained about detecting some problems, but they reported ignoring the cases due to insufficient time.

Teacher 12., *"It can only be a dream to achieve this in a thirty-minute period. I am afraid we might have already lost those students. I do not really know. There are students who have never joined the live classes. Never. Some of them enter, but only their* *names are on the right side of the screen, and they do not talk. I tried once, twice to stimulate them, but other students are waiting. Then I informed their families, counsellors, and other teachers of the same classes. Some of them really improved, but most of them did not. It is still the same even today. We should be trained for this. I am speechless."*

Thematic analysis results seem to support Table 4 and underline that regarding Planning English Language Process, computer proficiency might be of vital importance to have an effective command of the online teaching process. While some of the teachers claimed that they were pretty good at using computers and good at integrating their skills in distance education, the rest reported that they had problems integrating online education because of their insufficiency in digital skills. These points might have the potential to affect teacher self-efficacy levels during EBA live classes.

Teacher 8., *"To be honest, until the school closures, the only technology was social media for me. My only skill was to upload photos to my accounts. It was all about making comments, following, and likes. Then, all of a sudden, we found ourselves in front of the computers to accomplish our profession. My kids helped me. I learned screen sharing, sending links, making slides. In the beginning, I made my kids sit next to me in case of a technical problem. My children are also university students, and they had their online classes as well. At such a point, my students helped me. They guided me about using Zoom."*

Teacher 15., *"Not bad. Sometimes I am stuck and can't find the problem. At that moment, in front of the camera, I feel depressed. The students might be mocking, who knows! I cannot see them."*

Teacher 16., *"I am pretty good at using them."*

Teacher 2., *"I am already interested in computers. We used to shoot videos with my friends and edit them when I was a university student. I have always wanted the same for my students and have already been doing, so I am not a stranger to computers. I also like joining courses, and I especially like Web2.0 tools, and I use them in my classes.*"

Improving Language Skills is the second classification of the teacher questionnaire. Table 5 includes items regarding the four language skills of the English language teaching process. In this context, the items can be grouped as receptive (reading and listening) and productive (speaking and writing) skills. Regarding improving language skills, the mean values for teacher self-efficacy beliefs are remarkably over 4.00 according to the responses of teachers. Table 5 displays the descriptive analysis of the teacher responses in *improving language skills in distance education*, which provides mean scores, standard deviations, and percentages of each item separately in descending order.

Table 5.

Descriptive Statistics Regarding the Teachers' Responses about Improving Language Skills in Distance Education

Improving Language Skills	**N**	**Mean**	**SD**	**Strongly Disagree**	**Disagree**	**Partly Agree**	**Agree**	**Strongly Agree**
17. I can ask 5W1H questions that can determine what students understand from what they read.	16	**4.31**	0.70	0.0	6.3	12,5	37.5	**43.8**
8. I can find texts suitable for the acquisitions that will improve students' listening skills.	16	4.25	0.68	0,0	0.0	12.5	50.0	37.5
10. I can initiate dialogues appropriate for the outcomes that will improve students' speaking skills.	16	4.19	0.75	0.0	0.0	18,8	43.8	37.5
15. I can find texts suitable for the acquisitions that will improve the reading skills of the students	16	4.19	0.91	0,0	6.3	6.3	50.0	37.5
21. I can identify the language skills that students have difficulty with.	16	4.18	0.75	0.0	6.3	18.8	37.5	37.5
12. I can give prepared speaking tasks appropriate for the outcomes that will improve the speaking skills of the students.	16	4.06	0.91	0,0	12.5	6.3	43.8	37.5
13. I can give unprepared speaking tasks appropriate for the outcomes that will improve students' speaking skills.	16	4.06	0.98	0.0	6.3	31.3	37.3	25.0
25. I can enable students to use English in a correct and understandable way.	16	4.06	0.85	0.0	0.0	31.3	31.3	37.5
9. I can find short speeches and video recordings suitable for the acquisitions that will improve students' listening skills.	16	4.00	0.96	0.0	12.5	6.3	50.0	31.3
18.I can enable students to reveal predictions by using visuals	16	4.00	0.75	0.0	6.3	12.5	37.5	**43.8**
19. I can give writing tasks suitable for the outcomes that will improve students' writing skills.)	16	4.00	0.89	0.0	6.3	18.8	43.8	31.3

(Table 4. Continue)

22. I can help students improve their listening-watching skills.	16	3.93	0.85	0.0	6.3	18.8	50.0	25.0
24. I can use the interactive approach in language effectively.	16	3.93	0.99	0.0	12.5	12.5	43.8	31.3
14. During the speech of the students, I can ask questions that will guide the conversation.	16	3.81	0.91	0.0	6.3	12.5	37.5	**43.8**
20. I can give assignments that will enable students to write prepared or unprepared.	16	3.81	1.04	0.0	12.5	25.0	31.3	31.3
26. I Can improve the language skills of students with different learning abilities.	16	**3.81**	1.47	**6.3**	6.3	25.0	37.5	25.0

Regarding reading skills, as displayed in Table 5, when EFL teacher self-efficacy beliefs are examined, it might be observed that the highest mean score belongs to item 17 (m=4.31, sd=1.08), which is about *asking 5W1H questions that can determine what students understand from what they read.* Furthermore, the level of participation reveals that 43.8% of the teachers *Strongly Agreed* on item 17 while 6.3% of the teachers *Disagreed.* This result might indicate that the majority of the teachers have sound self-efficacy levels regarding item 17. Furthermore, item 15 (m=4.19, sd=0.91), which is about being able *to find texts suitable for the acquisitions that will improve the reading skills of the students*, it can be observed that 50% of the teachers *Agreed* with the item. On the other hand, during the semi-structured interview, some teachers reported that due to the disabled student cameras, they had problems regarding management. Some teacher excerpts are as the following;

Teacher 5., *"I can never be sure that they read the text I shared on the screen because their cameras are disabled. It takes time to tell them to turn the cams on one by one. So, when I ask them to read a text, they might be doing many things except reading. You never know!"*

Teacher 7., *"Actually, to check if they comprehend or not, we normally ask questions. However, due to the disabled cameras, I do not know the reason why a student couldn't answer my question. Did he really read or did something else?"*

Regarding listening skills, Table 5 elucidates that in item 8 (m=4.25, sd=0.68), 50% of the EFL teachers *Agree* that *they can find texts suitable for the acquisitions that* *will improve students' listening skills*. Furthermore, in item 9 (m=4.00, sd=0.96), 50% of the EFL teachers *Agree* that '*they can find short speeches and video recordings suitable for the acquisitions that will improve students' listening skills.'* Some teacher views are as the following;

Teacher 4., "*I use OGM Material site for the interactive activities for listening skills. They are prepared professionally, but the amount of the activities is limited. This contradicts the nature of online learning. Some students keep asking for more*."

In item 22 (m=3.93, sd=0.85), regarding *helping students improve their listening-watching skills,* 50% of the teachers Agreed on the item.

Teacher 5., *"YouTube is rich in sources. I can find many activities for my students; however, the finding process is tiring because YouTube is not an educational platform, so you need to take care of everything from age, appropriate content, and pop-ups to ethics. I cannot take the risk of any surprises during the lesson."*

Regarding listening skills, during the semi-structured interview, some teachers reported that EBA live lessons platform is better than being at school when it comes to listening activities. The reason for this can be deduced in the following excerpts;

Teacher 4., "*We do not have access to YouTube at school due to the limitations by MoNE. However, EBA online lesson is a tailormade platform for listening activities.*"

Teacher 7., "*I will be very sorry for the listening activities when we go back to school when Covid-19 is over*."

Teacher 3., "I want to continue EBA live classes even though the pandemic is over because teaching equipment is not enough at our school. I want it for listening activities."

In Table 5, the results for speaking skills display that the mean scores for item 10 (m=4.19, sd=0.75), which is about *initiating dialogues appropriate for the outcomes that will improve students' speaking skills*, the item 12 (m=4.06, sd=0.91), which is about *giving prepared speaking tasks appropriate for the outcomes that will improve the speaking skills of the students,* and item 13 (m=4.06, sd=0.98), which is about *giving unprepared speaking tasks appropriate for the outcomes that will improve students' speaking skills,* are above the average mean score, which is 4.03 as given in Table 5. Thus, these results might indicate a remarkable rate of teacher satisfaction regarding the objectives of the speaking skills. Some teachers' views are given below;

Teacher 7., *"EBA live class setting makes it easier to talk for students as I can use more visuals and videos. Unfortunately, at school, we cannot connect YouTube or British Council Website through the smartboards, and OGM Material is poor in the number of activities."*

Teacher 8., *"Interactive activities boost their speaking motivation."*

Teacher 10., *"I will use EBA live classes for speaking from now on. It is a tailormade setting for my students and me.*

The percentages for item 14 (m=3.81, sd= 0.91) (*asking questions to guide the conversation during the speech of the students)* and item 18 (m=4.00, sd=0.75) (*enabling students to reveal predictions by using visuals*) are 43.8% for *Strongly Agree* but 6.3% for *Disagree.* This might put forward that the percentages of teacher participation look similar in terms of item 14 and item 18.

In addition, some teachers' responses in the semi-structured interview support these items, too:

Teacher 2., *"Guiding the speaking on EBA live class is fun for me because speaking is speaking. I feel good at managing the speaking process."*

Teacher 4., *"There are millions of visuals on the net. I always use them to trigger the speaking skill."*

In terms of writing skills observing the mean values of the items in Table 5., the results reveal that teacher self-efficacy levels seem satisfactory in the results of the teacher questionnaire. However, some teachers seem to give detailed answers in the semi-structured interview; therefore, the level of self-efficacy in terms of writing skills seems to be decreasing. For example, while the mean value is 4.00 and the standard deviation value is 0.89 for item 19, which is *'I can give writing tasks suitable for the outcomes that will improve students' writing skills.',* in the semi-structured interview results, some teachers complain about their need for in-service training for online teaching techniques in writing skills. Therefore, the findings display a discrepancy between the results of the teacher questionnaire and the semi-structured interview.

Teacher 5., *"I do not know how to teach reading and writing in EBA live classes.*

I personally need professional support. I need in-service training."

Teacher 12., *"Even the chatbox is disabled. If it weren't, I would use it for short answers or dictation. Do we really want them to write?"*

Teacher 13., *"I did not know that the students could write using the interactive whiteboard! I am angry with myself because I was ashamed to ask my colleagues, and we were not trained how to use the platform."*

Item 20 (m=3.81, sd=1.04), which is about *giving assignments that will enable students to write prepared or unprepared tasks,* indicates that 31.3% of the teachers Agreed with it while 12.5% of them Partly Agreed. In the semi-structured interview, some teachers reported that giving them unprepared tasks during EBA online classes is a handicap due to the time limitation.

Teacher 8., *"At school, I give them a piece of paper and want them to write some sentences about a specific subject, but on EBA, I couldn't do this."*

Teacher 9., *"I want them to e-mail me, but they scarcely do it."*

As well as including items on four language skills, Table 5 also includes items (items 21, 25, 24 and 26) which are about the general competencies of teachers regarding teaching four language skills to their students. Item 21 (m=4.18, sd=0.75), which is about *identifying the language skills that students have difficulty with,* is *Agreed* by 37.5% of the teachers, and the semi-structured interview results might support this relatively lower percentage as the teachers reported difficulties about identifying the individual handicaps regarding language skills due to time limitations, disabled cameras and muted microphones.

Teacher 10., *"Disabling the cameras and microphones cause a rigid atmosphere. In such an atmosphere, the students seem to speak only if they really know the right answer. Otherwise, they are silent and afraid to make mistakes, so I cannot detect the problems."*

Item 25 (m=4.06, sd=0.85) is about *enabling students to use English in a correct and understandable way,* and 37.5% of the teachers *Agreed* with the item, and the semi-structured interview results seem to support the result of item 25. In the semi-structured interview, some teachers reported that on EBA live classes, they could use various online sources, which seems to contribute to a higher self-efficacy belief. Some teacher excerpts are.

Teacher 1., *"They are exposed to native speakers and also can watch many videos, and this contributes to their awareness and helps me to motivate them to use the language correctly."*

Teacher 11., *"If I see and hear them, I can motivate them. They see and hear me, and I hope they feel motivated because we have communication problems due to the disabled cameras and inconsistent internet connection."*

Item 24 (m=3.93, sd=0.99), which is about *using the interactive approach in language effectively,* is an item that was *Agreed* by 43.8% of the teachers.

Teacher 10., "Teaching English requires interaction; therefore, I use Kahoot to evaluate them enjoyably. I use Cram because they like playing and scoring. This is Generation Z."

Item 26 (m=3.81, sd=1.47), *which is about improving students' language skills with different learning abilities,* is the only item that teachers *Strongly Disagreed* with (6.3%) in the whole table. Teacher excerpts are as the following;

Teacher 10., "Teaching English requires interaction; therefore, I use Kahoot to evaluate them enjoyably. I use Cram because they like playing and scoring. This is Generation Z."

Teacher 11., "I feel that I cannot access those who feel shy or those who learn differently."

Teacher 5., "Some students are silent, but I cannot find out the reason if I cannot see them throughout the lesson. How can I identify their abilities in online lessons?"

Monitoring and Evaluating Language Development is the third category in the questionnaire and includes items about monitoring and assessment activities regarding the language teaching process. Table 6 displays the descriptive analysis of the teacher responses in Monitoring and Evaluating Language Development, which provides mean scores, standard deviations, and percentages of each item separately in descending order. Regarding the items in Table 6, the majority of the items related to monitoring and evaluating are remarkably over the average mean score (4.06) of the whole table. This might indicate positive perceptions regarding teacher self-efficacy.

Table 6.

Descriptive Statistics Regarding the Teachers' Responses about Monitoring and Evaluating Language Development in Distance Education

Monitoring and Evaluating the Language Development in Distance Education	***N***	***Mean***	***SD***	***Strongly Disagree***	***Disagree***	***Partly Agree***	***Agree***	***Strongly Agree***	***TOTAL***
30. I can write questions suitable for the objectives in different question types (such as true-false, open-ended, completion, short answer, multiple-choice).	16	**4.25**	0.93	0.0	6.3	12.5	31.3	**50.0**	100
34. I can give feedback to his students according to the assessment results.	16	**4.25**	0.93	0.0	12.5	12.5	25.0	**50.0**	100
11. I can ask 5W1H questions that can determine what students understand from what they listen to.	16	4.18	0.91	0.0	12.5	0.0	43.8	43.8	100
33. I can interpret the assessment results effectively.	16	4.18	0.98	0.0	6.3	18.8	25.0	50.0	100
16. I can ask 5W1H questions that can determine what students understand from what they read.	16	4.12	0.95	0.0	12.5	0.0	50.0	37.5	100
29. I can prepare questions to assess the objectives.	16	4.06	1.18	6.3	6.3	6.3	37.5	43.8	100
35. I can benefit from the results of the measurement and evaluation process in a way to improve teaching.	16	4.06	0.92	0.0	6.3	18.8	37.5	37.5	100
32. I can prepare suitable questions for students with different learning abilities.	16	4.00	0.89	0.0	6.3	18.8	43.8	31.3	100
31. I can use alternative assessment and evaluation methods (student portfolio, performance task, project, diaries, etc.) methods and approaches.	16	3.93	1.08	0.0	12.5	12.5	25	50.0	100
27. I can use assessment methods, techniques and approaches to assess objectives.	16	3.88	1.08	6.3	0.0	25.0	37.5	31.3	100
28. I can plan techniques and approaches to assess the objectives.	16	**3.81**	1.16	6.3	6.3	18,8	3.5	31.3	100

According to Table 6, the EFL teacher self-efficacy levels in terms of EFL teacher competencies are given. The highest mean value, 4.25, belongs to item 30. *I can write questions suitable for the objectives in different question types* and item 34; *I can give* *feedback to my students according to the assessment results*. Thus, it can be observed that 50% of the teachers *Strongly Agree* with the statements in both items. Therefore, the level of participation might indicate a strong sense of self-efficacy for items 30 and 34 on Monitoring and Evaluating Language Development in Distance Education. This might be a remarkable finding in understanding the EFL teacher self-efficacy beliefs in their capacity to write appropriate questions concerning the objectives and to give feedback to their students.

Teacher 8., *"At school, giving feedback is easy; however, in EBA live class, it is hard because I cannot understand whom to give feedback as I cannot see their faces."*

Teacher 10., *"How to assess the same objectives in a live platform? That is my question for this year."*

When the mean values are observed in the whole table, it can be noticed that the results for the majority of the items are above the average mean score, which is 4.06, and this might be remarkable regarding the self-efficacy perceptions of the EFL teachers to show that teachers' responses portray a positive picture. On the other hand, item 32 (m=4.00, sd=0.89), item 31 (m=3.93, sd= 1.08), item 28 (m=3.81, sd=1.16) and item 27 (m=3.00, sd=1.08) have the lowest mean scores. Therefore, when compared with the rest of the items in Table 5, teacher self-efficacy beliefs seem to be low in benefiting from the results of the measurement and evaluation process, preparing appropriate questions for students with different learning abilities, planning techniques and approaches to assess the objectives and use assessment methods, practices, and procedures to evaluate objectives. Therefore, while teacher self-efficacy seems positive regarding monitoring and assessing language development, some teachers seem to need support for online assessment. The semi-structured interview results seem to support this finding, and some teachers' views are as the following;

Teacher 9., *"I do not know if they learn or not. I try to evaluate them through the question-and-answer activities, but time is limited."*

Teacher 12., *"We play Kahoot at the end of the units. It is fun and provides me with an analysis report, but officially, it is not accepted."*

Teacher 14., *"Can we really assess online? How can we ensure reliability?"*

Teacher 8., *"It is the biggest problem."*

Teacher 14., *"The students know that there won't be any examinations. They will not join the lessons towards the end of the second term when the spring comes!"*

Teacher self-efficacy beliefs on professional development in the field of English in distance education cover the professional development practices of the EFL teachers in supporting the English teaching process. Table 7 indicates descriptive statistics regarding the self-efficacy beliefs of the EFL teachers in professional development.

Table 7.

Descriptive Statistics regarding the Teachers' Responses about Professional Development in the Field of English

Professional Development in the field of English	**N**	**Mean**	**SD**	**Strongly Disagree**	**Disagree**	**Partly Agree**	**Agree**	**Strongly Agree**	**TOTAL**
36. I can mobilize my group in order to organize activities that will provide professional development.	16	3.94	0.85	0.0	0.0	37.5	31.3	31.3	100

In Table 7, professional development in English is illustrated through item 36 regarding mobilizing colleagues to organize activities that will provide professional development. Item 36 (m=3.94, sd=0.85) displays that EFL teachers are optimistic about professional development and 31.3% of the teachers *Strongly Agreed* with the item while 31.3% of them also *Agreed*. In addition to this result, during the semi-structured interview, teachers mentioned in-service training regarding techno pedagogical skills and training at the local level. *The need for in-service training* is highly repeated by teachers concerning the EFL teacher special area competencies. It may be observed that teachers tend to join in-service training for increasing the quality of the live lessons regarding teaching strategies. The excerpts given by the teachers to the Semi-structured interview question 2a are especially cumulated around this code.

Semi-structured interview Question 2a: *'Which of the four basic language skills do you think you can teach more effectively in your live lessons?'*

Teacher 6., "None. Maybe listening. We weren't educated for distance education. New pieces of training should be designed for EFL teachers."

Teacher 13., "It never happens like face to face. Maybe we can, but you need to know the method and technique. Therefore, I believe that I am naturally inadequate."

Teacher 7., "This process is a brand new one, so support is a must."

The Need for Building Techno-Pedagogical Skills in Distance Education emerged as a remarkable subtheme regarding in-service training for teachers. The codes in this subtheme seem to be triggered mainly by the semi-structured interview questions 1c and 2b.

Semi-structured interview question 1c: '*Do you think you could attract the attention of your students during EBA live classes?*'

Teacher 13., "The question is how it will be our way of transferring skills and how much and when to give them online. I seriously needed help."

Teacher 9., "I realized that their interest and motivation increased by sharing different contents like games to play or presentations that appeal to their age and interests."

Teacher 4., "My pedagogical knowledge is not enough for distance education. I cannot evaluate it correctly. I struggle to choose the right words every second. Classroom management is difficult in distance education. So, I need technical support."

Semi-structured interview question 2b: 'To what extent can you meet students' needs at different levels and with different learning abilities during the live lessons?'

Teacher 10., "It is hard to notice their special needs when you don't see them and with limited time. If I were in the classroom, I would take extra care of them during break time, for example. But it is almost impossible for me to create some bond. I drop the level of the activities for the silent ones to join, but it doesn't work all the time. Silents are silent. You lose them in time. I can't find the reason. I do not have enough techno-pedagogical background or support for such cases."

To sum up, regarding the first research question within the light of data through questionnaire and semi-structured interview, teacher self-efficacy perceptions seem to be affected by factors which can be classified through Planning the English Language Teaching Processes, Improving Language Skills, Monitoring and evaluating language development and Professional Development in the field of English. The findings showed that the semi-structured interview data provided introspection of the teachers to support the quantitative data to have a better outlook for EBA live classes.

4.3. RQ2. What are the Self-Efficacy Perceptions of the 9th Grade High School Students Towards Learning English Within Distance Education?

To answer the second research question, students' self-efficacy perceptions will be analyzed through four basic language skills: reading, writing, listening, and speaking, as classified in the Student Self-Efficacy Scale (SSES). Therefore, the answer to the second research question covers the students' responses to the SSES, and the answers will be analyzed through the predetermined categories as the four language skills.

4.3.1. The 9th Grade High School Students' Self-Efficacy Perceptions towards Reading Skills

Students' self-efficacy perceptions towards reading skills are analyzed through 8 Items in SSES. These Items were analyzed through a 5-point Likert scale together with accompanying statistical and descriptive data.

Table 8.

Descriptive Statistics for Students' Responses about Self-Efficacy Perceptions Towards Reading Skills

Students' Self-Efficacy Perceptions Towards Reading Skills	**N**	**Mean**	**SD**	**Strongly Disagree**	**Disagree**	**Partly Agree**	**Agree**	**Strongly Agree**	**TOTAL**
5. I can answer questions about an English text.	160	**3.83**	0.98	3.1	5.0	24.4	**40.6**	26.9	100
3. I can envision what I read.	160	3.76	1.04	3.1	10.0	19.4	**41.9**	25.6	100
4. I can find the theme or main idea of the English text I read.	160	3.68	0.98	3.1	7.5	28.7	38.8	21.9	100
1.I can understand when I read a text in English.	160	3.64	0.99	2.5	6.3	39.4	28.1	23.8	100
2. I can understand the key points when I read academic texts in English.	160	3.63	1.01	4.4	5.0	35.6	33.1	21,9	100
7. I can easily find the information I am looking for in an English text.	160	3.58	0.98	3.1	6.9	31.8	31.9	20.0	100
8. I believe I will be successful in the reading sections of the English exams.	160	3.58	1.13	6.3	8.1	31.9	28.7	25.0	100
6. I can guess words that I do not know in an English text I read.	160	**3.51**	1.03	3.8	10.0	36.9	30.6	19.4	100

Table 8 illustrates the results of the descriptive statistics for the items on students' self-efficacy perceptions towards reading skills. The 9th Graders *Agreed* (40.6%) and *Strongly Agreed* (26.9) with item 5 (m=3.83 and sd=0.98), which is about *answering questions about an English text* regarding reading skills. This result might indicate that the majority of the 9th Graders have high percentages of self-efficacy levels. Furthermore, item 3 (m=3.76, sd=1.04) and item 4 (m=3.68, sd=0.98) have mean scores, which are above the average mean score (3.65) of the whole table, and this might illustrate beliefs of higher self-efficacy when compared to the rest of the items in Table 7. Therefore, the students' self-efficacy beliefs of *envisioning what they read* and *finding the theme or main idea of the English text they read* portray a positive perception. On the other hand, in terms of the average mean score for Table 7, item 1 regarding the students' beliefs of *understanding a text in English when they read* in EBA live classes (m=3.64, sd=0.99) is below the average mean score, and 21.9% of the students *Strongly Agreed* with the item. Item 2 (m=3.63, sd=1.01) is below the average mean score and 35.6 % of the students *Partly Agreed* that *they can understand the key points when they read academic texts in*

English. Item 7 (m=3.58, sd=0.98), item 8 (m=3.58, sd=1.13), and item 6 (m=3.5sd=1.03) are the items with the lowest mean scores, which are below the average as well. Item 7 (m=3.58, sd=0.98), which is about *finding the information in an English text*, the student attitudes seem to shift between *Partly Agree* (31.8%) and *Agree* (31.9%) options. Regarding item 8 (m=3.51, sd=1.03) in terms of students' beliefs that they will be successful in the reading sections of the English exams, the item is below the average mean score (3.65). It might be seen that 31.9% of the students *Partly Agreed* with item 8. Furthermore, regarding item 6 (m=3.51, sd=1.03), the mean score is the lowest one in Table 7 and 36.9% of the students Partly Agreed that they *can guess words that they do not know in an English text they read.*

4.3.2. The 9th Grade High School Students' Self-Efficacy Perceptions towards Writing Skills

Students' self-efficacy perceptions towards writing skills are analyzed through 10 Items in SSES. These Items were analyzed through a 5-point Likert scale together with accompanying statistical and descriptive data.

Table 9.

Descriptive Statistics for Students' Responses about Students' Self-Efficacy Perceptions Towards Writing Skills

Students' Self-Efficacy Perceptions towards Writing Skills	**N**	**Mean**	**SD**	**Strongly Disagree**	**Disagree**	**Partly Agree**	**Agree**	**Strongly Agree**	**TOTAL**
5.When I cannot write something in English during the EBA live class, I make an effort to fix the problem instead of giving up.	160	**4.05**	1.04	**2.5**	6.9	16.2	31.9	**42.5**	100
3.I can use punctuation correctly when writing an English text during EBA live class.	160	3.65	1.04	3.1	5.6	31.3	42.5	17.5	100
9. After writing anything in English during the EBA live class, I can notice my mistakes.	160	3.53	1.00	5.0	5.6	37.5	35.0	16.9	100
6.I can emphasize important points when writing in English during EBA live class.	160	3.49	1.02	5.0	10.0	30.6	39.4	15.0	100
7.During the EBA live class, I can rewrite an English text in my own words.	160	3.36	1.01	4.4	11.9	41.9	26.9	15.0	100
8.During the EBA live class, I can gain skills that I can express myself in writing in English in daily life (CV, application form, letter of complaint).	160	3.30	1.16	**7.5**	16.2	33.8	23.8	18.8	100
2.When writing a paragraph or essay in English during the EBA live class, I can use grammar rules correctly.	160	3.25	1.04	6.3	14.4	39.4	28.1	11.9	100
4.While writing an English text during EBA's live class, I can express my thoughts fully and clearly.	160	3.24	1.09	6.9	15.6	38.1	25.0	14.4	100
10.During the EBA live class, I need help with the activities related to writing in English.	160	3.09	1.15	6.3	26.9	34.4	16.2	16.2	100
1.I can write a good paragraph or essay during the EBA live class).	160	**3.03**	1.07	**7.5**	21.9	**42.5**	16.2	11.9	100

Table 9 displays the findings through the descriptive statistics for ten items on students' self-efficacy beliefs towards writing skills. While 4 out of 10 items are above the average mean score (3.39), the rest are below the score. Especially item 5 (m=4.05, sd=1.04), standing for '*When I cannot write something in English during the EBA live class, I make an effort to fix the problem instead of giving up* has the highest participation rate (*Strongly Agree*=42.5%) among the students while 31.9% of them *agreed* with the statement. The highest Agreement rate belongs to item 3 (m=3.65, sd=1.04), which is about *using punctuation correctly when writing an English text during EBA live class*. Furthermore, regarding noticing punctuation mistakes, 37.5% of the students *Partly Agreed* with the statement in item 9 (m=3.53, sd=1.00). Item 6 shows that student self-efficacy belief towards *emphasizing important points when writing in English during EBA live class* is above the average mean score (3.39) and 39.4% of the students *Agreed* with the statement. Item 8, regarding student beliefs towards *gaining skills to express themselves in writing in English in daily life during EBA live lessons* the distribution of the percentages deduce that 33.8% of the students *Partly Agreed* whereas 18.8% of them *Strongly Agreed*. Furthermore, the students (39.4%) *Partly Agreed* with item 2 (m=3.25, sd= 1.04), which is about *using grammar rules correctly when writing a paragraph or essay in English during the EBA live class*. The lowest mean scores belong to the item 4 (m=3.24, sd=1.09), item 10 (m=3.09, sd=1.15) and item 1 (m=3.03, sd=1.07). Therefore regarding *expressing their thoughts fully and clearly while writing an English text during EBA's live class, writing a good paragraph or essay during the EBA live class,* the student self-efficacy perceptions are below the average mean score. Meanwhile, 34.4% of the students Partly Agreed that *they need help with the activities related to writing in English*.

4.3.3. The 9th Grade High School Students' Self-Efficacy Perceptions towards Listening Skills

Students' self-efficacy perceptions towards listening skills are analyzed through 9 Items in SSES. These items were analyzed through a 5-point Likert scale together with accompanying statistical and descriptive data.

Table 10.

Descriptive Statistics for Students' Responses about Self-Efficacy Perceptions Towards Listening Skills

Students' Self-Efficacy Perceptions towards Listening Skills	**N**	**Mean**	**SD**	**Strongly Disagree**	**Disagree**	**Partly Agree**	**Agree**	**Strongly Agree**	**TOTAL**
8.I can understand a short conversation in English between two people during EBA live classes.	160	**3.89**	0.07	**1.9**	5.0	25.5	**38.1**	30.0	100
1.I can understand spoken English during the EBA live classes.	160	3.58	0.08	4.4	6.3	39.3	26.9	23.1	100
3.I can understand the emotional stresses in a sentence I listen to during the EBA live classes.	160	3.52	0.08	5.0	11.9	28.1	35.6	19.4	100
2.I can get the main point of the English speaking I listened to during the EBA live classes.	160	3.48	0.07	4.4	6.3	39.4	26.9	23.1	100
6.When I listen to a lecture during EBA live classes, I can distinguish between the formal language and the daily language.	160	3.43	0.09	4.0	20.0	23.1	33.1	17.5	100
4.When I listen to an English lecture during the EBA live class, I can guess the meaning of unfamiliar words.	160	3.39	0.08	4.4	16.2	30.0	34.4	15.0	100
5.I can understand what I listen to when I watch English TV channels/movies after EBA live classes.	160	3.33	0.08	6.3	13.8	38.1	24.4	17.5	100
9.After EBA live classes, I believe I will be successful in the listening parts of English exams.	160	3.33	0.07	**8.8**	13.1	33.8	24.4	20.0	100
7.While listening to an English reading passage during EBA live classes, I can write accurately what I hear.	160	**3.32**	0.07	5.6	6.9	46.9	30.6	10.0	100

Table 10 indicates the results of the descriptive statistics for the items on students' self-efficacy perceptions towards listening skills. Regarding listening skills, when the mean scores of the whole table are taken into consideration, it can be observed that only the first four items are above the average mean score with the highest mean values. The highest mean score belongs to item 8 (m=3.89, sd= 0.07), which is about *understanding a short conversation in English between two people during EBA live classes,* and 38.1% of the students *Agreed* with the statement while 30% *Strongly Agreed* and 1.9% *Strongly Disagreed*. The second highest mean score (3.58) belongs to item 1, and 39.3% of the students *Partly Agreed* that they *can understand spoken English during the EBA live classes.* Regarding *understanding the emotional stresses in a sentence they listen to during the EBA live classes,* 35.6% of the students *Agreed* with the statement in item 3. On the other hand, in terms of *getting the main point of the English speaking, they listened during the EBA live classes* in item 2 (m=3.48, sd=0.07), 26.9% of the students *Agreed* while 4.4% of them *Strongly Disagreed.* The item 6 (m=3.43, sd=0.09) has a 33.1% participation for *Agree* option. Furthermore, regarding *guessing the meaning of unfamiliar words* in item 4 (m=3.39, sd=0.08), *understanding what they listen to when they watch English TV channels/movies after EBA live classes* in item 5 (m=3.33, sd=0.07), the self-efficacy beliefs of the students seem to decrease considering the distribution of the percentages. While the highest *Strongly Disagree* percentage (8.8%) belongs to item 9, which is about the self-efficacy perception regarding the fact that *they will be successful in the listening parts of English exams, the lowest mean score (3.32)* belongs to item 7 (sd=0.07), which is about the ability *to write accurately what they hear while listening to an English reading passage during EBA live classes*. The majority of the students (46.9%) *Partly Agreed* with the statement, and only 10% of the students *Strongly Agreed* with it.

4.3.4. The 9th Grade High School Students' Self-Efficacy Perceptions towards Speaking Skills

Students' self-efficacy perceptions towards speaking skills are analyzed through 6 Items in SSES. These Items were analyzed through a 5-point Likert scale together with accompanying statistical and descriptive data.

Table 11.

Descriptive Statistics for Students' Responses about Self-Efficacy Perceptions Towards Speaking Skills

Students' Self-Efficacy Perceptions towards Speaking Skills	**N**	**Mean**	**SD**	**Strongly Disagree**	**Disagree**	**Partly Agree**	**Agree**	**Strongly Agree**	**TOTAL**
4.I can answer questions in English.	160	**3.60**	0.07	4.4	5.0	34.4	**38.7**	17.5	100.0
5.When the other person doesn't understand me, I can express my thoughts in a different way.	160	**3.60**	0.08	5.0	7.5	35.0	**35.5**	17.5	100.0
1.I can meet my daily needs by using English (Imagine you are abroad, location-direction finding, shopping, etc.).	160	3.40	0.09	7.5	13.1	28.7	32.5	18.1	100
3.I can speak English in a formal or informal way, depending on the purpose and situation.	160	3.27	0.08	5.0	15.6	40.6	24.4	14.4	100
6.I can speak English in a way that a native speaker can understand.	160	2.98	0.09	**12.5**	21.3	33.8	20.0	12.5	100
2.I can express myself in English in a Semi-structured interview. (University admission, job application).	160	**2.95**	0.08	**11.9**	20.0	38.1	20.6	**9.4**	100

Table 11 indicates the results of the descriptive statistics for the items on students' self-efficacy perceptions towards speaking skills. Item 4 (m=3.60, sd=0.07) and item 5 (m=3.60, sd=0.08) have the highest mean scores, and the majority of the students Agreed with the statement in item 4 (38.7%) and item 5 (35.5%). Therefore, students seem to have positive and high self-efficacy beliefs towards *answering questions in English* and expressing their thoughts in a different way when they are not understood. In addition, in terms of *meeting their daily needs by using English*, the students seem to have a high self-efficacy with a high mean score which is above the average score (3.30) as well. Besides, 32.5% of the students *Agreed* that *they could meet their daily needs by using English.* Item 3 (m=2.37, sd=0.08), item 6 (m=2.98, sd=0.09), and item 2 (m=2.95, sd=0.08) have the lowest mean scores, which might indicate that the student self-efficacy rates are not close to the objectives. Item 3 displays that 40.6% of the students *Partly Agreed* that *they* *can speak English formally or informally, depending on the purpose and situation.* On the other hand, the highest *Strongly Disagree* percentage belongs to item 6, which is about *speaking English so that a native speaker can understand.* Furthermore, item 2, which has the lowest mean score of the whole table, also has the lowest *Strongly Agree with* the percentage among the students with 9.4% regarding *expressing themselves in English in a semi-structured interview.*

4.4. RQ3. To what extent do EFL teachers transfer the language skills and outcomes of the competencies of English stated by MoNE for the 9th Grade students during EBA live classes?

The classifications of items in the ETSACS and the semi-structured interview results are of vital importance to portray the situation during the EBA live classes. The categories include performance indicators according to the CEFR levels as and the categories are namely Planning the English Language Teaching Processes, Improving Language Skills, Monitoring and Evaluating the language development, and Professional Development in the field of English. Through these classifications, items of the questionnaire are divided within the framework of field competencies of EFL teachers. In this context, the Items were analyzed and classified with the help of an expert, and items *1, 2, 3, 4, 5, 6,* and *7* falls into the *Planning the English Language Teaching Processes* category, the items 8, *9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25* and *26* belong to the category of *Improving Language Skills*. Regarding *Monitoring and Evaluating the Language Development*, items *11, 16, 27, 28, 29, 30, 31, 32, 33, 34,* and *35* are classified. The last category is *the Professional* Development in the field of English and only *the 36th* item, which is the last item of the questionnaire, belongs to this category. The categories regarding items and data distribution are essential (see Table 2.) Regarding these items, and the findings of the semi-structured interview seem to function as complementary parts, and the results seem to support the data from ETSACS with the introspection of the teacher participants.

Planning the English Language Teaching Processes is a category including four items. The acceptance rates of the items by the EFL teachers might indicate their beliefs of self-efficacy regarding the categories.

Table 12.

The Mean and Standard Deviation Values for the Planning of the English Language Teaching Processes

Planning the English Language Teaching Processes	***Mean***	***SD***
5. I can keep the students' interest alive with the materials.	4.13	1.08
4. I can design appropriate material for the student level, apart from the textbook, when needed.	4.00	1.09
1. I can plan instructional activities appropriate to the student level that will improve students' language skills.	3.75	1.06
6. I can contribute to the student's determination of an appropriate learning strategy.	3.75	0.75

Table 12 indicates the Mean values of the Planning the English Language Teaching Processes category. The overall table has a 3.30 average mean score, and in line with this value, the majority of EFL teachers seem to have a higher sense of self-efficacy belief in item 5 (m=4.13) in terms of their potential *to keep the students' interest alive with the materials.* Item 4 has the second-highest mean score (m=4.00) in Table 11, and this might display a kind of satisfactory perception among the EFL teachers regarding *designing appropriate material for the student level, apart from the textbook when needed.* The last two items (item 1, m=3.75; item 6, m=3.75) are below the average mean score, and this might indicate that when compared to the first two items in the table, teacher self-efficacy perceptions seem to be lower regarding *planning instructional activities appropriate to student-level that will improve students' language skills* and teacher potential *to contribute to the student's determination of an appropriate learning strategy.* Teacher views regarding *Planning the English Language Teaching Processes* are as the following;

Teacher 6., *"Listening activities are easier for me because of having appropriate material. When I have a plan and material, I feel more confident in the process. I guess my students enjoy the activities as well."*

Teacher 2., *"I feel capable when I have the right interactive material during EBA live classes. The Interactive books on EBA are fine but not enough for the online process. I feel the need for videos, interactive books, listening activities by native speakers."*

Regarding improving language skills, the questionnaire data and the semi-structured interview data seem to support each other. There are seven items in Table 13 regarding enhancing language skills.

Table 13.

The Mean and standard deviation Values for Improving Language Skills

Improving Language Skills	***Mean***	***SD***
17. I can ask 5W1H questions that can determine what students understand from what they read.	**4.31**	**0.70**
8. I can find texts suitable for the acquisitions that will improve students' listening skills.	4.25	0.68
10. I can initiate dialogues appropriate for the outcomes that will improve students' speaking skills.	4.19	0.75
15. I can find texts suitable for the acquisitions that will improve the reading skills of the students.	4.19	0.91
14. During the speech of the students, I can ask questions that will guide the conversation.	**3.81**	**0.91**
20. I can give assignments that will enable students to write prepared or unprepared.	**3.81**	**1.04**
26. I can improve the language skills of students with different learning abilities.	**3.81**	**1.47**

Table 13 illustrates the mean values for the items classified within improving language skills. According to the participation rates, the 17^{th} item has the highest mean value, which is 4.31, for *being able to ask 5W1H questions that can determine what students understand from what they read.* Regarding *finding texts suitable for the acquisitions that will improve students' listening skills,* teacher potential seems higher as the mean value is 4.25, which might be indicating high teacher perception in terms of the potential to reach the objectives related to item 8. Items 10 and 15 have the same mean value (4.19), which is over the average mean value (4.05). Therefore, a remarkable number of teachers seem to believe that they are capable of initiating dialogues appropriate for the outcomes that will improve students' speaking skills and find texts suitable for the acquisitions that will improve the students' reading skills. An EFL teacher view is as the following;

Teacher 16., *"I guess I am good at conducting listening and speaking activities in EBA live class. You can find millions of contents on the Web. "*

Similar to items 10 and 15, items 14, 20 and 26 have the same mean values; however, the values are below the average (4.05) mean value. Therefore the scores might indicate that regarding improving language skills, teacher beliefs of the capability to transfer the language skills in EBA live classes seem lower for the following statements; *asking questions that will guide the conversation, giving assignments that will enable students to write prepared or unprepared* and *improving the language skills of students with different learning abilities.*

Regarding improving language skills, the codes that emerged through the thematic analysis seem to provide a deeper look at the case. The *off cameras, chatbox, and interaction* are the codes to underline the basic needs that teachers repeatedly used during the semi-structured interviews (see Table 9). Some of the excerpts of the teachers are as the following;

Teacher 4., *"I do not know if I have online competencies for EFL teachers. We were not educated for this at university. I do my best. I guess I have a low rate of success."*

Teacher 16., *"When I cannot see the student's faces, I feel weak. I want to see their reactions, expressions. However, letting them open the cams one by one takes time. Moreover, they are not obliged to turn their cameras. There should be some regulations, I understand, but such regulation contradicts the nature of teaching and learning language."*

Monitoring and evaluating the language development on EBA live classes might have some effects regarding teacher potential in transferring the language skills. There are four items for this classification in Table 14.

Table 14.

The Mean and Standard Deviation Values for Monitoring and Evaluating Language Development

Monitoring and Evaluating the Language Development in Distance Education	***Mean***	***SD***
30. I can write questions suitable for the objectives in different question types (such as true-false, open-ended, completion, short answer, multiple-choice).	*4.25*	*0.93*
34. I can give feedback to his students according to the assessment results.	*4.25*	*0.93*
27. I can use assessment methods, techniques, and approaches to assess objectives.	*3.88*	*1.08*
28. I can plan techniques and approaches to assess the objectives.	*3.81*	*1.16*

The highest mean values (4.25) belong to item 30 and item 34. Thus, the majority of the EFL teachers seem to have high potential regarding *writing questions suitable for the objectives in different question types (such as true-false, open-ended, completion, short answer, multiple choice)* and *giving feedback to his students according to the assessment results.* However, being below the average mean score (4.05), item 27 (3.88) and item 28 (3.81) indicate a lower profile for the potential to monitor and evaluate the language development in distance education. Regarding the last two items in Table 14, fewer EFL teachers seem to be close to their objectives *to give feedback to their students according to the assessment results* and *to plan techniques and approaches to assess the objectives.* Furthermore, in the semi-structured interview results, teachers constantly reported not having enough knowledge for online assessment, and regarding feedback, teachers reported that the students do not use the EBA platform to and check teacher notes on the individual portfolios.

Teacher 1., *"In a 30-minute period, it is almost impossible to give feedback."*

Teacher 2., *"I do not know how to assess online. I can write questions, but I have no idea about how to implement an examination online."*

Professional Development in English is another emerging category within the classification of the items in the ETSACS, and one item is related to this category, as seen below, in Table 15.

Table 15.

The Mean Value for Professional Development in the Field of English

Monitoring and Evaluating the Language Development in Distance Education	*Mean*	*SD*
36. I can mobilize my group to organize activities that will provide professional development.	3.94	0.85

Table 15 displays the mean value (3.94) for the 36th item *regarding mobilizing groups in order to organize activities that will provide professional development.* The need for in-service training is highly repeated by teachers during the semi-structured interview. It may be observed that teachers tend to join in-service training to increase the quality of the live lessons regarding teaching strategies.

Teacher 1., *" I need to get support for online teaching skills."*

Teacher 3 *"The world has already changed, so we need to be trained for online methods, and the faculties of education should prepare the teachers for blended teaching.."*

4.5. RQ4. Are There Any Similarities or Differences Between the Self-Efficacy Perceptions of EFL Teachers and High School Students Towards Distance Education?

The results between self-efficacy beliefs of teachers and students seem to be consistent at some points, while in some parts, there seem to be differences as given below.

Based on teachers' views regarding planning the English course teaching processes, remarkable findings emerged when the participation rates in ETSACS, SSES, and the semi-structured interview. To answer the 4th Research Question, the findings through the questionnaires and the semi-structured interview results have been compared and contrasted to discover the similarities and differences.

Regarding planning the English course teaching processes, the tendency among the majority of teachers seems to illustrate a high self-efficacy level. Remarkable points can be detected when the participation rates and semi-structured interview results of the teachers and students are compared and contrasted.

In terms of reading skills, the majority of the students have a stronger sense of self-efficacy beliefs regarding their potential in *answering questions about an English text* (item 5; m= 3.83, sd=0.98), *envisioning what they read* (item 3; m=3.76, sd=1.04) and *finding the theme or main idea of the English text they read* (item 4; m=3.68, sd= 0.98). Regarding planning the English course teaching processes, teachers portray an optimistic picture as well as the students. 50% of teachers *Agreed* that they could find suitable texts for the acquisitions that will prove the reading skills of the students. This result ties well with the students' self-efficacy perceptions towards reading skills as 40.6% of the students *Agreed* that they could answer questions about an English text (see Table 7). This statement has the highest mean score when compared with the rest of the items in the reading skills part of the SSES. Moreover, regarding *envisioning what they read, understanding the key points when they read academic texts in English, finding the theme or main idea of the English text they read, and understanding when they read a text in English*, the mean scores of these items are all above the average mean score (3.65) of Table 7 indicating high rates of self-efficacy beliefs of reading skills.

On the other hand, the semi-structured interview results elucidate that a considerable number of teachers complained that reading activities were inefficient and that they could not control the students in EBA live classes due to the cameras being turned off and due to connection problems reading parts might be destructed. One of the teachers explain the case with the following statements;

Teacher 2, *"Reading is fun if we have interactive material, sound connection, and motivated students, whom I can see through the camera."*

Teacher 8., *"Reading seems like an easy skill, but if you do not have enough materials, it can cause trouble even in the lowest level."*

Regarding writing skills, SSES includes ten items (items 5, 3, 9, 6, 7, 8,2,4,10 & 11) while ETSACS includes two items (item 19 and item 20). The findings through the teacher questionnaire reveal that the EFL teachers seem to have a satisfactory level of self-efficacy belief regarding being able to *give writing tasks suitable for the outcomes that will improve students' writing skills* (item 19; m=4.00, sd=0.89). Furthermore, in item 20 (m=3.81, sd=1.04), the teachers seem to have a high level of self-efficacy in terms of *giving assignments that will enable students to write prepared or unprepared*. Thus, it seems that in item 19 (m=4.00, sd=0.89) and item 20 (m=3.81, sd=1.04), as the mean scores are close to the average level (3.39) of Table 8, it seems that teachers feel close to their objectives related to writing skills during EBA live lessons. However, when the findings of the questionnaires are compared, the results through SSES indicate that the distribution of the participation by the students is not as high as the findings of the ETSACS. Regarding student participation, the highest percentage belongs to item 5 (m=4.13, sd=1.08), which is about *making an effort to fix the problem instead of giving up when they cannot write something in English during the EBA live class*. The majority of the students *Strongly Agreed* (42.5%) with this statement, and 31.9% of the students *Agreed*. When the average mean score (3.39) is considered, item 3 (m=3.81, sd=0.99), item 9 (m=4.00,sd=0.96), and item 6 (m=3.75, sd=1.6) is close to the average mean score, so this might be an indicator of high self-efficacy levels for students regarding *using punctuation correctly when writing an English text during EBA live class, being able to notice their mistakes after writing anything in English during the EBA live class* and *being able to emphasize essential points when writing in English during EBA live class*. Despite these results, item 7 (m=3.36, sd=1.01) seems to be lower when compared to items 5, 3, 9, and 6. In item 7, which is about *rewriting an English text in their own words,* 41.9% of the students *Partly Agreed,* and only 26.9% of them *Agreed* with the statement. Item 8 is about gaining skills to express themselves in writing English in daily life, and only 18.8% of the students *Strongly Agreed* with the statement, whereas 33.8% of them *Partly Agreed* and 7.5% *Strongly Disagreed,* which is the highest disagreement level in the writing section of the SSES. Therefore the results between the teacher and student questionnaires indicate a kind of discrepancy regarding the self-efficacy perceptions for writing skills during EBA lice classes. Furthermore, the semi-structured interview results display that teachers mostly complained about a lack of knowledge in online methodologies for writing as a skill, and the lack of interactive material for writing was reported as an urgent need.

Teacher 2., *"Writing is vital, but I really do not know how to motivate them for writing."*

Teacher 7., *"How can I know whether they write or not when I cannot see them?"*

Teacher 9., *"Even the chat box is disabled. Do we really want them to communicate?*

The listening part is the third part in SSES, and it includes nine items (items

8,1,3,2,6,4,5,9 & 7) and, ETSACS includes three items regarding listening skills (item 8,9 & 22). Item 8 (m=4.25, sd=0.68) in ETSACS is about *finding texts suitable for the acquisitions that will improve students' listening skills.* 50% of the teachers *Agreed*, and 27.5% of them *Strongly Agreed* with the statement. Furthermore, item 9 (m=4.00,sd=0.96) is about *finding short speeches and video recordings suitable for the acquisitions that will improve students' listening skills*. 50% of the teachers *Agreed* with this statement. Similarly, in item 22, which is about helping students improve their listening-watching skills, the participation rate is 50%. When the average mean score (4.03) is considered in Table 4, the mean scores of items 8, item 9, and item 20 are above the average mean score indicating high perceptions of self-efficacy beliefs of the EFL teachers regarding listening skills.

Furthermore, when the dataset of the semi-structured interview is examined, it can be concluded that listening as a skill generally received positive reactions from the teachers.

Teacher 12., *"The listening activities are fun to do in live classes."*

Teacher 8., *"I can doubtlessly say that the listening activities are well planned, but I cannot say the same for writing activities."*

Teacher 1., *"The official coursebook may be good, but the listening activities are not adequate. There should be more activities in which the students can hear native speakers. So, I prefer other books."*

Teacher 3., *"I want to continue EBA live classes even though the pandemic is over because teaching equipment is not enough at our school. I want it for listening activities."*

However, student self-efficacy levels seem to be low regarding *understanding what I listen to when I watch English TV channels/movies after EBA live classes* (item 5; m=3.33, sd=0.08) as 17.5% of the students *Strongly Agreed* with the statement while 38.1% of them *Partly Agreed*. In addition, in terms of self-efficacy belief *to become successful in the future regarding the listening parts of English exams,* 33.8% of the students *Partly Agreed* while 8.8% *Strongly Disagreed* with the statement. Furthermore, the lowest mean score (3.32) belongs to item 7, which is about *writing accurately what they hear while listening to an English reading passage during EBA live classes*. The mean score for item 7 indicates that the students do not feel close to the objective of the item, and only 10% of the students *Strongly Agreed* with the statement. On the other hand, the highest mean score in the listening part of the SSES belongs to item 8 (m=3.89 and sd=0.07), and 38.1% of the students *Agreed* that they *could understand a short conversation in English between two people during EBA live classes*. This finding is parallel with item 22 in ETSACS, which is about *improving the students' listening-watching skills.*

Regarding the speaking skills for students in SSES, there are six items, and in ETSACS, there are four items for the speaking skills for the teachers and the teaching process.

Item 10 (m=4.19, sd=0.75) has the highest mean score among the items for speaking skills. In item 10, the majority (43.8%) of the teachers Agreed that they *could initiate dialogues appropriate for the outcomes that will improve students' speaking skills.* Furthermore, regarding *giving prepared speaking tasks appropriate for the outcomes that will improve the speaking skills of the students* (item 12) and *giving unprepared speaking tasks appropriate for the outcomes that will improve students' speaking skills* (item 13), the mean scores are the same (4.19), and this value is above the average mean score indicating positive levels of self-efficacy and 43.8% of the teachers *Agreed* on both items (item 12, item 13). 43.8% of the EFL teachers (in item 14; m=3.81, sd=0.91) *Strongly Agreed* that *they could ask questions that will guide the conversation.* To support these findings, regarding the semi-structured interview results, the teachers seem to have a positive tendency for the speaking activities in EBA live classes, and some of the teacher views are as the following.

Teacher 1., *"If the pandemic finishes, I really would like to continue distance education for listening and speaking skills."*

Teacher 4., *"If the cameras will be switched on, continuing to EBA live classes would be great for listening or speaking even the pandemic is over."*

Teacher 11., *"Guiding their speech with the help of interactive materials is more comfortable. At school, due to lack of internet connection and limitations by MoNE, it becomes hard for teachers to use interactive materials."*

In line with the findings through ETSACS and the semi-structured interview, the results of the SSES are remarkable in terms of the speaking skills of the teachers. The highest mean value displays that the student self-efficacy seems to be at a high level regarding *answering questions in English (item 4; m=3.60, sd=0.07),* and 38.7% of the students *agreed* with the statement. Similarly, in item 5 (m=3.60, sd=0.08) and the 35.5% of the students *agreed* that they could *express their thoughts in a different way when the other person doesn't understand them.* However, in item 6, which is about *speaking English in a way that a native speaker can understand*,12.5% of the participants *Strongly Disagreed* with the statement while 12.5% *Strongly Agreed*. The lowest mean score belongs to item 2 (m=2.95, sd=0.08), and it shows that the students' belief of self-efficacy level might not be close to the objective of the item (*I can express myself in English in a semi-structured interview)* when the average mean score (3.30) is considered.

CHAPTER V

DISCUSSION

5.1. Introduction

This chapter starts with the discussions of the main findings of the current study with reference to the related literature. Then, a general overview of the study has been presented in the conclusion part. Finally, suggestions and implications have been provided in the last section.

5.1.1. RQ1: What are the self-efficacy perceptions of high school teachers teaching the 9th Grades towards teaching English within distance education?

The first research question received its data both through the questionnaire and the semi-structured interview with the teachers. In this context, in order to better investigate the data, the findings were classified according to the EFL Teacher Subject Area Competencies guide by the General Directorate of Teacher Training in 2017. The classifications include four categories, namely 1) Planning the English Language Teaching Processes, 2) Improving Language Skills, 3) Monitoring and evaluating language development and 4) Professional Development in the field of English.

Planning the English Language Teaching Processes is the first classification in terms of the relation between teacher competencies and self-efficacy. Based on the data obtained in this classification, it can be concluded that teachers' beliefs in *keeping the students' interests alive* (item 5; m= 4.13, sd=1.08) can be considered as remarkably high with the highest mean value. In addition, 43.8% of the EFL teachers *Strongly Agreed* with item 5. At this point, it might be better to underline that as the semi-structured interview results suggest that the teachers can keep the students' interests at high levels via the contents on various websites rather than EBA. Furthermore, some of the EFL teachers reported that the contents in EBA are not enough in number and below the emotional and mental development levels of high school students. This finding seems parallel with the findings by Birişçi and Çalık-Uzun (2014), who reported that the activities in EBA were insufficient and low according to the levels of the students. Furthermore, the findings by Çakmak and Taşkıran (2017) suggest that EBA needs to be revised to strengthen its infrastructure and enrich its contents. Karasu (2018) underlined the importance of including effective materials on EBA, and similarly, Kuloğlu (2019) focused on the elimination of the deficiencies of the course materials regarding realism, regularity, visuality, functionality and usefulness. From this standpoint, it might be concluded from the findings that teacher self-efficacy beliefs during EBA live lessons in terms of keeping students' interests are high, but they need support regarding the materials on EBA in terms of interactive content to use during the live classes.

In addition, in terms of designing appropriate materials for the student level regarding planning the English Language teaching process, the statement has a high mean score (m=4.00, sd=1.09) when the overall mean score (3.88) is considered. 43.8% of the EFL teachers *Strongly Agreed* that they could design materials for the student level. In the same vein, Skaalvik and Skaalvik (2007: 618) stated that teacher self-efficacy is a multidimensional construct including interrelated dimensions, two of which are adapting education to the individual needs of students, motivating students, directly related to the results of the current study. It is related since teachers' self-efficacy beliefs in terms of adapting to the individual needs of students in material development seem to have a high relation.

Furthermore, in terms of contributing to the student's determination of an appropriate learning strategy during EBA live classes (item 6; m=3.75, sd=1.06), teacher self-efficacy beliefs seem to be lower when compared to the items in planning the English language teaching processes in distance education category. The semi-structured interview results support the lower mean score as some of the EFL teachers stated that it was almost impossible to contribute to the students' individual needs and support them. The studies of Kızılet and Özmen (2017), and Ateş et al. (2015) on EBA support our findings as they focussed on the need for EBA regarding its revision in line with the English curriculum, which fosters student autonomy. Therefore, it might be essential to develop EBA and interactive content to support teachers regarding contributing to the student's determination of an appropriate learning strategy during EBA live classes contributing to the student's determination of an appropriate learning strategy during EBA live classes in terms of contributing to the student's determination of an appropriate learning strategy during EBA live classes.

The second classification is about improving language skills, and according to our data, teachers' self-efficacy beliefs seem mostly positive in terms of reading skills among the average mean scores of the four skills: reading (m=3.65), listening (m=3.47), writing (m=3.39) and speaking (m=3.30). The mean scores and the semi-structured interview results highlight reading and listening activities during EBA live classes; teacher self-efficacy beliefs seem higher than writing and speaking activities. These scores might suggest high self-efficacy beliefs for teachers regarding the four language skills; however, the accompanying semi-structured interview results suggest some drawbacks related to an online setting, lack of materials and lack of knowledge about online methodologies. Similar drawbacks were reported by Dashtestani (2014), who highlighted the lack of online facilities and resources and teachers' limited knowledge of online instruction as remarkable challenges. In another study conducted with 167 Korean EFL teachers, Choi and Lee (2016) stated that language proficiency and self-efficacy were interdependent, magnifying each other's impact on the teaching behavior. Literature suggests that teacher self-efficacy might be predictive of teaching language skills: reading (Amogne, 2008; Shang, 2010), writing (Amogne, 2008; Sun & Wang, 2020; Woodrow, 2011; Zhang & Guo, 2012), listening (Rahimi & Abedini, 2009), and speaking (Sarshar & Oroji, 2016; Zhang et al., 2020). Therefore, positive teacher attitudes might have a positive impact on an individual's self-efficacy belief, a negative state of mind may diminish his belief in his capacity (Bandura,1997).

Regarding the third classification in terms of monitoring and evaluating language development, teacher self-efficacy levels seem to be at high levels for writing appropriate questions related to the objectives in different question types (m=4.25) and giving feedback to students according to the assessment results (m=4.25). In contrast, the teachers seem to have the lowest self-efficacy belief in planning techniques and approaches to assess the objectives. In this vein, these findings might be because of the lack of online methodology knowledge of teachers, as also accentuated by Ferri, Grifoni, and Guzzo (2020) conducted a study during Covid-19 school closures. To them, the methodological challenges are principally associated with the lack of digital skills of the teachers and assessment wherein the remote teaching falls short.

The last classification is professional development in English, and regarding mobilizing their group to organize activities for professional development (m=3.94, sd=0.85), teachers report the need for techno-pedagogical support by MoNE and training on the skills at the local level. This finding is also in line with the previous research conducted by Alabay (2015), who identified that most of the teachers found the training courses for EBA were insufficient. Likely Ayan (2018) highlights that the teachers need more pre-service and in-service training based on their own branches in using and developing e-content processes.

To sum up, in order to answer the first research question, the data were analysed according to the four categories, and the findings suggest that teacher self-efficacy beliefs are mainly related to Planning the English Language Teaching Processes, Improving Language Skills, Monitoring and evaluating language development and Professional Development in the field of English. The findings of the questionnaire and the semi-structured interview results revealed some differences among English teachers' self-efficacy levels for the teaching beliefs and their teaching practices in EBA live classes.

5.1.2. RQ2: What are the Self-Efficacy Perceptions of the 9th-Grade High School Students Towards Learning English Within Distance Education?

The second research question is about the self-efficacy perceptions of the 9th Grade high school students about learning English, specifically during EBA live classes. Within the scope of this research question, the self-efficacy perceptions were investigated through four basic language skills of English: reading, writing, listening and speaking.

According to the results of the reading skills, the average mean score is 3.65, and the students' perceptions are quite high regarding *answering questions about an English text* (item 5; m=3.83, sd 0.98), *envisioning what they read* (item 3; m=3.76, sd 1.04) and *finding the theme or main idea of the English text they read* (item 4, m=3.68, sd 0.98). In a parallel study, Chou (2017) states that motivation and subsequent involvement regarding understanding a reading text will be affected by the learners' confidence. In line with the relevant literature and the findings of this study, Haerazi and Irawan (2020) had similar findings in their study regarding improving reading comprehension in relation to motivation and self-efficacy, and they reported that the level of students' motivation and self-efficacy influenced reading achievement. The related literature suggests that in the study conducted by Yoğurtçu (2013), a significant positive correlation was detected between reading and the self-efficacy perceptions of teachers. Moreover, Yoğurtçu (2013) deduced there was a significant positive correlation between reading comprehension self-efficacy and all four skills of foreign language. On the contrary, the study of Wilson and Kim (2016) found no significant correlation between academic self-efficacy beliefs and reading comprehension in their study.

The results in terms of 9th Grade students' perceptions of *writing skills during EBA live classes* (item 5, m=4.05, sd=1.04) suggest that there is a significantly high level of self-efficacy. In such times, 42.5% of the 9th Grade students *Strongly Agreed* with item 5 that *they make an effort to fix the problem instead of giving up*. The findings of similar research consistently show that there is a strong relationship between self-efficacy beliefs and the writing performances of the students (Pajares et al., 1999; Pajares & Johnson, 1996; Pajares & Valiante, 1999; Schunk & Swartz, 1993; Shell et al., 1995; Wachholz & Etheridge, 1996; Zimmerman & Bandura, 1994; Bruning & Horn, 2000). In relation to these findings, *gaining skills to express themselves in writing in English in daily life such as CV, application form, letter of complaint* (item 8;m=3.30, sd=1.16), *rewriting an English text in their own words* (item 7, m=3.36, sd=1.01), *expressing their thoughts fully and clearly while writing an English text during EBA live classes* (item 4, m=3.24, sd=1.09) and *writing a good paragraph or essay during EBA live class* (item 1, m=3.03, sd=1.07) are all below the average mean score (3.39) of the writing section showing lower self-efficacy perceptions of students.

9th Grade student self-efficacy perceptions regarding listening skills have an average score of 3.47. Teacher self-efficacy perceptions are significantly high in terms of *understanding a short conversation in English between two people during EBA live classes* (item 8, m=3.89, sd=0.07), *understanding spoken English during the EBA live classes* (item 1, m=3.58, sd=0.08), *understanding the emotional stresses in a sentence they listen to during the EBA live classes* (item 3; m=3.52,sd=0.08) and *getting the main point of the English speaking they listened to during the EBA live classes* (item 2;m=3.48, sd=0.07). Furthermore, the semi-structured interview results and teacher responses support the scores of high self-efficacy beliefs of the students. Teachers reported that listening activities are easy and practical during EBA live classes thanks to the wide range of activities available on the Web. Therefore, student self-efficacy perceptions might be in line with the positive teacher perceptions regarding listening activities. The findings of the study by Chuin (2009) indicated that listening comprehension self-efficacy was significantly related to listening proficiency. On the contrary, a similar study by Pramudya (2020) reveals no significant correlation between listening proficiency and self-efficacy beliefs of the students.

The analysis of the data illustrates positive student self-efficacy beliefs regarding speaking skills. In terms of answering questions in English (item 4, m=3.60, sd=0.07), expressing their thoughts in times of misunderstandings (item 5, m=3.60, sd=0.08) and meeting daily needs using English (item 1, m=3.40, sd=0.09), the student agreement is over 30% and the mean scores of the statements are above the average mean score (3.30). From this standpoint, as evidenced in data, the aforementioned statements are highly accepted by the 9th Grade students within the context of EBA online classes. On the other hand, regarding expected outcomes, the students seem to have lower self-efficacy levels significantly *for speaking English in a way that a native speaker can understand* (item 6, m=2.98) and *expressing themselves in English in an interview such as University admission, job application* (item 2, m=2.95, sd=0.08). Williams (2010) noted that individuals with high levels of self-efficacy might approach difficult tasks as challenges to master rather than as threats to be avoided. In this study, the statements in item 6 and item 2 are about future possibilities, and the low self-efficacy might cause students to approach difficult tasks as threats. Bandura (1993) stated that self-efficacy beliefs might affect the way individuals feel, think, be motivate and behave. Demirel, Türkel and Aydın (2020) stated that self-efficacy was based on students' faculties. This finding is in line with the study by Dodds (2011), who elucidated the significant positive correlation between English-speaking self-efficacy beliefs and English-speaking performance among participants.

Finally, As Amil, 2000 underlines, several studies have revealed a strong and positive correlation between self-efficacy and academic achievements. Thus, when the literature is searched, it might be found that personal experiences might create the most robust sense of competence. Therefore, in line with the related literature, considering the students' self-efficacy perceptions regarding the second research question, it can be understood that this perception is largely parallel to academic achievement.

5.1.3. RQ3: To What Extent Do EFL Teachers Transfer the Language Skills and Outcomes of the Special Area Competencies of English Stated by MoNE for the 9th Grade Students into EBA Live Classes?

According to the results of the study, regarding transferring the language skills and outcomes of the special area competencies of English, teacher self-efficacy beliefs seem to support one another when the teaching process and teachers' teaching practices during the EBA live classes are taken into consideration. Regarding self-efficacy beliefs in improving language proficiency of the students, teacher's self-efficacy levels seem to be at the highest-level regarding item 5: '*I can keep the students' interest alive with the materials.'* (m=4.13, sd=1.08), item 17: *'I can ask 5W1H questions that can determine what students understand from what they read.'* (m=4.31, sd=0.70) and item 30: '*I can write questions suitable for the objectives in different question types (such as true-false,* *open-ended, completion, short answer, multiple-choice*.' (m=4.25, sd= 0.93).

Zheng et al. (2018) conducted their research with 379 EFL teachers and examined the influences of organizational support on teacher self-efficacy beliefs. They asserted that organizational support such as providing materials as well as assessment and evaluation applications plays an important role in teacher self-efficacy beliefs. At this point, organizational support might be considered as providing materials as well as assessment and evaluation applications. Within this context, as the results of this study display, regarding the concept of distance education within the context of EBA live classes, teacher self-efficacy seems to be high in terms of materials. However, the findings through teacher semi-structured interviews display the need for official material support. The research by Ferri, Grifoni and Guzzo (2020) report that challenges regarding self-efficacy are mainly due to the lack of structured content, whereas the online resources are abundant. Within the concept of limitless access to materials, the finding of this study, '*I can ask 5W1H questions that can determine what students understand from what they read.*' might be linked and well supported. While the teacher self-efficacy belief is remarkably high in terms of monitoring activities (item 5), according to the questionnaire results, the semi-structured interview data conclude that EFL teachers need support for online evaluation techniques. Furthermore, regarding teaching four language skills, teachers seem to have strong self-efficacy beliefs, which can also be supported by the study highlighting that the perceived self-efficacy of teachers is correlated with their self-reported English proficiency (Yılmaz, 2011).

The findings of this study indicate that teacher self-efficacy beliefs regarding *planning instructional activities appropriate to student-level that will improve students' language skills* (item1, m=3.75, sd=0.85) and *contributing to the student's determination of an appropriate learning strategy* (item 6, m=3.75, sd=1.06) are low when compared to the other indicators, and the mean scores of these items have the lowest values. Furthermore, the semi-structured interview results indicate that teachers seem to be unable to identify and support students' individual needs due to the 30-minute's lessons of the EBA live classes. This finding is parallel with the findings of Gibson and Dembo (1984), who reported that teachers with high self-efficacy made better use of time as they have a strong command of classroom management and pedagogical strategies.

5.1.4. RQ4: Are there Any Similarities or Differences Between the Self-Efficacy Perceptions of EFL Teachers and High School Students Towards Distance Education?

This study also sheds light on the dis/similarities on self-efficacy perceptions by utilizing questionnaires appointed to both EFL teachers and 9th Grade students at Anatolian high schools. Teacher perceptions of self-efficacy in reading activities during EBA live classes are found remarkable, and the reading self-efficacy of teachers is recorded as the highest average mean score (4.25) within the four language skills of English proficiency. Similarly, Yılmaz (2011) found that EFL teachers felt more competent in reading activities in the EFL classroom context. On the contrary, teacher self-efficacy beliefs regarding reading are lowest in finding texts suitable for the acquisitions that will improve the reading skills of the students (item15; m= 4.19, sd= 0.91). The second-highest average mean score for listening skills is 4.06, and teachers specifically feel most competent in finding texts suitable for the acquisitions that will improve students' listening skills (item8; m=4.45; sd= 0.68). Regarding listening activities, the lowest self-efficacy mean score (3.93) for teachers, which is about helping students improve their listening-watching skills. This result might be related to the teacher views underlining the lack of online, interactive material to use during and after EBA live classes. The average mean score for teacher self-efficacy in speaking skills is 4.03, and teachers feel most competent in initiating dialogues appropriate for the outcomes that will improve students' speaking skills (item10; m=4.19, sd= 0.75), whereas teachers feel the least competent in giving unprepared speaking tasks appropriate for the outcomes that will improve students' speaking skills (item13; m=4.06, sd=0.98). Regarding writing activities, which have the lowest average mean score (3.99) among the four language skills, teacher self-efficacy is at its highest point in terms of giving writing tasks suitable for the outcomes that will improve students' writing skills (item19; m=4.00, sd= 0.89) whereas the lowest self-efficacy belief in writing is about giving assignments that will enable students to write prepared or unprepared (item20;m=3.81,sd=1.04).

The results through the student self-efficacy scale show that the students feel highly competent in *envisioning what they read* (item 3, m=3.76, sd=1.04) and *finding the theme or main idea of the English text they read* (item 4, m=3.68, sd= 0.98). On the other hand, they feel less competent in guessing words that are unfamiliar to them in an English text they read. Furthermore, in terms of writing skills, the student self-efficacy seems the strongest (item 5, m=4.05, sd=1.04) regarding fixing problems instead of giving up in writing activities during EBA live classes. On the other hand, our data illustrate that student self-efficacy is less than reading (item 1, m=3.03, sd=1.07) in terms of writing a good paragraph or essay during the EBA live class. Student self-efficacy beliefs for listening display that they feel good at understanding a short conversation in English between two people during EBA live classes (item 8, m=3.89, sd=0.07). However, the data about listening activities during EBA live classes show that the students feel worse at writing accurately what they hear while listening to an English reading passage during EBA live classes. In addition to reading, writing, and listening skills, the student self-efficacy in speaking skills seems better regarding answering questions in English (item 4, m=3.60, sd=0.07) and expressing thoughts in a different way in times of misunderstandings by the other person (item 5, m=3.60, sd=0.08). On the contrary, the self-efficacy beliefs of students seem less effective regarding expressing themselves in English in a semi-structured interview such as university admission or job application.

In research conducted on teacher self-efficacy and student outcomes, self-efficacy was found to have a significant impact on the perceptions of student proficiency (Gibson & Dembo, 1984). In terms of writing activities, teacher self-efficacy beliefs seem higher than the student beliefs. The findings assert that the average mean score for writing is 3.99, whereas the average score of student self-efficacy is 3.39. The discrepancy might be attributed to the sudden change in the teaching setting due to Covid-19 school closures in terms of self-efficacy perceptions in online settings. Furthermore, teacher self-efficacy in listening activities is high, as the average mean score (4.06) shows, whereas the student self-efficacy levels seem to be low regarding *understanding what they listen to when I watch English TV channels/movies after EBA live classes* (item 5, m=3.33, sd=0.08). The discrepancy might be attributed to contextual variables, such as teacher behaviours and student outcomes within the context of the adoption levels of instructional innovation of teachers (Ghaith & Yaghi, 1997; Guskey,1988), classroom management (Woolfolk & Hoy, 1990), and personal characteristics such as gender, grade level, and teaching experience (Ghaith & Shaaban, 1999; Soodak & Podell, 1997; Woolfolk & Murphy, 2001).

To sum up, the results of the findings regarding the fourth research question on self-efficacy beliefs of teachers and students might be influenced by contextual variables, and self-efficacy beliefs of teachers might have effects on student beliefs of self-efficacy and English performance.

CHAPTER VI

CONCLUSION

6.0. Introduction

This final chapter presents the overall summary of the study shaped through the findings. It functions as an overview of what this research aimed for and found out as a result of the interpretation of data collection, analysis, discussion, and findings. Following the summary of the study, the conclusion is presented. Finally, in light of the results through the conclusion, the pedagogical implications of the study are explained, and some suggestions for further investigation have been presented.

6.1. Conclusion

This current study aimed to evaluate teachers' self-efficacy beliefs regarding EFL teachers' competencies published by MoNE and the 9th Graders' self-efficacy beliefs regarding language skills during EBA live classes. The study was carried out in Hatay during the 2020- 2021 Academic year. 16 EFL teachers and 160 9th Grade students from Anatolian high schools were participants of the study. To investigate the self-efficacy perceptions of the EFL teachers and 9th Graders, quantitative and qualitative data were needed to have a deeper understanding of the case during the school closures. The Explanatory Design (also known as the Explanatory Sequential Design) was applied. The instruments used to collect data were questionnaires for EFL teachers and students and also semi-structured interviews with teachers. Quantitative data were analysed through descriptive analysis, while semi-structured interviews were analysed with the thematic analysis technique through content analysis.

The findings through ETSACS revealed that teacher self-efficacy is at a high level in terms of *keeping the students' interest alive with the materials* and *designing appropriate material apart from the textbook when needed*. However, according to the EFL teachers' reports, the absence of a chat box and the fact that student cameras were turned off seem to negatively impact the classroom environment, considering that immediate feedback is vital in language learning. The disabled cameras, which also seem to have caused problems based on classroom management, creating stimuli, *keeping student interests alive*, might have led to uncertainties about how far EFL teachers can reach students within the plan and program. In the light of this finding, it might be concluded that the disabled chatbox may have forced the students to use the messaging applications on their mobile phones to communicate when they had problems with their microphones. This may have caused the students to lose concentration, causing multitasking behaviour like texting, using social networking apps, emailing, off-task internet surfing, talking, doodling and other distracting behaviours, which may be disadvantageous if not controlled in the long run. In addition, during the semi-structured interview, the majority of teachers complained about not having the necessary skills and knowledge to design interactive materials. Therefore, in light of this finding and the expectations of teachers regarding in-service training, the present study suggests that teachers should be supported via in-service training. Teacher responses display that teacher self-efficacy levels are low as well in terms of contributing to the *student's determination of an appropriate learning strategy* and *contributing to the students' awareness about their own learning style*. Moreover, as the data of the semi-structured interview underlines, EFL teachers complained about not having time and required online skills to take care of students' individual learning needs according to their levels due to the limited time of EBA live classes. At this point, taking the self-efficacy and learner autonomy into consideration, it might be said that self-efficacy is a prerequisite for learner autonomy because the learners become more autonomous as their self-efficacy increases (Schmenk, 2005). As Tılfarlıoğlu (2011) reports, unawareness about the potential might cause a lack of self-efficacy and lower autonomy. This finding might be essential to underline the students' need for support and teacher need for techno-pedagogical facts in EBA live classes and blended environments in the long run. Moreover, Deci & Ryan (1985) report autonomy, which is the inner endorsement of one's actions, should be supported by educational systems and teachers and, Reeve, Jang, et al. (2004) stress that experienced high school teachers can learn how to become more autonomy supportive.

Regarding teacher self-efficacy beliefs in language skills, respectively, reading, listening, speaking, and writing skills are found to come in descending order, as the data through the ETSACS and the semi-structured interview illustrate. It was revealed that unlike doing writing activities, doing reading, speaking and listening activities are found to be more practical thanks to the help of the videos on YouTube, which cannot be used in smartboards at school due to the Fatih Project limitations by MoNE. However, during EBA live classes, the teachers satisfactorily reported that they could share YouTube content through Zoom and enrich their classes on EBA. These findings are in accordance with findings reported by Çakmak and Taşkıran (2017), who investigated views and experiences of social studies teachers, concluding EBA as a practical and useful platform to facilitate learning if it is enriched in content and the necessary internet infrastructure is provided at schools. In the light of these findings, it is clearly seen that EFL teachers perceive this situation during Covid-19 school closures as an opportunity to improve reading, listening, and speaking activities and consider EBA live lessons sessions more advantageous if there were more online resources available for EFL teachers' use. Therefore, in the light of these findings, it might be underlined that the limitations of MoNE might be revised to support EFL teachers in terms of richer content, and this might support the blended teaching. On the other hand, regarding improving language skills, teachers reported a lack of interactive materials and knowledge for online activities. The teachers report that the interactive course books on EBA and OGM materials websites are insufficient for the number of activities. Teachers also note that the students did not prefer using EBA as a language learning portal due to the inefficient number of materials and as they were not appropriate for their age and level, and furthermore, they found some of them even 'childish.' Therefore, teachers prefer alternative resources like YouTube to search for music, videos, films, or audiobooks. However, such efforts might indeed be an extra burden for teachers. In accordance with these findings, it can be concluded that EBA and OGM Materials websites might be enriched in terms of according to the age and developmental levels of the students.

Furthermore, the data illustrated that student's self-efficacy beliefs were the strongest in writing skills regarding fixing the problem instead of giving up during EBA live classes (m=4.05). Listening is the second remarkable skill in terms of student self-efficacy beliefs. The data displayed that the students had sound self-efficacy beliefs in understanding a short conversation in English between two people during EBA live classes (m= 3.89). According to the results, it might be concluded that contextual variables related to the nature of distance education such as internet connection, muted microphones, disabled cameras, and 30-minute online classes played an important role in terms of self-efficacy beliefs of teachers and students.

As a final point, in light of the findings of the present study, it can be said that the results appear consistent with the findings of some previous studies underlining that teacher self-efficacy beliefs have a remarkable impact on student outcomes regarding the perceptions of student proficiency. However, unlike the previous studies, which were conducted in line with the traditional teaching and learning environments, this study focuses on the case of EBA live classes. The findings of this study illustrate that teacher and student self-efficacy beliefs are affected due to contextual variables such as self-efficacy beliefs in terms of teacher competencies, the dis/similarities on self-efficacy perceptions of teacher and students, materials, and the need for techno-pedagogical support for teachers. In the light of these facts that seem to have impacts on EBA live classes within the context of online education, teachers and students seem to get the most from reading, listening, and speaking activities. It can also be said that teachers complain that the interactive materials are insufficient in number and not suitable for the level of the students. Therefore, more focus needs to be drawn to the process of EBA live classes according to the needs of distance education.

6.2. Implications

The present study has some implications regarding the process of EBA live classes within the context of distance education. EBA live classes emerged as a practical solution due to Covid-19 school closures, and this study aims to shed light on the process as blended environments in education stand before us as an important fact of the future that cannot be ignored. To start with, the findings revealed a discrepancy between teacher responses to the questionnaire and the semi-structured interview questions with regards to keeping students' interests alive, the transferring of language skills and teacher competencies in terms of planning and monitoring during the EBA live classes. In this respect, the most important handicaps seem to be the disabled cameras causing lack of interaction, lack of interactive materials and techno pedagogical need of teachers.

As regards to the profile of Generation Z who are digital natives with hyper cognitive generation and wants to co-create, live stream, and help to make up the activity as they participate, it would be better for teachers to support their profile, which is up for the challenge, ready for integration with a desire to participate in the creation of content and collaborate and interact with each other in ways they are used to with other social media platforms.

Therefore, it might be a serious necessity to support teachers with a safer platform on which the limitations like disabled cameras or chat boxes are not needed to support EFL teaching and learning processes. The lack of techno-pedagogical support also seems to cause poor classroom management, and therefore, the need for support might be important for classroom management and teacher-student self-efficacy beliefs making the EBA live class setting more focused on the aims of the MoNE for EFL teaching and learning process. In line with this need, if the English curriculum is scrutinized, it might be understood that MoNE attaches importance to the use of technology in English teaching. At this point, the statements of the EFL teachers clearly points out the need for teacher training. From this standpoint, it might be essential to relaunch the branch-based teacher training for online teaching methods and material development by OYGM. Furthermore, Web 2.0 field-based educator training that started in 2018 and organized courses for EFL teachers to gain the knowledge and skills for the preparation of techno-pedagogical lesson plans might be restarted by MoNE for blended purposes and fit the needs of today. Furthermore, the education vision report underlines those teachers and educators will be given opportunities to be sent to overseas teacher-training certification programs. This might help teachers to keep up with the necessities of the age and appeal to their students more to ensure the quality of education close to the world, which is becoming more and more digital every day. Furthermore, as focused and aimed in the English curriculum, more stimulating, motivating, and enjoyable learning environments can be created regarding EBA live classes engaging learners of English to become effective, fluent, and self-directed English users. In line with the education vision report, 2023 and The European Framework for the Digital Competence of Educators, namely the Digital Competence of Educators (DigCompEdu), whose focus is not on technical skills, digital technologies can enhance and innovate education and training. Therefore, the findings of this study might be of vital importance to underline the importance of the previous investments in technology within the scope of the FATİH project, which might influence the total picture of distance education for EFL teachers and students during and after the school closures.

With respect to the need for interactive material and the low rates of EBA and OGM Materials site usages, the Ministry of National Education might take the digitization steps previously taken within the scope of the Fatih Project by reorganizing the materials according to the requirements of the day. Moreover, to provide a permanent solution to this situation, in the education vision report of Turkey, it is stated that in cooperation with TRT, the development of original foreign-language productions such as animated films, either with English subtitles or in English, will be carried out.

As a final point, teacher responses to the questionnaire and semi-structured interview might be attributed to a need for modifying the EFL teacher competencies in line with the needs of online settings. Supporting them in terms of pedagogy, methodology, materials development, and e contents regarding the English Curriculum might be an essential necessity. This need for support might be important for classroom management and teacher-student self-efficacy beliefs making the EBA live class setting more focused on the aims of the MoNE for EFL teaching and learning process. Upon the EFL teachers' responses regarding teaching process, materials, and e contents, modifying the EFL teacher competencies in line with the needs of online settings and supporting them in terms of methodology, materials development, and e contents regarding the English Curriculum might be an essential a necessity. If all these conditions are improved, success in the distance and blended settings might possibly increase, and in parallel, the concept of autonomy, whose relation was mentioned in the curriculum and shown in previous studies to be related to academic self-efficacy, can increase. As the process of learning English can be considered a long process, teachers should guide students on how to be autonomous and support autonomous learning in their classrooms. The concept of autonomy, which has an essential place in the framework of the 21st-century learner profile, finds its reflections both in the English curriculum by MoNE and the 2023 Education Vision Report. Fostering learner autonomy is an essential element in the new 9th-12th Grades English curriculum and 2023 Vision Report. From this standpoint, regarding supporting learner autonomy via interactive processes in EBA live classes, together with materials, which are a combination of print and multimedia as stated in the English Language Curriculum by MoNE, might be a long-term solution for the future of Education within blended environments.

6.3. Recommendations for Further Research

In this study, the data have been obtained from one specific group of students at Anatolian high schools in an academic year. Hence to generalize the results, the sampling might be changed to 10th,11th and 12th Grades of High schools and secondary schools to identify the EFL teaching and learning process deeper. Another suggestion for further studies can be about interactive material development, which was reported as a need by the EFL teachers who took part in this study. In addition, this research can be conducted in a multidisciplinary approach to find out the possible skills-based implementations regarding distance teaching and learning processes. Regarding the findings of the questionnaire, prepared and unprepared speaking skills in distance teaching might be studied. Finally, teacher training courses can be analysed through the past and present needs, both standing as a challenge and an opportunity for educational transformation.

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APPENDICES

Appendix 1. İngilizce Öğretmeni Özel Alan Yeterlikleri Ölçeği

İngilizce Öğretmeni Özel Alan Yeterlikleri Ölçeği

Sevgili meslektaşlarım, Yüksek lisans çalışmamın önemli bir parçası hakkında bilgi toplamayı amaçladığım bu ankettteki soruları cevaplarken lütfen EBA Canlı Sınıf uygulamasındaki deneyimlerinizi düşününüz. Bu sorular sadece lisede görev yapan meslektaşlarımın doldurması içindir.Şimdiden teşekkür ederim ve kolaylıklar dilerim

Duygu EFETÜRK

İngilizce Öğretmeni

Çukurova Üniversitesi İngiliz Dili ve Eğitimi Yüksek Lisans Öğrencisi

I. BÖLÜM

Cinsiyetiniz nedir? ( ) Kadın ( ) Erkek

Meslekteki deneyiminiz kaç yıldır?

( ) 1-5 yıl ( ) 6-10 yıl ( ) 11-15 yıl

( ) 16-20 yıl ( ) 21 yıl ve üstü

Çalıştığınız okul hangisidir? ( ) Resmi (kamu) okul ( ) Özel okul

Görev yaptığınız kademe hangisidir?

( ) İlkokul ( ) Ortaokul

( ) Lise ( ) Üniversite

Eğitim düzeyiniz nedir?

( ) Lisans ( ) Lisansüstü

Mezun olduğunuz fakülte hangisidir?

( ) Eğitim Fakültesi ( ) Diğer (belirtiniz)……………………………………

Sıra	Yeterlikler	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
	İngilizce öğretmenleri;					
1	Öğrencilerin dil becerilerini geliştirecek öğrenci seviyesine uygun öğretim etkinliklerini planlayabilir.	①	②	③	④	⑤
2	Öğretim ortamının sahip olması gereken özellikleri belirleyebilir.	①	②	③	④	⑤
3	Öğretim ortamında bulunması gereken uyaranları (görsel, işitsel materyaller gibi) oluşturabilir.	①	②	③	④	⑤
4	İhtiyaç olduğunda ders kitabı dışında öğrenci seviyesine uygun materyal tasarlayabilir.	①	②	③	④	⑤
5	Materyallerle öğrencilerinin ilgisini canlı tutabilir.	①	②	③	④	⑤
6	Öğrencinin kendisine uygun bir öğrenme stratejisi (tekrar, dikkat, anlamlandırma vb. stratejiler) belirlemesine katkı sağlayabilir.	①	②	③	④	⑤
7	Öğrencinin kendi öğrenme stili (görsel, işitsel, bedensel) hakkında farkındalığının oluşmasına katkı sağlayabilir.	①	②	③	④	⑤
8	Öğrencilerinin dinleme becerilerini geliştirecek kazanımlara uygun metinler bulabilir.	①	②	③	④	⑤
9	Öğrencilerinin dinleme becerilerini geliştirecek kazanımlara uygun kısa konuşmalar ve video kayıtları bulabilir.	①	②	③	④	⑤
10	Öğrencilerinin konuşma becerilerini geliştirecek kazanımlara uygun diyalogları başlatabilir.	①	②	③	④	⑤
11	Öğrencilerinin dinlediklerinden anladıklarını belirleyebilecek 5N1K soruları sorabilir.	①	②	③	④	⑤
12	Öğrencilerinin konuşma becerilerini geliştirecek kazanımlara uygun hazırlıklı konuşma görevleri verebilir.	①	②	③	④	⑤
13	Öğrencilerinin konuşma becerilerini geliştirecek kazanımlara uygun hazırlıksız konuşma görevleri verebilir.	①	②	③	④	⑤
14	Öğrencilerinin konuşması sırasında konuşmayı yönlendirecek sorular sorabilir.	①	②	③	④	⑤
15	Öğrencilerinin okuma becerilerini geliştirecek kazanımlara uygun metinler bulabilir.	①	②	③	④	⑤
16	Öğrencilerinin okuduklarından anladıklarını belirleyebilecek 5N1K soruları sorabilir.	①	②	③	④	⑤
17	Öğrencilerinin okuduklarıyla ilgili görselleri eşleştirmesine olanak	①	②	③	④	⑤

	yaratabilir.					
18	Görsellerden yolan çıkarak öğrencilerinin tahminleri ortaya koymalarını sağlayabilir.	①	②	③	④	⑤
19	Öğrencilerinin yazma becerilerini geliştirecek kazanımlara uygun yazma görevleri verebilir.	①	②	③	④	⑤
20	Öğrencilerinin hazırlıklı ya da hazırlıksız yazmalarını sağlayacak görevler verebilir.	①	②	③	④	⑤
21	Öğrencilerinin zorluk çektiği dil becerilerini belirleyebilir.	①	②	③	④	⑤
22	Öğrencilerin dinleme-izleme becerilerini geliştirmelerine yardımcı olabilir.	①	②	③	④	⑤
23	Öğrencilerinin hazırlıksız konuşma yapmalarına yardımcı olabilir.	①	②	③	④	⑤
24	Dilde etkileşimci yaklaşımı etkin şekilde kullanabilir.	①	②	③	④	⑤
25	Öğrencilerin İngilizceyi doğru, anlaşılır bir şekilde kullanmalarını sağlayabilir.	①	②	③	④	⑤
26	Farklı öğrenme gücüne sahip öğrencilerinin dil becerilerini geliştirebilir.	①	②	③	④	⑤
27	Kazanımları ölçebilecek ölçme yöntem, teknik ve yaklaşımlarını kullanabilir.	①	②	③	④	⑤
28	Kazanımları ölçmeye dönük ölçme yöntem Teknik ve yaklaşımlarını planlayabilir.	①	②	③	④	⑤
29	Kazanımları ölçmeye dönük sorular hazırlayabilir.	①	②	③	④	⑤
30	Farklı soru tiplerinde (doğru-yanlış, açık uçlu, tamamlama, kısa cevaplı, çoktan seçmeli gibi) kazanıma uygun soru yazabilir.	①	②	③	④	⑤
31	Alternatif ölçme ve değerlendirme (öğrenci ürün dosyası, performans görevi, proje, günlükler vb.) yöntem ve yaklaşımlarını kullanabilir.	①	②	③	④	⑤
32	Farklı öğrenme gücüne sahip öğrencilerine uygun soru hazırlayabilir.	①	②	③	④	⑤
33	Ölçme sonuçlarını etkili bir biçimde yorumlayabilir.	①	②	③	④	⑤
34	Ölçme sonuçlarına göre öğrencilerine dönüt verebilir.	①	②	③	④	⑤
35	Ölçme ve değerlendirme işlemi sonuçlarından öğretimi geliştirecek şekilde yararlanabilir.	①	②	③	④	⑤
36	Mesleki gelişimi sağlayacak etkinlikler düzenleyebilmek amacıyla zümresini harekete geçirebilir.	①	②	③	④	⑤

Appendix 2. Uzaktan Eğitim ve İngilizce Alan Yeterlilikleri Bağlamında Lise İngilizce Öğretmenleri ve Öğrencilerinin İngilizce Dersi Öğretme ve Öğrenme Süreçleri Üzerine Öz Yeterlik Algıları

Öğretmenler için röportaj soruları

1- Canlı sınıf uygulaması esnasında teknolojik olarak Z kuşağı öğrencilerinize hitap edebildiğinizi düşünüyor musunuz?

a) Bilgisayar kullanımında kendinizi nasıl değerlendiriyorsunuz?

b) Hangi farklı araçları ya da siteleri derslerinize entegre edebildiniz?

c)Sizce onların ilgilerini çekebildiniz mi?

2- Sizce EBA canlı sınıf uygulamasının kullandığı online altyapı dil öğretme sürecinde ihtiyacınız olan temel online ihtiyaçları karşılamakta mıdır? Örneğin öğrenci kameralarının kapalı olması, sohbet bölümünün sadece harici derslerde aktif olması, dinleme aktiviteleri esnasında sesin öğrenciye sağlıklı ulaşımı, vb. özellikler süreci etkilemekte midir?

a) Canlı derslerinizde 4 temel beceriden hangilerini daha etkili öğretebildiğinizi düşünüyorsunuz?
b) Canlı ders esnasında farklı seviyelerdeki ve farklı öğrenme gücüne sahip öğrencilerin ihtiyaçlarına ne ölçüde cevap verebiliyorsunuz? Destekleyici önerileriniz nelerdir?
c) Canlı ders esnasında öğrencilerinizin zorluk çektiği alanları tespit edebiliyor musunuz?

3- İngilizce dersleri esnasında sizce sınıfta olduğu gibi temel becerileri öğrencilerinize aktarabildiğinizi düşünüyor musunuz?

a) Eğer bir sıralama yapacak olsanız en iyi ve en kötü olarak hangi becerileri söylersiniz?
b) EBA platformu canlı derslerden sonra öğrencilerinizi dil öğrenimi için yönlendirdiğiniz bir platform mu? Değilse neden?
c) Sizce EBA öğrencilerinizin canlı derslerden sonra faydalanabileceği bir platform mudur? Bu platformu kendi istekleriyle kullanıyorlar mı? Açıklayabilir misiniz?

4- Covid-19 nedeniyle yaşadığımız uzaktan eğitim süreci içinde yapmış olduğunuz canlı derslerde materyal olarak nerelerden faydalandınız? 3 adet isim verebilir misiniz?

a) Bugüne kadar hiç kendi ders içeriğinizi geliştirdiniz mi? Bu ders içeriğini yüz yüze mi yoksa çevrimiçi ortam için mi geliştirdiniz? Yüz yüze ve çevrimiçi kullanılacak materyaller teknik olarak sizce aynı mı yoksa birbirinden farklı mı olmalıdır?

5- EBA Çevrimiçi Ders Akışı Eğitimi hakkında bilginiz var mı? Sizce bu eğitimi almış olsaydınız canlı dersleriniz daha farklı olabilir miydi?

6- Canlı sınıf uygulamasına ilk geçtiğinizde sıkıntı yaşadınız mı?

a) - Sizce uzaktan eğitim sürecinde İngilizce öğretmenlerinin karşısına çıkan en önemli ilk 3 engel nedir
b) Sizce 2011 yılından beri yürütülen Fatih Projesi Web2.0 alan bazlı eğitici eğitimleri salgın sürecinde yerini bulmuş mudur? Merkezi olarak eğitici yetiştiren bu eğitimlerde yetişen öğretmenler tarafından ilinizde eğitimler verildi mi?
c) Okullar açıldığında da eğitimin bir parçası olarak canlı dersler devam etmeli mi? Gerekli ya da gereksiz görme sebeplerinizi açıklar mısınız?

Appendix 3. İngilizce İle İlgili Özyeterlik İnanci Ölçeği

İNGİLİZCE İLE İLGİLİ ÖZYETERLİK İNANCI ÖLÇEĞİ

EK 1 – İngilizce İle İlgili Özyeterlik İnancı Ölçeği

		Bana hiç uymuyor	Çok az uyuyor	Biraz uyuyor	Oldukça uyuyor	Bana tamemen uyuyor
OKUMA		1	2	3	4	5
1	İngilizce bir metin okuduğumda anlayabilirim.	1	2	3	4	5
2	İngilizce akademik metinler okuduğumda önemli noktaları anlayabilirim.	1	2	3	4	5
3	Okuduklarımı zihnimde canlandırabilirim.	1	2	3	4	5
4	Okuduğum İngilizce metnin temasını ya da ana fikrini bulabilirim.	1	2	3	4	5
5	İngilizce bir metinle ilgili soruları cevaplayabilirim.	1	2	3	4	5
6	Okuduğum İngilizce bir metinde anlamını bilmediğim sözcükleri tahmin edebilirim.	1	2	3	4	5
7	İngilizce bir metinde aradığım bilgiyi kolaylıkla bulabilirim	1	2	3	4	5
8	İngilizce sınavlarının okuma bölümlerinde başarılı olacağıma inanıyorum	1	2	3	4	5
YAZMA						
1	İyi bir paragraf ya da kompozisyon yazabilirim.	1	2	3	4	5
2	İngilizce bir paragraf ya da kompozisyon yazarken dilbilgisi kurallarını doğru kullanabilirim.	1	2	3	4	5
3	İngilizce bir metin yazarken noktalama işaretlerini doğru kullanabilirim.	1	2	3	4	5
4	İngilizce bir metin yazarken düşüncelerimi tam ve açık olarak ifade edebilirim.	1	2	3	4	5
5	Bir şeyi İngilizce yazamadığımda, pes etmek yerine sorunu çözmek için çaba sarf ederim.	1	2	3	4	5
6	İngilizce yazarken önemli noktaları vurgulayabilirim.	1	2	3	4	5
7	İngilizce bir metni kendi cümlelerimle yeniden yazabilirim.	1	2	3	4	5
8	Günlük yaşamda kendimi İngilizce yazılı olarak ifade edebilirim(özgeçmiş, başvuru formu, şikâyet mektubu vb.)	1	2	3	4	5
9	İngilizce herhangi bir şey yazdıktan sonra hatalarımın farkına varabilirim.	1	2	3	4	5
10	İngilizce yazma ile ilgili verilen etkinlikleri yaparken yardıma ihtiyaç duyarım.	1	2	3	4	5
DİNLEME						
1	İngilizce konuşulanları anlayabilirim.	1	2	3	4	5
2	Dinlediğim İngilizce konuşmanın ana fikrini çıkarabilirim.	1	2	3	4	5
3	Dinlediğim bir cümledeki duygusal vurguları anlayabilirim.	1	2	3	4	5
4	İngilizce bir konuşma dinlediğimde bilmediğim sözcüklerin anlamını tahmin edebilirim.	1	2	3	4	5

5	İngilizce bir konuşma duyduktan sonra duyduklarımla ilgili soruları cevaplayabilirim.	1	2	3	4	5
6	İngilizce televizyon kanallarını/ filmleri izlediğimde dinlediklerimi anlayabilirim.	1	2	3	4	5
7	Bir konuşma dinlediğimde resmi dil ile günlük konuşma dilini ayırt edebilirim.	1	2	3	4	5
8	İngilizce bir okuma parçasını dinlerken duyduklarımı doğru olarak yazabilirim.	1	2	3	4	5
9	İki kişi arasında geçen kısa bir İngilizce konuşmayı anlayabilirim.	1	2	3	4	5
10	İngilizce sınavlarının dinleme bölümlerinde başarılı olacağıma inanıyorum.	1	2	3	4	5
KONUŞMA						
1	Günlük yaşamda gerekli ihtiyaçlarımı İngilizce'yi kullanarak karşılayabilirim. (Yurt dışında olduğunuzu düşünün, yer-yön bulma, alış-veriş vb.)	1	2	3	4	5
2	Bir mülakatta kendimi İngilizce olarak ifade edebilirim. (Üniversiteye giriş, iş başvurusu vb.)	1	2	3	4	5
3	Amaca ve duruma göre resmi ya da resmi olmayan bir şekilde İngilizce konuşabilirim.	1	2	3	4	5
4	İngilizce sorulan sorulara cevap verebilirim.	1	2	3	4	5
5	Karşımdaki beni anlamadığında düşüncelerimi başka şekilde ifade edebilirim.	1	2	3	4	5
6	Anadili İngilizce olan bir kişinin anlayabileceği şekilde İngilizce konuşabilirim.	1	2	3	4	5