

T. R.
GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

**THE RELATIONSHIP BETWEEN ENGLISH TEACHERS'
SELF-EFFICACY BELIEFS AND THEIR CLASSROOM
PRACTICES: A SOUTHEASTERN CASE FROM TURKEY**

Master's of Arts Thesis

ÇAĞRI DOĞAN

Gaziantep
June, 2020

GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

**THE RELATIONSHIP BETWEEN ENGLISH TEACHERS'
SELF-EFFICACY BELIEFS AND THEIR CLASSROOM
PRACTICES: A SOUTHEASTERN CASE FROM TURKEY**

Master's of Arts Thesis

ÇAĞRI DOĞAN

Supervisor: Assoc. Prof. Dr. Fadime YALÇIN ARSLAN

Gaziantep
June, 2020

APPROVAL OF THE JURY

Student : Çağrı DOĞAN
University : Gaziantep University
Graduate School : Graduate School of Educational Sciences
Department : English Language Teaching
Thesis Title : The Relationship between English Teachers' Self-efficacy Beliefs and Their Classroom Practices: A Southeastern Case from Turkey
Thesis Date : 09.06.2020

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.


Assoc. Prof. Dr. Filiz YALÇIN TILFARLIOĞLU
Head of Department

This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.


Assoc. Prof. Dr. Fadime YALÇIN ARSLAN
Supervisor

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master's of Art.




Examining Committee Members

Assoc. Prof. Dr. Fadime YALÇIN ARSLAN

Assoc. Prof. Dr. Mehmet BARDAKÇI

Assist. Prof. Dr. Mehmet ALTAY

Signature


.....

.....

.....

It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.


Prof. Dr. Zeynep HAMAMCI
Director

RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

Signature: _____

Name: ÇAĞRI DOĞAN

Student ID Number: 201729574

Date: 30.06.2020



To my beloved wife...

ACKNOWLEDGEMENTS

First of all, I would like to thank my thesis supervisor Assoc. Prof. Dr. Fadime YALÇIN ARSLAN for her patience and for all her support during my tiresome process. Throughout the thesis process she was always available whenever I had a question about the study. I also would like to express my gratitude to the jury members Assoc. Prof. Dr. Mehmet BARDAKÇI, who supported and motivated me from the beginning to the end and Dr. Mehmet ALTAY, who contributed to the study with his constructive criticism.

Secondly, I would like to extend my sincere thanks to Dr. Recep KAHRAMANOĞLU, whom I always felt his support throughout the study, and to my close friend Cengiz ÇAKMAK, who witnessed every single step of this study. I really appreciate their assistance.

I would also like to thank all English teachers who participated to the survey and shed light on this study, I'm very grateful to you all.

Finally, I must express my very profound gratitude to my whole family. Their existence has always given me strength. I would like to present my last thanks to my beloved wife, who filled a huge gap in my life. I would not have finished this study without her support.

ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN ÖZ-YETERLİK İNANÇLARI VE SINIF İÇİ UYGULAMALARI ARASINDAKİ İLİŞKİ: GÜNEYDOĞU BÖLGESİ ÖRNEĞİ, TÜRKİYE

DOĞAN, Çağrı

Yüksek Lisans, İngiliz Dil Eğitimi ABD

Tez Danışmanı: Doç. Dr. Fadime YALÇIN ARSLAN

Haziran-2020, 115 sayfa

Bu çalışmanın amacı, İngilizce öğretmenlerinin öz-yeterlik inançlarının düzeyleri ile sınıf içerisinde kullandıkları öğretim uygulamaları arasındaki ilişkiyi ortaya çıkarmaktır. Araştırma örneklemini, Gaziantep'in Nizip ilçesinde farklı kademelerde görev yapan 152 İngilizce öğretmeninden oluşmaktadır. Bu çalışmada nicel ve nitel araştırma yöntemleri birlikte kullanılmış olup karma desen tercih edilmiştir. Nicel verileri elde etmek için kullanılan anket iki kısımdan oluşmaktadır. Tschannen-Moran ve Hoy (2001) tarafından geliştirilen ve Choi ve Lee (2018) tarafından uyarlanan Öğretmen Öz-yeterlik Ölçeği, İngilizce öğretmenlerinin öz-yeterlik inanç düzeylerini; yine Choi ve Lee (2018) tarafından geliştirilen Öğretim Uygulamaları Ölçeği ise sınıf içerisinde kullandıkları öğretim uygulamalarını belirlemiştir. Anketlerden elde edilen nicel verileri analiz etmek için, bilgisayar ortamında SPSS 20.0 programı kullanılmıştır; frekanslar, yüzdeler, ortalamalar ve standart sapmalar bu program aracılığı ile hesaplanmıştır. Öz-yeterlik ve öğretim uygulamaları arasındaki ilişkinin incelemesi ise Pearson Korelasyon Katsayısı ile yapılmıştır. Ayrıca cinsiyet bakımından öz-yeterlik ve sınıf içi uygulamalarında herhangi bir farklılık olup olmadığını belirlemek için bağımsız gruplar t-testi; deneyim ve okul kademesi bakımından herhangi bir farklılık olup olmadığını belirlemek için ise tek yönlü ANOVA kullanılmıştır. Çalışmanın nitel boyutunda ise ankete katılan İngilizce öğretmenlerinden gönüllü olan 14 öğretmen ile mülakat gerçekleştirilmiştir. Elde edilen bulgular, İngilizce öğretmenlerin öz-yeterlik inançlarının oldukça yüksek olduğunu, sınıf içerisinde iletişimsel öğretim uygulamalarını iletişimsel olmayan öğretim uygulamalarına göre daha fazla kullandıklarını ortaya çıkarmıştır. Ayrıca İngilizce öğretmenlerinin öz-yeterlik düzeyleri ile iletişimsel öğretim uygulamaları arasında pozitif bir ilişki saptanmışken, iletişimsel olmayan öğretim uygulamaları arasında ise anlamlı bir ilişki söz konusu değildir. İngilizce öğretmenlerinin öz-yeterlikleri arttıkça sınıf içerisinde iletişimsel öğretim uygulamalarını kullanma sıklıklarının arttığı tespit edilmiştir. Son olarak, farklılıklar incelendiğinde, katılımcıların demografik özellikleri ile öz-yeterlik inançları ve öğretim uygulamaları arasında herhangi bir anlamlı farklılık bulunmamıştır.

Anahtar Kelimeler: öz-yeterlik inançları, öğretim uygulamaları, sınıf yönetimi

ABSTRACT**THE RELATIONSHIP BETWEEN ENGLISH TEACHERS' SELF-EFFICACY BELIEFS AND THEIR CLASSROOM PRACTICES: A SOUTHEASTERN CASE FROM TURKEY**

DOĞAN, Çağrı

MA Thesis, Department of English Language Teaching

Supervisor: Assoc. Prof. Dr. Fadime YALÇIN ARSLAN

June-2020, 115 pages

The aim of this study was to determine the relationship between the levels of English teachers' self-efficacy beliefs and their classroom practices. The research sample consisted of 152 English teachers working at different schools in Nizip, district of Gaziantep. In this study, the mix method research design was utilized. The questionnaire used to obtain quantitative data consisted of two parts. The Teacher Self-Efficacy Scale (TSES), developed by Tschannen-Moran and Hoy (2001) and adapted by Choi and Lee (2018), determined the levels of English teachers' self-efficacy beliefs. The Teaching Practices Scale developed by Choi and Lee (2018) determined the teaching practices employed in the classroom. SPSS version 20.0 was used to analyze the data obtained through the questionnaire. Means, standard deviations, percentages and frequencies were calculated through this program. Then, Pearson correlation was utilized to examine the relationship between self-efficacy and teaching practices. Independent sample t-test was used to determine whether there was statistically significant difference between gender in terms of these two concepts and one way ANOVA was used to unearth if there was statistically significant difference among experiences and teaching levels in terms of English teachers' self-efficacy and their classroom practices. In the qualitative study, 14 teachers who volunteered among the teachers participating in the questionnaire were interviewed and in order to analyze the data obtained through the interview, the content analysis was used. The results show that the levels of English teachers' self-efficacy beliefs are quite high. As for the teaching practices employed by English teachers in the classroom, it was determined that they use both teaching practices, although the frequency of employing communicative teaching practices is higher. Moreover, while there is a significant positive relationship between self-efficacy and communicative teaching practices, no significant relationship was determined with non-communicative teaching practices. That's to say, as the self-efficacy of English teachers increases, the tendency to employ communicative teaching practices in the classroom increases. Finally, when examined the differences, it was found out that there is no statistically difference among demographic characteristics in terms of English teachers' self-efficacy and their classroom practices.

Key words: self-efficacy beliefs, teaching practices, classroom management

TABLE OF CONTENTS

| | |
|---|-------------|
| APPROVAL OF THE JURY..... | i |
| RESEARCH ETHICS DECLARATION..... | ii |
| DEDICATION..... | iii |
| ACKNOWLEDGEMENTS..... | iv |
| ÖZET..... | v |
| ABSTRACT..... | vi |
| TABLE OF CONTENTS..... | vii |
| LIST OF TABLES..... | x |
| LIST OF FIGURES..... | xi |
| LIST OF APPENDICES..... | xii |
| LIST OF ABBREVIATIONS..... | xiii |

CHAPTER I

INTRODUCTION

| | |
|---|---|
| 1.1 Presentation | 1 |
| 1.2 Background of the Study | 1 |
| 1.3 Statement of the Problem | 4 |
| 1.4 Purpose of the Study..... | 6 |
| 1.5 Statement of Research Questions | 6 |
| 1.6 Significance of the Study | 7 |
| 1.7 Assumptions and Limitations..... | 8 |

CHAPTER II

LITERATURE REVIEW

| | |
|---|----|
| 2.1 Presentation | 9 |
| 2.2 Brief Overview of Learning Theories | 9 |
| 2.3 Social Learning Theory | 11 |
| 2.3.1 Self-efficacy..... | 14 |
| 2.4 Studies on Self-efficacy..... | 22 |
| 2.4.1 Self-efficacy in English Language Learning and Teaching | 26 |

| | |
|---|----|
| 2.5 Teaching Practices in English Language Teaching..... | 30 |
| 2.6 Studies on Self-efficacy and Teaching Practices | 33 |

CHAPTER III METHODOLOGY

| | |
|--|----|
| 3.1 Presentation | 37 |
| 3.2 Research Design | 37 |
| 3.3 Participants | 38 |
| 3.4 Data Collection Tools..... | 39 |
| 3.4.1 Teacher Self-Efficacy Scale (TSES) | 39 |
| 3.4.2 Teaching Practices Questionnaire..... | 41 |
| 3.4.3 The Interview | 42 |
| 3.5 Data Collection..... | 43 |
| 3.6 Data Analysis | 44 |

CHAPTER IV FINDINGS

| | |
|--|----|
| 4.1 Presentation | 47 |
| 4.2 Questionnaire Findings..... | 47 |
| 4.2.1 Findings Related to First Research Question..... | 47 |
| 4.2.2 Findings Related to Second Research Question | 50 |
| 4.2.3 Findings Related to Third Research Question | 52 |
| 4.2.4 Findings Related to Fourth Research Question | 56 |
| 4.3 Interview Findings..... | 59 |
| 4.3.1 English Teachers' Current Teaching Activities and Techniques | 60 |
| 4.3.2 The Teaching Practice that English Teachers Feel Competent | 63 |
| 4.3.3 The Factors Contributing to Teachers' Teaching Practices..... | 65 |

CHAPTER V DISCUSSION

| | |
|---|----|
| 5.1 Presentation | 69 |
| 5.2 Questionnaire Findings..... | 69 |
| 5.2.1 The Levels of EFL Teachers' Self-efficacy Beliefs | 69 |
| 5.2.2 The Teaching Practices English Teachers Employ in the Classroom | 71 |
| 5.2.3 The Relationship between EFL Teachers' Self-efficacy and Teaching Practices They Employ | 73 |
| 5.2.4 The Differences among Demographic Characteristics of EFL teachers in terms of Their Self-efficacy and Classroom Practices..... | 74 |
| 5.3 Interview Findings..... | 75 |

CHAPTER VI

CONCLUSION

| | |
|---|-----|
| 6.1 Presentation | 80 |
| 6.2 Summary of the Study | 80 |
| 6.3 Conclusion..... | 81 |
| 6.4 Suggestions for Further Studies | 84 |
| 6.5 Implications | 84 |
| REFERENCES | 86 |
| APPENDICES | 94 |
| Appendix A | 95 |
| Survey of Self-efficacy | 95 |
| Appendix B..... | 97 |
| Survey of Teaching Practices | 97 |
| Communicative Teaching..... | 97 |
| APPENDIX C | 98 |
| Interview | 98 |
| APPENDIX D | 99 |
| Permission form..... | 99 |
| VITAE | 100 |

LIST OF TABLES

| | |
|---|----|
| Table 1. Teachers' Demographic Variables | 39 |
| Table 2. Cronbach's Alpha Values of two studies | 41 |
| Table 3. Cronbach's Alpha Values of two studies | 42 |
| Table 4. Demographic Information of English Teachers Participating in the Interview | 43 |
| Table 5. Values used in the interpretation of averages | 45 |
| Table 6. Normality Test | 47 |
| Table 7. Levels of EFL Teachers' Self-efficacy Beliefs..... | 48 |
| Table 8. Levels of EFL Teachers' Self-efficacy Beliefs in terms of Instructional Strategies..... | 49 |
| Table 9. Levels of EFL Teachers' Self-efficacy Beliefs in terms of Student Engagement..... | 50 |
| Table 10. Levels of EFL Teachers' Self-efficacy Beliefs in terms of Classroom Management..... | 50 |
| Table 11. Frequency of Employing Teaching Practices | 51 |
| Table 12. Frequency of Employing Communicative Teaching Practices..... | 51 |
| Table 13. Frequency of Employing Non-communicative Teaching Practices | 52 |
| Table 14. Values used in the interpretation of relationship between variables..... | 53 |
| Table 15. Correlation Between English Teachers' Self-efficacy and Its Subscales .. | 54 |
| Table 16. Correlation Between English Teachers' Self-efficacy and Teaching Practice..... | 55 |
| Table 17. Correlation between Self-efficacy and Communicative Teaching Practices | 55 |
| Table 18. Correlation between Self-efficacy and Non-communicative Teaching Practices..... | 56 |
| Table 19. Independent Samples T-test for Gender..... | 57 |
| Table 20. One way ANOVA according to School Levels | 58 |
| Table 21. One way ANOVA according to Experiences | 59 |
| Table 22. English Teachers' Current Teaching Activities and Techniques..... | 60 |
| Table 23. The Teaching Practice that English Teachers Feel Competent..... | 63 |
| Table 24. The Factors that may affect or contribute to teaching practices | 66 |

LIST OF FIGURES

Figure 1. Bandura's Triadic Reciprocal Determinism..... 11
Figure 2. Model of Achievement Behavior Highlighting the Role of Self-efficacy 25
Figure 3. Comparison of Traditional Methods with Modern Ones..... 33



LIST OF APPENDICES

APPENDIX-A: Teacher Self-efficacy Scale

APPENDIX-B: Teaching Practices Scale

APPENDIX-C: Interview Questions

APPENDIX-D: Permission for the Administration of the Questionnaires



LIST OF ABBREVIATIONS

ELT: English Language Teaching

EFL: English as a Foreign Language

ALM: Audio Lingual Method

CLT: Communicative Language Teaching

SPSS: Statistical Package for Social Sciences

TSES: Teachers Self-efficacy Scale

TPS: Teaching Practices Scale

CHAPTER I

INTRODUCTION

1.1 Presentation

The aim of this study is to examine the relationship between English teachers' self-efficacy beliefs and their classroom practices.

In the first chapter, the background information, which contains the underlying reasons of this study, is explained in detail. Afterwards, statement of the problem, the purpose of the study which includes research questions that shed light on our research, the importance of the study, the assumptions and limitations of the study are introduced.

1.2 Background of the Study

The constructivist approach that makes the student a focal point in the classroom has become more popular in the educational community in recent years. In this context, the concept of learning has been focused on by moving away from the concept of teaching in schools. With this understanding, students are encouraged to think critically and to be more active and productive in the classroom. Moreover, the transition from traditional methods to contemporary methods has increased the responsibility of teachers in the classroom, too. This is because, in the constructivist approach, the student is at the center of the process, while students are solely in the position of obtaining information in front of the teacher who teaches with traditional approaches. This naturally requires more interaction between the teacher and the students. Therefore, it is inevitable for the teachers to have professional competence in order to meet all the mentioned needs of the students.

Teachers' attitudes, beliefs, and theoretical knowledge are related to their performance in the classroom. The belief that the teacher must have in order to

manage this process - which is called self-efficacy - is a significant trigger while teaching (Choi & Lee, 2018). According to Bandura, who has introduced the social learning theory, self-efficacy can be defined as the belief in one's own ability for the manifestation of desirable behavior, and this belief motivates people and determines how they should behave, think and feel. When we adapt this definition into field of education, teachers' self-efficacy can be explained with the perception of how they feel competent and they manage difficult situations in the classroom. To illustrate, in the study of teacher self-efficacy conducted by Gibson and Dembo (1984), it can be easily concluded that whereas teachers with high self-efficacy feel they will positively impact the student's performance and create a supportive environment in the classroom, teachers with low self-efficacy assume they have no effect on the students and external factors including family and peers play a decisive role in learning. Teachers with high self-efficacy are open to innovation, use technology as much as possible, and engage in activities that require interaction with students because they are confident. Besides that, Tschannen-Moran and Hoy (2001) conclude teachers with higher self-efficacy are committed to academic contexts, have really no anxiety and are satisfied in the profession.

Teacher self-efficacy and professional competence are separate concepts although it sounds the same when first said. Teacher competence refers to knowledge and skills of teachers that they possess while self-efficacy has a broader meaning. However, they affect each other. A person with high self-efficacy can use his/her professional competence much more than anyone with low self-efficacy. Thus, that means efficacious teacher may implement all the knowledge and skills in the classroom. Conversely, a teacher with low self-efficacy avoids interacting with students, as well as avoiding the application of pedagogical content knowledge in the classroom.

Each method in teaching language has come up with new ideas to develop the skills of students. While some scholars suggest that traditional methods are useful, others claim that traditional methods are incompatible with the spirit of time and do not respond to the needs of the student. To illustrate, Saipovo and Sodikun (2018) emphasize that traditional methods and techniques are still much more efficient and they have highlighted the teachers' roles in the classroom. On the contrary, Wilia (2012) criticized it by expressing that the traditional methods mainly

focus on the learning of grammar rule and vocabulary and that's why, they do not pay much attention to the four skills. As we look at the recent past, though, it is clear to see that the traditional approach, which has more rigid practices, has been replaced by modern approaches towards the end of the 20th century. This shift has undoubtedly changed the role of teachers in the classroom. From then on, teachers, the absolute authority of the class according to traditional methods, have to share their role in the classroom with the students who are expected to be more productive. They should now be more equipped, self-confident, creating a positive atmosphere in the classroom, and teaching based on individual differences. Of course, a teacher who has these characteristics should have a high degree of self-efficacy in order to execute these features in classroom practices. To illustrate, highly self-efficacious teachers become more determined when they experience any difficulties in the classroom and cannot give up immediately (Moran & Hoy, 2001). Moreover, teachers who rely on their own theoretical knowledge and teaching skills are more innovative and productive. They follow the articles and books published by the scholars about education and try to implement them in the classroom (Wertheim & Leyser, 2002). In the classroom management, the teacher with high self-efficacy applies more innovative and interactive activities, while the teacher with low self-efficacy exhibits a strict attitude by using traditional methods.

The fact that teachers have good theoretical knowledge does not mean that they are really good teachers. This is related to how they use their theoretical knowledge in the classroom. Self-efficacy, in this context, has a triggering role in implementing this theoretical knowledge in the classroom and it has long been a question of great interest in a wide range of fields. Many studies have been carried out on the relationship between self-efficacy and other variables such as stress, motivation, emotional intelligence (Aşıcı, 2016; Doğan, 2016; Serin, 2019; Demir, 2018; Mojavezi & Tamiz, 2016). However, very little attention has been paid to the relationship between self-efficacy and teaching practices so far (Choi & Lee, 2018; Ghasemolani & Hashim, 2013). A systematic understanding of how self-efficacy contributes to teaching practices is still lacking. Hence, it is hoped that this research will contribute to a deeper understanding of the relationship between self-efficacy and teaching practices that English teachers employ in the classroom.

1.3 Statement of the Problem

People have some characteristic features that bring them into the forefront in the specific field. One of them is undoubtedly self-efficacy. According to Bandura (1994), self-efficacy is the belief in one's own ability to successfully accomplish something. People attempt to do something they feel competent or they do not even try anything that they think they fail. In relation to this, Bandura who is the one of the most reliable scholars shown as reference in the field has developed a theory that is called self-efficacy theory. According to this theory, there are four factors that strengthen or lower one's perception of self-efficacy. First factor that is called mastery experiences refers to become too specialized in one area. If we decide to do something and accomplish it at the end, that means we are an expert of something. As you are all aware, success is expected to enhance the sense of self-confidence. On the contrary, failure, especially without strengthening self-efficacy firmly, does undermine it (Bandura, 1994). The other factor affecting self-efficacy is vicarious experiences meaning that observing someone around who succeeds something gives the impression that you can also do it and, on the contrary, observing someone who fails in a specific task affects self-efficacy adversely. Verbal persuasion is another factor. When we are convinced orally by someone we trust that we can master a task or manage something, we probably achieve it. Conversely, if people are told clearly that they have no talent and therefore will fail, they certainly give up pretty quickly (Bandura, 1994). Somatic and emotional states, the last factor, refer to what extent situation that we are in affects self-efficacy. Depression, anxiety, worry or feeling ourselves good will influence the perception in a positive or negative way. Stressful situations are likely to trigger emotional arousal that, depending on the situation, could have informative value relating to personal knowledge and skills. Emotional arousal is therefore a main source of knowledge which can significantly influence perceived self-efficacy in managing stressful situations (Bandura, 1977a). In the second chapter, we describe all these concepts in depth.

When we adapt all these information mentioned above to the education field, by the same token, teachers use methods or techniques in the classroom that they are mostly familiar with, vice versa; they do not apply any approach that they don't have comprehensive knowledge (Bandura, 1994). Moreover, efficacious teachers know the learning process and readily implement all the techniques that are necessary for learners while teachers with low efficacy beliefs choose the activities that they are

doing well despite of the fact that they know these activities are not fruitful for learners (Tschannen-Moran & Hoy, 2001). Additionally, the teacher who is confident in theory and practice is more creative in classroom activities and uses different strategies to communicate with the students (Wertheim & Leyser, 2002). The situation is not very different in the teaching of English language, too. We all know that all countries that aim to reach level of contemporary civilization are looking for ways to improve the conditions of teaching foreign language. They also realize that they have to adopt more modern methods instead of implementing traditional ways. In order to adopt and generalize them, teachers who are going to implement these methods in the classroom need to take over responsibilities. That's why; teachers need to continue improving their self-efficacy beliefs in order to be even more influential. According to Choi and Lee (2018), teachers' attitudes, beliefs, and theoretical knowledge are related to their performance in the classroom. In addition, from the studies that have been conducted in this area, we can reasonably conclude that self-efficacy is directly linked to the teaching practice. To illustrate, Gibson and Dembo (1984) have indicated that whereas teachers with high self-efficacy believe they can manage any unexpected event that could arise at the period of the lesson, those with low self-efficacy assume they have no control and can't change the atmosphere of the classroom.

In conclusion, we can easily detect that teachers' self-efficacy and teaching practices are the two important components in the education field. However, whilst many researches on self-efficacy have been carried out, only a few studies have tried to investigate the relationship between self-efficacy and teaching practices (Choi & Lee, 2018; Eslami & Fatahi, 2008; Sekerci, 2012). Whether self-efficacy contributes to classroom management has been investigated (Hicks, 2012). The effect of self-efficacy on stress has been revealed (Zacazova, Lynch and Espenshade, 2005). There have been many studies on how self-efficacy triggers motivation (Aşıcı, 2016; Schunk, 1995). It can be shown more examples about its relationship with many other variables (Demir, 2018; Schunk, 1995; Demirci, 2017). However, much uncertainty still exists about how self-efficacy affects teachers' practices in the classroom. This study seeks to obtain data which will help to address these research gaps.

1.4 Purpose of the Study

The present study set out to determine the self-efficacy beliefs of ELT teachers who are working at public schools in Nizip/Gaziantep with respect to three sub-headings. These are instructional strategies, student engagement and classroom management, which are considered very important by Tschannen-Moran and Hoy (2001). The second goal of the study was to uncover the preferences of EFL teachers regarding the teaching practices. These teaching practices are communicative and non-communicative methods that have been the subject of discussion since the end of the 20th century. The main purpose of the study was to determine whether there was significant relationship between self- efficacy beliefs of EFL teachers and teaching practices that they implement in the classroom. The last purpose of this study was to assess whether there was a statistically significant difference among demographic factors such as gender, experiences and school levels in terms of self-efficacy and classroom practices.

1.5 Statement of Research Questions

This study aims to seek answers to the following research questions;

Research Question 1# What are the levels of EFL teachers' self-efficacy beliefs?

Research Question 1.1# What are the levels of EFL teachers' self-efficacy beliefs in terms of instructional strategies?

Research Question 1.2# What are the levels of EFL teachers' self-efficacy beliefs in terms of student engagement?

Research Question 1.3# What are the levels of EFL teachers' self-efficacy beliefs in terms of classroom management?

Research Question 2# How frequently do EFL teachers employ particular teaching practices?

Research Question 2.1# How frequently do EFL teachers employ communicative teaching practices?

Research Question 2.2# How frequently do EFL teachers employ non-communicative teaching practices?

Research Question 3# What is the relationship between EFL teachers' self-efficacy and teaching practices they employ?

Research Question 4# Is there a statistically significant difference among demographic characteristics of EFL teachers in terms of their self-efficacy and classroom practices?

Research Question 4.1# Is there a statistically significant difference between genders of EFL teachers in terms of their self-efficacy and classroom practices?

Research Question 4.2# Is there a statistically significant difference among school levels of EFL teachers in terms of their self-efficacy and classroom practices?

Research Question 4.3# Is there a statistically significant difference among experiences of EFL teachers in terms of their self-efficacy and classroom practices?

1.6 Significance of the Study

National or international foreign language exams applied in Turkey shows that there are serious problems about language learning of Turkish students (Oktay, 2015). Despite all efforts made by Ministry of National Education to improve the situation such as organizing workshop, cooperation with foreign universities and curriculum planning, the absence of any significant progress reveal that the problem is of a serious extent (Oktay, 2015).

Education is a process developing with coordination of all components and one of the most important components is undoubtedly teachers. There are many characteristic features that effective teachers should have and, as we know, one of them is self-efficacy. Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977). As Tschannen-Moran and Woolfolk Hoy (2001) have indicated, it becomes more of an issue in terms of three subsets. These are instructional strategies, student engagement and classroom management.

Another factor that effective teachers should have is that they are able to implement the teaching practices. Since, what teachers know, think and believe is closely related to what they actually do in the classroom (Choi & Lee, 2018). If we take a close look at the background of methodology, it is straightforward to see that there is a shift from traditional to modern methods (Richards, 2006; Dörnyei, 2010). There might, however, still be numerous teachers who believe that teaching based on form rather than meaning is much more fruitful for learners (Farrell & Lim, 2005).

That's why, it can be misleading if we assume that there is a consensus on which one is better.

In this context, it is significant for the field of English language teaching as a foreign language to determine what teaching practices teachers apply and, in particular, which methods and techniques they use in the classroom. Moreover, what is important is whether there is a relationship between self-efficacy and teaching practices implemented in the classroom. One who believes traditional methods are much better may have high self-efficacy beliefs or, on the contrary, teachers who are trying to use modern techniques in the classroom may have low self-efficacy. Moreover, teachers who regard themselves as efficacious may use both of them. Accordingly, if teachers are supposed to be more creative and influential in the classroom, it is valuable to highlight to what extent self-efficacy level of EFL teachers has an influence on them. Hence, the study offers some important insights into determining the relationship of these two different concepts. Furthermore, the study is also significant as it will unearth to what degree demographic information influences those two terms.

1.7 Assumptions and Limitations

This study was carried out with 152 English teachers working in public schools. The mixed method research was used to determine the relationship between English teachers' self-efficacy and teaching practices used in the classroom. It is assumed that the English teachers who participated in the study both filled the questionnaire carefully and gave sincere answers in the interview. Moreover, it is assumed that the items in the questionnaire and the questions in the interview provided satisfactory information to find out the answers that determine the self-efficacy and practices of English teachers.

The most important limitation of this study is that the results obtained from the research cannot be generalized to the whole population since this study is conducted with 152 English teachers working in Nizip district of Gaziantep. The second limitation is that all the data in this study depend on the judgment of English teachers. This is a problem caused by the nature of self-reporting. The participants cannot determine their competence or perception about themselves transparently (Dörnyei, 2007).

CHAPTER II

LITERATURE REVIEW

2.1 Presentation

This chapter provides information about studies on self-efficacy and particular teaching practices. Moreover, social learning theory, where self-efficacy is first mentioned, is explained in detail.

2.2 Brief Overview of Learning Theories

Learning is a process from birth to death and may vary according to environment, age, gender and individual. In other words, it is new behavior or information that is acquired consciously or unconsciously through experiences. In order to maintain our life, we have to learn something new just as newborn baby does; the baby learns that it must cry to eat food. Moreover, if a baby has burnt their hand whilst touching a hot cup, then it will realize it was something dangerous and next time be more cautious not to do the same thing. This process continues throughout our lives including school, work, marriage, etc.

All scholars thinking hard on how people learn have come up with new theories over years. Whereas some think that new learning emerges as a reaction to stimuli, others have tried to explain the importance of observation and past experiences to acquire new behaviors. To be more accurate, according to behaviorists who have thought that behavior can be regulated and predicted, if needed facilities and environment are provided, learning occurs at every stage without considering who he or she is. Behaviorism also emphasizes the role of environmental factors in influencing behavior, with almost no consideration of the natural or hereditary factors. They have alleged that there is no basic distinction between human and animal behaviors and research can be conducted on animals as well as human. In

particularly, they have chosen the pigeons and mice as experimental objects just because these animals can control their environment easily. To illustrate, Skinner who is mostly known as psychologist, behaviorist and social philosopher has developed the well-known box through which he wanted to do experiment on some animals such as rats and pigeons and aimed to see how animals could learn something new by means of conditioning. In this mechanism, the rat learns to press the lever to get food, and as long as it is hungry, it tries to push the mechanism and obtains food. Thus, behavior is reinforced.

Cognitive psychologists, on the other hand, argued that, unlike behaviorists, it was not only sufficient to examine behavior, but also to involve mental processes. According to them, mental processes cannot be observed but can be inferred from behavior. Cognitive processes are mental processes such as perception, memory and thinking. By using these processes, the individual acquires new information about himself and his environment, remembers the old events, solves the problems and makes plans for the future. The cognitive approach pays special attention to the use of experimental methods in studying mental processes and tries to understand how people internalize the world and give respond distinctively to the external stimulus.

Constructivism, which is different from the two theories mentioned above, differs in terms of processing information. It does not see the brain as tabula rasa. The individual receives the information, processes it effectively and at the end, interprets by himself. Constructivism that comes into existence as a result of Piaget's research and that is based on problem solving, critical thinking and active participation is not a teaching theory but a learning theory and it is divided into two parts; social constructivism that human learning is built and knowledge is constructed through social interaction and is a shared rather than an individual experience (Vygotsky, 1978) and cognitive constructivism that the knowledge of human beings is "constructed" through experience, but not from the information they are given (Piaget, 1957).

As mentioned before, for behaviorists, everyone can learn when given the necessary time and conditions. However, this is not the case for constructivists who think that everyone is unique and experiences in learners' life take important place in

learning. Whereas a behaviorist would tend to look at the learning material and the effect of the environment on learning, a constructivist would be more involved in recognizing how the learner attempts to construct meaning (Bush, 2006).

On the other hand, Bandura put forward the idea of reciprocal determinism in social learning theory and stated that the person is not only a passive receiver affected by the environment but also affects the environment. According to psychologist Albert Bandura (1977), reciprocal determinism is a model consisting of three factors that affect behavior: the environment, the individual and behavior itself. In this theory, the behavior of an individual influences and is influenced by both the social and personal characteristics.

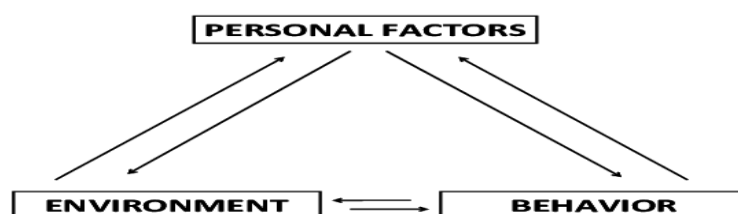


Figure 1. *Bandura's Triadic Reciprocal Determinism*

After explaining the three schools of thoughts briefly, it is necessary to provide details of the theory of social learning which includes the self-efficacy which is the essence of our research.

2.3 Social Learning Theory

Social learning theory was put forward and developed by Canadian psychologist Albert Bandura. Despite having different structures from both behavioral and cognitive learning theory, it has some features involving both theories. According to Bandura, behavior is not necessarily carried out by an organism or it does not only arise in exchange for a specific reward and punishment. Rather, observation and behavior of others are the basis of many learning. To make it more clear, a person may exhibit a behavior by observing someone around him and may learn by means of behaviors of others.

The person observed by the individual is called as model. To illustrate, there are many influential models around the child, such as family, friends, television characters, and teachers at school. These models provide examples of behaviors and are imitated by child at the end. Bandura suggested that although there are some similarities between modeling and imitation, they are different from each other. In modeling, while an individual may display a behavior when seeing that the person he observes is successful, or seeing something that he likes, the person exhibits all behaviors without distinction between good and bad in imitation.

The main issue in social learning is that the individual learns by observing the people around him. Hence, Bandura also called social learning theory as observational learning and in order to prove it, he conducted his well-known experiment by using a doll called as bobo. 36 girls and 36 boys between the ages of 3-6 were used in this experiment and they were divided into three groups of 12 children. First group was aggressive group that watched the models threatening towards bobo doll aggressively and attacking it with hammer in some cases and throwing it in the air. Another group watched the models playing with dolls in a quiet and dotingly for ten minutes and ignoring the bobo doll. The final group was control group and not exposed to any model. The results revealed that children who observed the models using violence exhibited more imitating and aggressive behaviors when taken into the same room with the bobo doll. On the contrary, those who observed the love group were gentler to the doll. While girls groups imitated girl models, boys group imitated male models. Lastly, the control group showed less aggressive behavior than the aggressive group.

There are three basic ideas at the center of social learning. The first idea, as shown in the doll example above, is that people can learn through observation. Bandura explains the model in observational learning in three ways; a live model who demonstrates and acts out the behavior; a verbal model that includes explanation of behavior; a fictional model that includes books, series, or film characters that may interest the person. Thus, it can be deduced that a model cannot necessarily be real character, or the model does not need to engage in the activity in front of the observer. That is to say, learning takes place by listening to any model from radio, television, etc. Second idea is that mental states also hold important place for social learning theory. To put it more explicitly, Bandura emphasized that in learning, one's

own inner world is as important as the external factors that the advocates of behaviorist theory focus on. To illustrate, motivation, anxiety, stress, satisfaction, prides are also crucial in learning. The last idea is that anything learned does not necessarily mean that behavior will change. When someone is taught to drive, it can be easily observed at which stage he is or when a mechanic shows his apprentice how to repair a car, he can easily understand whether he has learned it or not. However, sometimes new things can be learned even if behavior does not appear immediately. While behaviorists bring forward that learning something new leads to permanent behavior, Bandura and his friends argue that new information can be learned without exhibiting new behavior.

According to theory of Bandura, learning occurs in four stages. These are attention, retention, reproduction and motivation. Let's explain them briefly:

Attention: The first step in social learning is to pay attention to the model. In order to learn through observation, it is necessary to pay attention to the behavior of the model and to perceive it. While age and gender of the model play an important role, simplicity, clarity and functionality in the behaviors of the model are the factors affecting the attention process. The observer's accepted and reinforced behavior in the past has an effect on attention, too.

Retention: The observer has to remember the behavior of the model and should code it by symbolizing in order for the observed behavior to be permanent.

Reproduction: At this stage, the observer develops the behavior of model that he pays attention at first stage and codes at second stage. What is important here is whether he is able to physically perform the behavior coded in the cognitive process. To illustrate, 85-year-old man who observes a basketball player can easily code it in memory in various ways, however, his psychomotor skills may not allow him to do so. Second point Bandura emphasized is that she must have the belief, called as self-efficacy, to be able to perform it even if the observer has physical competence to exhibit the behavior.

Motivation: If you have paid attention to the behavior of model, coded it in your memory and had a good physical condition, and you still cannot perform the behavior, that means there is a motivation problem. Cultivating motivation is crucial

to a language learner's success - and therefore crucial for the language teacher and researcher to understand (Dörnyei & Ushioda, 2011). While the motivated person will show more willingness to act, the unmotivated one will abstain. According to Bandura (1994), reinforcement and punishment play important role in performing behavior just as behaviorists have put forward. However, what is different is that Bandura thinks that one develops these behaviors from vicarious experiences. In the study, someone who observes that the model receives any reward as a result of the behaviors will try to imitate that behavior. To illustrate, a teacher working at the countryside had to go to school by car. However, she was afraid of driving due to lack of practice and preferred going there by bus. After a few days, when she saw a female teacher alike her while driving to school, she thought that she could also do it and henceforth, she started to practice a lot. Bandura has defined this event as vicarious reinforcement. On the contrary, punishing the negative behaviors of the model will cause the observer to avoid that behavior. When we go through the same example above; if that teacher observed that model had an accident on the way to school, she would probably be negatively affected and it would be difficult for her to drive again and this is called as vicarious punishment.

The steps mentioned above are all about how an individual is affected by the others' behaviors. Moreover, it has also been defined some concepts in social learning theory, related to how learning occurs, such as reciprocal determinism, symbolizing capability, forethought capability, vicarious capability, self-regulatory capability, self-reflective capability and self-efficacy. There is such an important concept among them that Bandura has especially emphasized and much work has been done on it (Gibson & Dembo, 1984; Schunk, 1989; Choi, 2000; Cinkara, 2009). It is self-efficacy.

2.3.1 Self-efficacy

Human being is capable of doing almost everything by nature. When certain requirements are set, he/she tries to do his/her best with dedication and persistence to accomplish the task. However, when someone is asked something he cannot do, even if he is an expert in that field, he refuses it without thinking. To illustrate, when a cook working in a private dormitory is asked to prepare a meal for 50 students a day, he will accept it without hesitation. But, when asked to cook for 200 students a day,

he will hesitate and eventually refuse. Then, what is the difference between these two examples? In the first example above, that cook believes that he can readily prepare meal for a large number of students staying at dormitory, on the contrary, in the second; he does not believe he can cook for so many students and so he does not even try. Likewise, what is the answer when a marathon runner is asked if he can run 200 meters in 10 seconds? If his physical condition, form and readiness are like the average runner, the answer is probably 'no'. These are all related to self-efficacy that has been put forward by Bandura in 1977.

Self-efficacy refers to a person's confidence in his or her ability to perform behaviors required to generate particular performance achievements (Bandura, 1977, 1986, 1997). It is the concept that is the cornerstone of Bandura's social learning theory, and plays an important role in exhibiting the behavior. Since, although the person applies all the processes required to behave and encodes them in memory, he will hesitate to exhibit behavior if he doesn't have belief that he can succeed it. To Lunenburg (2011), self-efficacy is a task-specific version of self-esteem. That means while the probability of doing a job is high in the area where people see themselves as competent, it is low in the area where they see themselves as incapable. To Gecas (2004), self-efficacy is like a prophecy that proves itself since people behave in a way to confirm the beliefs they have in the beginning (cited by Arseven, 2016). To illustrate, there is an officer who is very competent and professional in drawing (Officer A); however, he does not believe that he can prepare a quality drawing for an important conference. On the other hand, Officer B who has an average skill and a little experience in drawing believes that he can prepare a quality drawing for the same conference by working hard. Since the self-efficacy of Officer A to prepare a drawing for the conference is low, he does not have enough motivation to do it. For this reason, he tells his director that he cannot. As for Officer B, his motivation and self-efficacy are high. Thus, he works overtime to prepare a quality drawing, presents it in the conference, and gets a premium (cited by Redmond, 2015).

The question of whether I can handle is always in our mind before starting something and the answer to this question may be the first step as to whether you will start or not. The important thing here is whether the person has the belief to start that task. People with strong self-efficacy set themselves demanding specific goals and struggle incredibly against them. In the event of a possible failure or stumbling,

they review themselves and continue on their way stronger. Moreover, in the next obstacle or barrier, they have faith they can easily take control of them. Having this kind of view reduces anxiety and decreases the risk of depression (Bandura, 1994). In this context, let us consider the example of a doctor who has passed the specialty exam and will perform the surgery for the first time. The doctor who focuses fully on his task and believes that he will succeed will not experience much stress and excitement during the surgery. Conversely, people who are skeptical about their own abilities perceive tasks as threats. They try to avoid these tasks because of their deficient perceptions, or even because they consider they will have difficulty in the task. They prefer to give up quickly in the event of potential challenges or problems, which damage their beliefs. This view can cause anxiety and depression in the individual (Bandura, 1994). Now let's look at an example of a teacher who has been given a seminar task by the administrators and wanted him to chair a meeting about pedagogical content knowledge. The teacher who does not feel confident at content knowledge and does not believe having good narrative skills will have difficulty in conducting that meeting. And probably, he/she will ask the manager for permission not to perform this task.

At this point, the perception of self-efficacy that affects cognitive processes plays a motivating role. Self-efficacy is not the skills that the person possesses, but perception of what he or she can do with these skills. Bandura distinguishes between efficacy expectations and outcome expectations. While efficacy expectation is a person's belief in his capacity to put in his performance, outcome expectation is the judgment regarding the situation that will arise as a result of the behavior. To make it clear, the belief in the ability to solve a difficult question asked by the teacher in the classroom is efficacy expectation, after solving this question, the expectation of receiving positive reinforcement from friends and teachers such as praise and applause is the outcome expectation.

And now, it is the time to explain the source of the self-efficacy having been mentioned above. In order for the self-efficacy to be at the desired level, it must be mastered at that task. Success is undoubtedly a factor that increases self-efficacy. However, if the person's self-efficacy level is not at the desired rate, a possible failure can cause irreparable damage to the person and it may take a long time to regain self-efficacy. Bandura (1986) has stated that perception of self-efficacy is fed

from four main sources. These are mastery experience, vicarious experience, verbal persuasion and somatic and emotional states.

2.3.1.1 Mastery Experience

When 3-4 year old children chuck down, their parents usually prefer not to pick them up and try to encourage by saying that you can do it yourself. Because if the child gets up from where she fell thanks to the parent, she will expect help each time she/he falls. The aim here is to create the child meaningful sense of competence to cope with the next possible bad situations. Mastery experience works just like this example. If we are successful in a task, job etc., it means that we are specialized in that. The most powerful way to improve one's self-efficacy is mastery experiences, because people feel more competent in an area they have tried and succeeded and think they're going to succeed once again (Bandura, 1994). The example of the kindergarten teacher will help us better understand this explanation. Kindergarten teacher who is responsible for young children's education and always spends time with them has the belief that she can take good care of her own child when she becomes a mother. On the contrary, if a person has failed in a specific task, it will have a negative effect on her/him. Especially if he/she has experienced this failure in the first experience, self-efficacy will be seriously impaired. In the example above, if the kindergarten teacher has problems with her students or encounters an event that she cannot solve, this will negatively affect her belief in motherhood.

High self-efficacy is also related to how someone has succeeded in past experiences. A task achieved as a result of intensive effort will significantly increase self-efficacy. If person has accomplished simple successes in their daily experiences and strengthened their self-efficacy as a result of these actions, they foresee fast results in all tasks and their self-efficacy will be weakened in the case of unexpected failure. A vulnerable sense of efficacy is boosted by a powerful attempt to tackle obstacles. Some losses and problems in life generally serve a very important function in teaching that success demands continuous effort. When people are sure they have what it takes to succeed, they are more resistant to losses and recover more quickly. They come out stronger from adversity by sticking it out through difficult times (Bandura, 1994).

Whether self-efficacy will be damaged in the event of a failure is related to how it is achieved. How much effort a highly self-efficacious individual exerts and

how he avoids challenging circumstances plays a significant role in deciding self-efficacy resistance. According to Bandura (1977), perceived self-efficacy significantly influences the endurance of the individual during the mission, the degree to which he would be influenced in the case of a potential loss and the goals he would set. The stronger their perceived self-efficacy, the greater their ability to cope with issues.

2.3.1.2 Vicarious Experience

Another factor that affects, develops or undermines self-efficacy is vicarious experiences. If you see that someone like you is successful in any field, your belief that you can do it increases. Conversely, seeing someone who looks like you physically or characteristically fails in specific area will cause you to lower your self-efficacy before starting. Although Bandura (1986) states that one's mastery experiences are the most effective factor, vicarious experiences have an undeniable importance in affecting self-efficacy.

If they can do it, so can I! This is the motto of vicarious experiences. It can also be called 'observational learning', as someone decide whether or not to do it by observing anyone alike him/her. The extent to which vicarious experiences affect self-efficacy depends on how much you think the model is like yourself (Bandura, 1994). If you see all the characteristics of a person as equivalent to your own, his/her successful performance increases your self-efficacy, while a possible failure adversely affects it. To what extent the characteristics of the person and model are alike will significantly determine the success or failure. Even though people consider the models as something different, the behavior of the models and the outcomes they provide do not seriously affect their perceived self-efficacy (Bandura, 1994). Imagine a person who lost his leg as a result of a deplorable accident. This disabled person, who has broken off his all relations from life and has no hope for the future, does nothing but spend time at home all day. One day, while watching television at home, he coincided with the match of the amputee national team. It was the turning point of his life, though he did not realize it at that moment. The fact that someone like him participated in a sports event and succeeded in that field led him to think. And he said to himself, if they can play, I can play, too. From that moment on, he enrolled in the amputee sports club in his hometown and began training there.

In vicarious experiences, learning takes place in four ways. These are attention, attractive models, retention and motivations. All of these are described in detail in the sections above. The best way for one to benefit from modelling is for one to imagine that he/she is in the other person's shoes and sees oneself as similar to the model (Cinkara, 2009). Vicarious experiences can be very strong factors when a person does not have the belief himself/herself (Bandura, 1994).

2.3.1.3 Verbal Persuasion

Verbal persuasion is the third way to increase people's belief that they need to have to be successful. When a problem arises, if the person is verbally convinced that he possesses the ability and can succeed, he will probably make more efforts. To the degree that persuasive boosts in perceived self-efficacy push people to work hard enough to achieve, they foster development of skills and a sense of personal efficacy (Bandura, 1994).

However, it is worth noting that verbal persuasion is not as effective in promoting self-efficacy as the two factors mentioned above. Since, any failure experienced will undermine the self-efficacy acquired through verbal persuasion. To explain with an example, as you all predict, everyone has gone through a period of adolescence in his/her life when he/she could not think mature and act crazy. Directing them to good areas during this period is something that every parent and teachers stand on. The school counselling service organizes a conference for the students who take the exam in a few days in order to increase motivation and they explain in various ways that they have the capacity to pass the exams. In fact, it is like a coach trying to motivate his team before the match. As a result, in line with this study carried out by the counseling service, if the students are successful in the exam, that means verbal persuasion has worked and this situation will strengthen the self-efficacy of the student. On the contrary, if the student fails despite the efforts made by service, self-efficacy will undoubtedly decrease.

It is also a fact that increasing self-efficacy only by verbal persuasion can sometimes have negative consequences. Unrealistic persuasion should be avoided, because a potential loss would directly affect the beliefs of an individual (Bandura, 1994). To illustrate, if a team performs badly, the sense of efficacy of the team members can be adversely affected based on the response of the coach. Trying to imply that we lost the match and you're all awkward players does little to improve

self-efficacy. Alternatively, it would be more effective to say, "We are lost, but it's not because you are bad, but because of the lack of practice." (Brown, Malouff & Schutte, 2005)

The factor of verbal persuasion may also have negative consequences if not used correctly. Convincing the person that he/she can do despite not having sufficient capacity to perform a difficult task may damage his/her self-efficacy. Since, giving too much courage can create an unrealistic sense of self-efficacy. Therefore, coming down to earth is the first rule for verbal persuasion to be effective and such a self-efficacy perception will be more stable and successful than others.

2.3.1.4 Somatic and Emotional States

One of the factors affecting self-efficacy is somatic and emotional states. Pressure, anxiety, concern and uncertainty all have a detrimental impact on self-efficacy. These may lead to a self-fulfilling prophecy of desperation or lack of desire to fulfill the risky tasks (Pajares, 2002). When a person is attempting to complete a demanding task, high stress will activate emotional reactions and ultimately affect the perceived self-efficacy (Bandura & Adams, 1977).

A student playing in the school basketball team plays well in training and friendly games and he is getting ready for the official match that they will play. This student, who is also the captain, gets excited and gets stressful days as the match day approaches. This excitement and stress will reduce the basketball player's self-efficacy and he will not be able to reflect his full performance on the court. To give one more example, people who are just starting to exercise in a gym may be anxious when others think they are watching them during the session. This is a damaging somatic situation which may be destructive to their self-efficacy, and, in turn, affect to keep going their physical activity. During this case the exercise instructor tries to reduce the adverse impact by teaching relaxing techniques and encouraging self-talking in an effort to alleviate fear and foster self-efficacy (Jackman, 2010).

Individuals do depend partly on their somatic and emotional states to determine their ability. They perceive their emotional responses to fear and anxiety as indicators of vulnerability to bad performances. People tend to judge their exhaustion, worries, and discomfort as indicators of physical failure in strength and endurance exercises. Mood also influences the decisions people make about their personal efficacy. Positive mood helps to raise perceived self-efficacy, whereas

depressed mood deteriorates it. The fourth technique for adjusting efficacy beliefs is to reduce the psychological responses of individuals and change their adverse emotional behaviors and misinterpretations of their physical condition (Bandura, 1994).

There are also some processes that activate self-efficacy; cognitive processes play an important role in determining goals, on the other hand; the mind must focus on a work to activate an action. People's self-efficacy perceptions also provide hints as to how they should approach scenarios about future situations. Whereas those with a positive view of self-efficacy imagine scenarios that help and inspire their present efforts and challenges, those with doubts about their perceptions of self-efficacy think bad scenarios that will affect their motivation and excitement in a negative way (Bandura, 1994). Someone who thinks they can successfully get out of a difficult process is much more advantageous than someone who is more pessimistic. The motivational process is a decisive factor before or during a particular task. Most of human motivation is produced in a cognitive way. The practice of forethought motivates people and directs their actions anticipatorily. They shape beliefs about what they can do. They predict possible outcomes of prospective actions. They develop their own targets and plan course of action to achieve a desired future (Bandura, 1994). How much motivation you have during the activity plays a significant role in whether to proceed or not. Although people with high self-efficacy are often more responsive to challenge, those with low self-efficacy may prefer to give up at the very first obstacle. The beliefs of self-efficacy make a positive contribution to motivation in many ways: they decide the goals which people set for them; how much time and energy they spend; how long they continue to face adversity; and how resilient they are to failures. When confronted with difficulties and challenges, people with doubts about their capability slacken their endeavors or give up quickly. Someone who has a high degree of belief in their capabilities puts much more effort when he/she fails to master the challenge. Strong dedications inevitably lead to performance accomplishments (Bandura, 1994).

The affective process is related to whether an individual is able to handle the situation in the event of stress or anxiety. People believing they could really monitor potential risks don't even think up troubling thoughts or beliefs. However, others who feel they could never cope with problems experience a high degree of anxiety and they stick to their shortcomings. They regard almost all aspects of their external

environment potentially harmful (Bandura, 1994). People with low self-efficacy cannot mentally solve stress or anxiety in their own minds, which can lead to unpredictable consequences, even depression. The final process is the selection process. People think about whether their abilities are suitable for the task before starting it. If they consider that is above their abilities, they tend to avoid it immediately. Yet, they are ready to engage in demanding tasks and to choose situations that they consider themselves competent to tackle. People strive to promote various competencies, passions and social networks that decide the way of life through their preferences (Bandura, 1994).

2.4 Studies on Self-efficacy

The self-efficacy put forward by Bandura has been in demand in the field of education and a considerable amount of literature has been published on it. Numerous studies have sought to understand the impact of self-efficacy on certain principles. To illustrate, a study (Demir, 2018) on self-efficacy and anxiety of learning a foreign language among 163 prep students revealed a significant positive relationship between self-efficacy and academic achievement score, and a negative relationship between foreign language anxiety and academic achievement score. In terms of demographic characteristics, it was found that women's productive self-efficacy beliefs were higher than male participants. The study by Cinkara (2009) showed that there was a positive correlation between students' self-efficacy and their EFL end-of-the-year grades and it was revealed that students who have high self-efficacy will be more successful in language learning. A study (Özel, 2019) on 200 English teacher candidates studying at Hacettepe University set out to determine the relationship between emotional intelligence, social intelligence and teacher self-efficacy. According to the results of the study, it was found that there is a very positive relationship between emotional intelligence and social intelligence, a moderate level positive relationship between emotional intelligence and teacher self-efficacy, and a moderate level positive relationship between social intelligence and teacher self-efficacy.

It is explained in detail in the previous sections that there is an undeniable relationship between self-efficacy and motivation. In a study conducted at Bahcesehir University (Aşıcı, 2016), in addition to the relationship between self-efficacy and motivation, it was revealed that there is a relationship between the

gender and educational background of the participants and their self-efficacy. In addition, it was revealed that female students are more motivated than male students. And this, of course, has a positive effect on their self-efficacy. Another study (Serin, 2019) conducted in Bahçeşehir University aimed to determine whether there is a significant difference between the self-efficacy of the teachers who are native and non-native. The study revealed that teachers whose native language is English have high self-efficacy because of their advanced level of language. McAuley and Blissmer (2002) emphasized that self-efficacy is a strong determinant of physical activity. Ghasemboland and Hashim (2013) examined the self-efficacy perception of non-native EFL teachers in terms of their capability of teaching language and four skills. There was a strong correlation between teachers' self-efficacy and language teaching skills. It has been suggested that there is a strong correlation between teachers' self-efficacy and capability of language teaching. With respect to the level of self-assessment of English skills, this study showed that teachers seemed to rank their current writing skills above the other skills including listening, speaking, and reading. Some of those who thought they possessed intense English skills seemed to believe in their ability to perform student engagement tasks more than the other dimensions of classroom management and teaching strategy (Ghasemboland & Hashim, 2013).

Self-efficacy beliefs of foreign language teachers working in preparatory schools of Middle East Technical University and their relationship with language proficiency, teaching strategy and personality traits were examined (Can, 2019). In the light of the qualitative and quantitative studies, it was concluded that the level of self-efficacy of the instructors was quite high and they considered themselves competent, especially in the field of classroom management and teaching strategies. In addition, the research suggests that there is a positive relationship between self-efficacy beliefs and language proficiencies of instructors and teaching experiences are also an important factor in self-efficacy. It is also seen that as instructors' language proficiency and use of strategies and techniques in the classroom are significantly enhanced, self-efficacy beliefs in English teaching may raise as well (Can, 2019).

In the study of Bandura and Schunk (1981), they emphasized that proximal goal setting is an important concept in success. Over seven days, children were given instruction in calculation with practice opportunities. Seven packets of material were

provided to children. Some adopted a proximal objective of fulfilling one packet every process; the second group had a distant aim to implement all packets by the end of the last session; the third category has been granted a general objective of sustainability and development. During the sessions, proximal goals resulted in the highest motivation as well as the highest posttest skill, self-efficacy and intrinsic interest. The distant target has provided no beneficial effects compared to the general target (Bandura & Schunk, 1981). Therefore, proximal goal setting has a major role in increasing motivation and self-efficacy.

Mojavezi and Tamiz (2012), who set out to investigate the effect of self-efficacy on student motivation and achievement, revealed an important relationship between these three concepts. It was seen, thanks to this study, that the teacher with high self-efficacy had a high belief that he/she would create a positive atmosphere in the classroom, and the teacher with low self-efficacy attributed any failure to the low motivation of the student. The findings are also consistent with Bandura's findings (1994) that teachers with a powerful sense of efficacy can inspire their students and enhance their cognitive development. Yet, those who have a low sense of efficacy favor a "custodial orientation that relies heavily on negative sanctions to get students to study (Mojavezi & Tamiz, 2012).

Another variable examined in relation to self-efficacy is critical thinking. 86 EFL students participated in the study conducted by Moafian and Ghaniazadeh (2011). It was stated in this study that the student with high self-efficacy has the power to interpret any event. And, as self-efficacy increases, so does critical thinking skills. Furthermore, it was emphasized that gender has no significant effect on critical thinking.

Schunk (1995), an educational psychologist, emphasized that self-efficacy is not the only factor affecting behavior. He assumed that if knowledge and skills are lacking, high self-efficacy will be inadequate to change behavior. The role of self-efficacy in this situation is to increase motivation.

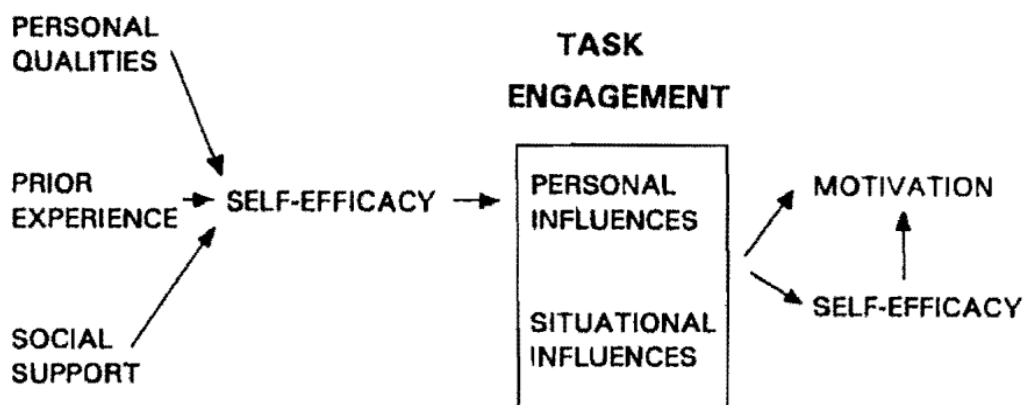


Figure 2. *Model of Achievement Behavior Highlighting the Role of Self-efficacy (Schunk, 1995)*

In the model shown in Figure 2, the function of self-efficacy in behavioral change is illustrated. At the beginning of an activity, people differ in their self-efficacy to comprehend or act at the same or similar tasks and personal characteristics, such as skills and attitudes, as a result of their previous experience. Initial self-efficacy is often influenced by the type of help individuals acquire in their community from significant individuals (Schunk, 1995).

When individuals participate in activities, they are influenced by personal factors such as establishing objectives and cognitive processes, as well as with situational factors (e.g., award, punishment, feedback from teacher). Individuals receive signals of how well they are implementing from these considerations. Motivation and self-efficacy are improved when people believe they perform masterfully and are much more competent. If a person thinks that he/she will get a better result by adapting new methods and techniques such as using effective task strategies, late results or lack of success in the process will not affect too much self-efficacy and will not lower his motivation (Schunk, 1989).

The relationship between self-efficacy and different branches has also been extensively studied. To illustrate, a study (Şener, 2016) was conducted to determine whether the self-efficacy perceptions of mathematics teachers working in secondary school vary according to the gender or university they graduated from. The results showed that there was no significant difference between these variables, while professional experience had a significant effect on self-efficacy perception. A study (Kaynak, 2018) in the field of music examined the relationship between teacher self-efficacy and self-efficacy perception towards music ability. In this study conducted

on senior students of various universities, the results were striking. It was stated that self-efficacy perception of music teacher candidates differed according to gender and economic situation.

2.4.1 Self-efficacy in English Language Learning and Teaching

After the concept of self-efficacy has been put forward by Bandura in social learning theory, it was stated in previous chapters that numerous studies have attempted to explain it in many areas. And many studies have been conducted in the field of education, too. Understanding the perceptions, thoughts, beliefs and theoretical knowledge of teachers, who are the number one practitioners of the teaching and learning process, is extremely important for better results in education (Jia, Eslami & Burlbaw, 2006). Knowing these makes it easier to comment on the dynamics such as classroom behavior, students' achievement within the classroom. Hence, discovering the teachers' values and interests helps one to foresee teaching and performance practices in classrooms (Eslami & Fatahi, 2008). The beliefs of teachers about their own efficacy, known as teacher efficacy, help us understand almost all significant educational information that could potentially shape the academic perceptions of students (Soodak & Podell, 1997).

It is possible to see many studies in the field about teachers' self-efficacy, which we have mentioned a few of them above. In addition to studies in many areas related to self-efficacy, numerous studies have been conducted in the field of English language education so as to meet the requirements of the age. Everyone knows that the globalized world obliges to know English, which is the common language of art, sports, literature and trade. Therefore, this means it is now even more necessary to learn and teach English and that has pointed to the need for systematic, possibly the best-prepared teaching through well-developed teachers (Sekerci, 2011). Of course, there are certain characteristics that a qualified teacher should possess. In addition to being knowledgeable in the theoretical sense, the teacher should also be competent in transferring this information to his/her students. One of the most important features, as mentioned in the previous chapters, is self-efficacy, which plays a key role in conveying this knowledge to the student. And the effect of self-efficacy on teachers and students has been the subject of many studies. To illustrate, Kaygısız, Anagun and Karahan (2018), who conducted research on self-efficacy and language teaching methods, aimed to find out language teachers' perceptions of self-efficacy and which

methods they preferred. According to the results of the study, it was seen that the English teachers participating in the study had higher self-efficacy levels and applied communication-oriented methods more. On the contrary, the methods used by teachers with low self-efficacy varied. Moreover, research has clearly suggested that as self-efficacy increases, the teacher is more confident and plays a key role in changing the classroom atmosphere.

Bandura (1997) stated that academic achievement is significantly impacted by the belief of self-efficacy. Many studies (Bandura & Schunk, 1981; Pintrich & De Grot, 1990; Zimmerman & Martinez-Pons, 1990) show that teachers with high academic self-efficacy determine a challenging task to do. Pajares (1996) and Schunk (1991) conclude that people who have high academic self-efficacy do seem to overcome various tasks and responsibilities whereas learners with poor academic self-efficacy probably give up studying when early attempts do not contribute to expected or real success. In a study conducted by Sarıcoban and Behjoo (2016) at Hacettepe University, the relationship between academic self-efficacy and foreign language achievement of prospective English teachers was examined. The results indicated a significant relationship between the two, but differed by gender.

In another study conducted by Eslami and Fatahi (2008), non-native English teachers' self-efficacy perception was tried to be determined. The most important finding is the positive relationship between teachers' self-efficacy perception and language proficiency level. The higher the teachers' perceived proficiency in language skills, the more efficacious they felt (Eslami & Fatahi, 2008). In addition, as teachers' self-efficacy levels increased, it was observed that the methods they applied turned from traditional methods to communication-based methods. According to Eslami and Fatahi (2008), this conclusion differs from the results of other studies (Chacón, 2005; Sato, 2002), which indicate grammar was the key subject of the teaching activities of EFL teachers. Demirel (2017) aiming to shed light on the field through quantitative research revealed that pre-service English teachers had high self-efficacy levels and readiness for the future. In the study, which included the age and gender dimension, it found a result in favor of female teacher candidates, but no difference in age was observed. In a study (Güven & Çakır, 2012) conducted on primary school English teachers, it was investigated how their experiences and the departments they graduated from had an effect on their self-efficacy beliefs. The results of the research revealed that teachers' departments

graduated contributed significantly to their perceptions of self-efficacy and their experiences did not have any determining role.

Another concept that has been examined the relationship with self-efficacy is the locus of control of EFL teachers. Locus of control is an important personality variable based on the assumption that praises or punishments that a person receives lead to generalized expectancies about the consequences of their future behaviors (Kırmızı & Sarıcoban, 2018). The concept of locus of control, first put forward by Phares (1957) and elaborated by Rotter (1966), was defined by Williams and Burden (2000) as a person's control over life events. When the relationship between locus of control and academic self-efficacy was examined in Turkish context, Kırmızı and Sarıcoban (2018) concluded that as the locus of control of English teachers increased, academic self-efficacy was also affected.

The person's accomplishment of any difficult task in the past will positively affect his belief in himself and will significantly increase self-efficacy. When we adapt this explanation to the English teachers, every day in the profession will add new things to the teacher both theoretically and practically and thus increase their professional competence. In this context, Çankaya (2018) investigated the effect of professional experience on self-efficacy perception of English teachers. To do so, he compared the prospective teachers with those who are already EFL teachers. In terms of the general self-efficacy beliefs of the participants; practicing teachers outperformed student teachers in terms of their self-efficacy beliefs which might indicate that teaching experience is an important predictor for self-efficacy beliefs as teachers have adequate classroom practices in real world (Çankaya, 2018). Moreover, practicing teachers see themselves as effective in classroom management, while prospective teachers are more confident in terms of instructional efficacy. The following conclusions can be drawn from this study: the teaching practices and techniques implemented in the classroom allow teachers to feel more productive (Çankaya, 2018). Besides that, teachers' doctorate or master's degree has a positive effect on their self-efficacy perceptions.

Many studies have been conducted to investigate what concepts a good language learners should have. Motivation, anxiety, learning environment, attitudes and past experiences are just a few of them. In a study conducted by Alishah and Dolmaci (2012), the relationship between self-efficacy and self-assessment was examined. During the learning process, self-assessment can be perceived as detailed

information about the student from his or her own perspective. This can also be interpreted as a reflection of what the student can and cannot do; their advantages and disadvantages, or the progress they have made during the course period (Blanche & Merino, 1989). According to the results of the research, it was found that the self-efficacy levels of the students who conducted their self-assessment throughout the year were higher than those who did not. The place and effect of anxiety in language learning and teaching has always been the subject of curiosity and research. There have been several tests designed to measure its characteristics: Foreign Language Classroom Anxiety Scale by Horwitz, Horwitz and Cope (1991), Input Anxiety Scale, Processing Anxiety Scale and Output Anxiety Scale by MacIntyre and Gardner (1994) (Ellis, 2008). Doğan (2016), in a study that she conducted on 150 first year students of the English Language Teaching Department, found a negative relationship between students' level of self-efficacy and anxiety. The results of this study are consistent with the other studies in the field (Anyadubalu, 2010; Erkan & Saban, 2011; Mills, Pajares & Herron, 2006; MacIntyre & Gardner, 1995). When the gender of the students and the educational background of their families were taken into consideration, it was found that male students had more self-efficacy than female students. In terms of anxiety levels, female students have more anxiety than male students. One of the conclusions about students' anxiety levels is that as the academic education levels of the fathers of students increase, anxiety levels decrease.

Ghasemboland and Hashimi (2013) examined self-efficacy levels of the nonnative English speaking EFL teachers selected from language centers in terms of foreign language teaching capacity and language proficiency in one Middle-East country. Teacher self-efficacy was discussed in three aspects; instructional strategies, classroom management and student engagement. According to results, teachers stated that they consider themselves competent in classroom management while they feel themselves least competent in terms of instructional strategies. In scrutinizing the teachers' self-reported efficacy or degree of confidence in teaching English, it should be concluded that the present research did not claim the overall extent of teacher efficacy by integrating the three variables. Rather, whilst demonstrating the importance of the overall score, the researcher also stresses that each variable should be evaluated separately (Ghasamboland & Hashim, 2013). Moreover, there was a high correlation between teachers' self-efficacy levels and four skills. As teachers' self-efficacy increases, they feel more competent in terms of four skills. The highest

relationship was between student engagement and writing skills, on the contrary, the weakest relationship was found between instructional strategies and speaking skills. The main result of the research is that, as teachers' perceptions of self-efficacy increase, their self-reported English proficiency increases.

Finally, it is worth mentioning the relationship between self-efficacy, writing strategies and writing ability. As everyone knows, writing strategies are very important for writing skills. Determining the right writing strategy improves students' writing skills and the task for teachers here is to encourage and guide students in writing. Moreover, research has shown that there is a positive and significant relationship between students' self-efficacy, writing strategies and writing skills.

2.5 Teaching Practices in English Language Teaching

Language is a means of communication. The changing and developing world has made it necessary for people to communicate with each other to carry out shopping, political and economic relations, artistic and sporting activities. This naturally necessitates knowing a foreign language that people can understand each other as well as their native language. As a result of the political and economic developments, the languages commonly used in the world have changed periodically. Centuries ago, people used Latin to communicate with other countries in order to maintain their lives. If we ask why Latin is accepted as a common language, everyone's answer may be the same; religious reasons. The language of the Bible, which is one of the holy books, is Latin, which made it a universal language at that time. And then, people who went abroad for both commercial and artistic or sporting activities used Latin to communicate with people in that region. However, the popularity of the Latin language was up to the French revolution. The impact of the French revolution on the world made French a common language used in many areas and, during that time, it was taught as a foreign language in schools. As mentioned above, in order for a language to become a common language or lingua franca, the country that speaks it must be politically and militarily strong and have a voice. English, which has been popular with the influence of the media since the industrial revolution, has gradually increased its influence as America became the dominant force in the world after the first and second world wars. And in this way, English has replaced French as a lingua franca. Since then, English has become a language that is

taught in schools and is valued all over the world. Many researches have been done on how to teach English more effectively. New methods and new approaches have been constantly introduced. Of course, in this process, teachers could not be indifferent to this development and change. From then on, keeping up with the developing age, acting according to the changing environment, responding to the needs of the students, creating a positive atmosphere in the classroom, dealing with difficulties have become the main features that teachers should have.

The fast spread of English as a lingua franca (ELF) also manifested changes in language teaching. In the application of English language teaching, modern classroom techniques and activities are necessary for the improvements of the teachers and learners. Richards (2000) and Gross (2016) argue that instead of using activities that require repetition and memorization of sentences and grammatical items, learners should perform activities for comprehension and interact meaningfully (Tosuncuoğlu, 2018). The research conducted by David Wray and Jane Medwell (2000) revealed a number of features. Citing Silcock's study (1993), it has been emphasized that the most effective teaching is to create a rich learning environment for the child in the classroom. There is some evidence that pupil achievement also relates to effective classroom organization. It is one of the most important parts of effective teaching to carry out activities to stimulate the dynamics in the classroom and to prepare different activities according to individual differences. Brophy and Good (1986) highlighted that successful teachers require a dedication to the mission, a strong planning and compatibility with children's abilities. That is, the student levels known by the teacher in the classroom can play an important role in conducting any task. While the upper group students are given more compelling activities, different methods can be applied to the students who are more behind in terms of level. Accordingly, student achievement is a significant factor in determining the quality of the task. (Wray & Medwell, 2000). Moreover, the relationship of teacher-pupils in classrooms has been a significant subject of concern. In this context, creating an intimate atmosphere in the classroom, observing the development of the student, providing feedback to all the students are some of the features of effective teaching. If students show a positive attitude towards their teacher, their interest in the lesson increases and this affects the student's educational life positively.

Scholars seeking the answer to the question of how to teach English in the most efficient way have always found themselves discussing communicative and non-communicative methods. English, which has been taught as a foreign language in schools since the middle of the 20th century, has changed with the emergence of new methods and approaches aimed at improving the quality of teaching. The methods used in the early days were teacher-centered and were mostly aimed at vocabulary memorization and translation. They were more about the structure of language than about its function. Therefore, students who were educated by these methods were more competent in the grammar of language. On the other hand, there were some scholars who thought that these methods were not effective in language learning and they argued that language would be learned through interaction. The emergence of the communicative approach was in these periods. The communicative approach could be seen to be the product of instructors and linguists who were once unsatisfied with the foreign language teaching methodologies of audio-lingual and grammar translation. They thought the students were not learning the whole language realistically enough. In short, they were not able to communicate using appropriate social words, gestures or expressions; they were at a loss to communicate in the language community studied (Seven, 2007). According to Dörnyei (2011), communicative language teaching, which is thought to be introduced against the audio-lingual method, is in fact similar to ALM in many aspects except for its application. CLT followed a significantly different communicative agenda: instead of an audiolingual attempt to construct an implicit L2 knowledge base by drilling and memorizing, the CLT methodology centered on the participatory experience of the learner in active L2 engagement in (often simulated) communicative contexts, underlining the importance of less organized and more imaginative language tasks (Dörnyei, 2011).

| Traditional (Authoritarian) methods | Modern methods |
|--|---|
| Teacher-centred | Student-centred |
| Text book-centred | Learning by doing extra-curricular, co-curricular and out-of-the-classroom activities |
| Learning through recitation, explanation and examination (rote) | Learning socially, psychologically, naturally, experimentally and logically |
| Teacher is conspicuously in control and focuses on the content of the textbook | Teacher is mediator and facilitator |
| Study is systematic and through didactic method | Study through dialogue, participation and interactive communication |
| Allow for competition, mastery, habit and accuracy in learning | Allow for holistic and conceptual education |

Figure 3. *Comparison of Traditional Methods with Modern Ones (Rodgers, 2001)*

As shown in the table above, all methods built on language teaching have begun to take into account the emotions, thoughts and nature of human. The scholars, who put forward modern methods, underlined that the student is not a robot, they also have feelings and that a more intimate classroom environment should be allocated in the classroom rather than a disciplined, strict understanding. Moreover, one of the most important differences that distinguish modern methods from traditional methods is that student's academic development is evaluated according to a process. Because language learning is a process that requires patience and it is not a skill to be acquired in a course period like other branches. To clarify, a formula given by the teacher in mathematics class can be put into practice by the student at the same time. However, this is not the case in language teaching. Furthermore, as seen in the table, some methodological schools consider the teacher as the perfect language model and the pioneer of classroom discussion (e.g., Audio Lingual Method, Natural Approach, Suggestopedia, Total Physical Response) though many view the teacher as a guide to facilitate the learner's activities in the classroom (e.g., Communicative Language Teaching, Cooperative Language Learning) (Rodgers, 2001).

2.6 Studies on Self-efficacy and Teaching Practices

Each classroom has its own soul and dynamics. If we set off from the understanding that every child is unique, it may be easier to make this comment.

Knowing all these differences and activating the mentioned dynamics not only improves classroom atmosphere, but also increases academic success. Therefore, one of the main principles of being a good teacher is to understand the language of the students and to determine the appropriate methods according to the differences in the classroom. Because, according to Schunk (1985), each student comes to class with their past experiences, attitudes and behaviors, which determines their self-efficacy levels. Self-efficacy also affects the teaching practices implemented in the classroom. A student with low self-efficacy does not want to participate in activities that require cognitive activation, while a student with a high self-efficacy becomes enthusiastic and willing to be more productive. Self-efficacy can also have impact on motivation. When any difficulties emerge, the student with high self-efficacy tries to overcome with more effort, while the student who is skeptical about self-efficacy tries to avoid at the first opportunity (Schunk, 1985).

The teacher with high self-efficacy not only activates the dynamics in the classroom, but also creates a positive atmosphere. He/she changes the student's attitude towards the school both through the activities he / she implements and the relationship he/she establishes with the student and this naturally affects the academic success of the student. In addition, apart from student success, the self-efficacy of the teacher has a positive effect on the students' perception of the school, relationship with their peers, the subject taught in the classroom, and even the teacher himself. The stronger the perception of teachers' self-efficacy, the greater their dedication to their work and this naturally has a positive reflection on the student (Woolfolk, Rosoff, & Hoy, 1990).

Many studies have so far examined the relationship between teacher self-efficacy and concepts that affect dynamics in the classroom such as stress, motivation, anxiety, locus of control, which were briefly mentioned in the previous sections. However, the relationship between self-efficacy and teaching practices in the field of English language education has not been studied much. Choi and Lee (2018) are just a few of those who look into the relationship between the two. It has been reported that self-efficacy of teachers determines not just the preference of instructional strategies but also the overall classroom climate (Choi & Lee, 2018). For example, in a study by Gibson and Dembo (2004), teachers with high self-efficacy believe that they will change the atmosphere with in-class activities, while those with low self-efficacy believe that all negativities in the classroom are caused

by external factors. To elaborate on the work of Choi and Lee (2018), in the study of 190 English teachers working in secondary school, both questionnaire and interview were used to examine the relationship between self-efficacy and teaching practices. According to the results obtained in this study, a positive relationship was found between all sub-scales of self-efficacy and communicative methods applied in the classroom. Among the three sub-efficacies (student engagement, instructional strategies and classroom management), communicative teaching was substantially predicted by classroom management, indicating that the more likely teachers were to employ communication-focused practices were the higher efficacy beliefs in classroom management (Choi & Lee, 2018). In the interviews with volunteer teachers, while teachers with high self-efficacy feel comfortable in activities using communicative methods, this is not the case with teachers with low self-efficacy. The situation in classroom management was not different. Teachers who did not have difficulty in interactive activities applied in the classroom were found to be more prone to using communicative methods. And finally, in line with the information obtained from the interview, it can be interpreted that the teacher who has experience in communicative methods feels more competent in the target language.

The results of both the study by Chacon (2005) in Venezuela and the study by Eslami and Fatahi in Iran (2008) are almost similar to those found by Choi and Lee above. They also studied the relationship between self-efficacy and teaching practices. The results of Eslami and Fatahi (2008) show that Iranian English teachers feel more competent in instructional strategies than classroom management and student engagement. This indicates that the EFL teachers judged their capacity to inspire and encourage learners to internalize English and control the class to be lower than their use of successful teaching techniques (Eslami & Fatahi, 2008). The teachers stated that they considered themselves competent in speaking at least among the four skills and this result is directly related to what methods and activities teachers choose in the classroom. One of the most obvious results of this research is the relationship between perceived language proficiency level and self-efficacy perception of teachers. The ability of the teacher to speak the target language fluently and accurately affects self-efficacy significantly (Eslami & Fatahi, 2008).

As a result, the studies presented thus far provide evidence that self-efficacy plays a significant role in implementing teaching practices in the classroom. The fact that teachers have high self-efficacy contributes to creating a positive environment in

the classroom. On the contrary, teachers with low self-efficacy believe that external factors are more effective on learning (Woolfolk, Rosoff & Hoy, 1990; Choi & Lee, 2018; Eslami & Fatahi, 2008).



CHAPTER III

METHODOLOGY

3.1 Presentation

The purpose of this chapter is to provide detailed information about research design, participants, data collection and data analysis.

3.2 Research Design

The ultimate purpose of the study is to determine the relationship between self-efficacy level of English language teachers working at state schools and their teaching practices that they apply in the classroom.

The mixed method has been determined as the most appropriate research method to examine the relationship between self-efficacy and teaching practices. Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration (Johnson, 2007). Creswell (2017) states that a researcher using the mixed method can obtain more comprehensive and clearer results than a researcher using only the qualitative or only quantitative approach. Johnson and Onwegbizie (2004) present both positive and negative aspects of mixed method approach in the form of a table in his study in which they explained it in detail. The most important aspect is that the researcher using the mixed method approach is benefiting from the positive aspects of both the quantitative and the qualitative approaches.

The present study also best fits to descriptive study design as it involves collecting data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). Moreover, survey method in

descriptive studies has been adopted in this study. Survey methods are used to answer questions that have been posed, to solve problems that have been raised or identified, to evaluate needs and set goals, to decide whether or not specific targets have been achieved, to establish baselines on which potential comparisons can be made, to evaluate trends over time and, in general, to explain what occurs, how much and in what context (Isaac & Michael, 1997). In this context, participants were given questionnaires related to self-efficacy and teaching practices to gather quantitative data. Then, interview was carried out with volunteer participants to help to explain statistical data obtained from questionnaires.

3.3 Participants

Reaching all population while conducting a research can be a great success for the researcher and the academic environment. However, this is not possible because the population is infinite and the possibilities and time are limited. Therefore, convenience sampling model was used in this study. Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a sort of non-probability or non-random sampling where members of the target group who meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dörnyei, 2007).

Demographic information including gender, teaching experiences and school levels of the participants are shown in Table 1.

Table 1.
Teachers' Demographic Variables

| | | |
|----------------------|-------------|-----|
| Gender | Female | 102 |
| | Male | 50 |
| Teaching Experiences | >1 | 18 |
| | 2-4 | 26 |
| | 5-7 | 50 |
| | 8 and Above | 58 |
| School | Elementary | 27 |
| | Secondary | 72 |
| | High | 53 |

This study was carried out with English teachers working in public schools in Nizip, district of Gaziantep. In Nizip, the largest and the most populous district of Gaziantep, 162 English teachers are working and the population consists of relatively young teachers. In order to carry out this study, we tried to reach all English teachers working both in rural and city center. However, 152 of whom were reached in the current study. As seen in the table, 102 of them are female and 50 of them are male. 72 of the teachers work in secondary schools, 53 in high schools and 27 in primary schools. Due to the high number of secondary schools in the region where the study is conducted, the number of English teachers working at the secondary level is remarkable. Moreover, most of the English teachers working in Nizip have more than five years of experience.

3.4 Data Collection Tools

3.4.1 Teacher Self-Efficacy Scale (TSES)

The concept of self-efficacy in social learning theory attracted considerable attention from the researchers when Bandura put forward it for the first time. From that moment on, the relationship between self-efficacy and concepts in other fields was examined. However, researchers have always questioned the existing measures

based on self-efficacy in terms of reliability and validity, and thought they were not sufficient. Therefore, they attempted to close this gap by creating scales. Tschannen-Moran and Hoy, studying on self-efficacy, introduced the Teacher Self-efficacy Scale (TSES) (Ohio State Teacher Efficacy Scale) in 2001 by making use of their own study carried out in 1998. The scales, which were prepared with studies conducted at different times, took its final form as 24-item long form and 12-item short form. Moreover, the factor structure, reliability and validity of the new measure and the appropriateness of the new scale for the pre-service and in-service teacher population were examined (Moran & Hoy, 2001). The factor analysis and structure validity showed that both the 24-item and the 12-item forms can be considered as valid and reliable. Moreover, it was of sufficient length and useful scale for researchers who wanted to measure teacher self-efficacy. When examined construct validity of long and short forms, total scores of OSTES (TSES) were positively related to previous measures carried out by other researchers.

The final version of our scale is the form used in the study by Choi and Lee (2018). They adopted the survey mentioned above and developed a self-efficacy questionnaire with three subsets; instructional strategies, student engagement and classroom management. Although we fully comprehend that self-efficacy might not be limited to the three subgroups, we saw their dominant significance in measuring self-efficacy in general education research (Choi & Lee, 2018). Choi and Lee adopted 20 items from TESS and modified them in accordance with educational context. To get the latest version of the scale, they added another item about encouraging students to use English in the classroom. The questionnaire that was related to self-efficacy consisted of 6-point rating scale with 1 stating 'cannot do it at all' and 6 stating 'highly certain can do it' and it was divided into three parts. As mentioned before, these were instructional strategies, student engagement and classroom management. Instructional strategies involved eight items asking the specific strategies that teachers use in the classroom; student engagement involved seven items asking the teachers' competence about students' attitudes and motivations toward English language and lastly classroom management included six items asking teachers how to manage students and classroom atmosphere. To offer construct validity in scale development of the questionnaire, we carried out confirmatory factor analyses on the subscales and calculated their reliabilities, and

found that each sub-scale had reasonable to high internal consistency (Choi & Lee, 2018).

Cronbach alpha values of the scales developed by Choi and Lee vary according to subscales. These values range from 0.69 to 0.86. The results of the reliability analysis of this scale and the present study are shown in Table 2.

Table 2.

Cronbach's Alpha Values of two studies

| | Cronbach's Alpha (α) of the Choi and Lee's study | Cronbach's Alpha (α) of the present study |
|--------------------------|---|--|
| Instructional Strategies | .86 | .69 |
| Student Engagement | .85 | .65 |
| Classroom Management | .78 | .79 |

As seen in the table, the alpha values of the current study ranged from 0.65 to 0.79. When the two studies were compared, it was seen that the internal consistency of Choi and Lee's study was higher than the current study. However, the internal consistency of the present study is also acceptable (Büyüköztürk, 2002).

3.4.2 Teaching Practices Questionnaire

The place where the teacher applies all the theoretical knowledge acquired is the classroom. Since every student has its own characteristics and each class has its own dynamics, it is against the nature of teaching to conduct a series of activities just by adopting an approach. In foreign language classes, these practices are generally based on communicative and non-communicative methods. The present study examined the relationship between self-efficacy and teaching practices based on these two concepts. Therefore, the questionnaires we used in this part were developed by Choi and Lee, inspired by Richard's study in 2006. Although it is known that there are many instructional practices in language teaching, we have

thought it is important to take into account these two methods of teaching, which is still the subject of discussion in the literature (Choi & Lee, 2018). In order to find out how frequently teachers used teaching practices, the questionnaire with 6 point rating scale (1 refers to Never, 6 refers to Always) was used. This scale contained two subsets; communicative teaching survey involving four items asked how teachers developed students' speaking skills and classroom interaction and non-communicative teaching survey including three items referred traditional classroom practices such as translation, reading and grammar rules.

The results of the reliability analysis of this scale and the present study are shown in Table 3.

Table 3.

Cronbach's Alpha Values of two studies

| | Cronbach's Alpha (α) of the Choi and Lee's study | Cronbach's Alpha (α) of the present study |
|----------------------------|---|--|
| Communicative Teaching | .77 | .76 |
| Non-communicative Teaching | .69 | .67 |

3.4.3 The Interview

Qualitative research in this study was carried out with 14 English teachers working in Nizip district of Gaziantep and semi-structured interview was conducted. Qualitative semi-structured interviews are one of the most dominant and widely used methods of data collection within the social sciences (Bradford & Cullen, 2012). They are valuable because they allow researchers to explore subjective viewpoints (Flick, 2009). Participants were selected among the teachers who participated in the questionnaire in the quantitative study and volunteered to participate in the interview and no criteria such as gender, experience, or school were set. Demographic information of the participants is given in table 4.

Table 4.

Demographic Information of English Teachers Participating in the Interview

| Variables | | F | % |
|------------|-------------|----|-------|
| Gender | Female | 9 | 64,29 |
| | Male | 5 | 35,71 |
| Experience | >1 | - | - |
| | 2-4 | 7 | 50 |
| | 5-7 | 5 | 35,71 |
| | 8 and above | 2 | 14,29 |
| School | Primary | 4 | 28,57 |
| | Secondary | 6 | 42,86 |
| | High | 4 | 28,57 |
| Total | | 14 | 100 |

As seen in Table 4, 9 of the participants are female and 5 of them are male. There are 7 teachers with 2-4 years of experience, 5 teachers with 5-7 years of experience, 2 teachers with 8 years or more of experience. 4 of the teachers work in primary school, 6 in secondary school and 4 in high school.

3.5 Data Collection

As for collecting the data, the permissions required to apply the questionnaires to the English teachers working in public schools were obtained by the Gaziantep Provincial Directorate of National Education after delivering the both Turkish and English versions of the questionnaires. On getting the necessary permission, although we tried to reach all teachers working both in rural and in city center, this was not the case either because some of teachers were on the leave or because some were reluctant to fill out the questionnaire.

When we visited the schools to apply the questionnaires, the necessary documents were shown to the school administration and the participants were

informed about the purpose and content of the study. As stated in the survey, it was again verbally stated that all the answers given by the participants would be kept confidential and they were free to take part in the study. Participants were asked to respond using a 6-point Likert scale ranging from 'strongly agree to strongly disagree' and 'always to never'. They were told that they could ask without hesitation if there was any item they did not understand. It took approximately 7-8 minutes for each teacher to complete the self-efficacy and teaching practices questionnaires and particular attention was paid to whether they were in free time.

After completing the quantitative study, in the light of the data obtained, interview questions were prepared for the qualitative study. The semi-structured interview was conducted with volunteers among the 14 English teachers who filled the questionnaires. Although the form containing the interview questions was in English, the teachers were asked in which language they felt more relaxed and expressed themselves better. According to the answer given, the interview was held in Turkish. Semi-structured interviews provide researchers with flexibility in the flow of the interviews and give the chance to probe the responses given by interviewees (Opie, 2004). That's why, the flow of interview continued according to the interviewees and extra questions were asked. In order to get answer the interview questions, each participant was tried to be reached by phone call and all the answers obtained from the interviewees were transcribed.

3.6 Data Analysis

Data collected through two questionnaires was analyzed by using Statistical Package for the Social Sciences (SPSS 20.0). Means, standard deviations, percentages and frequencies were calculated through this program. Yet, before conducting aforementioned steps, the Skewness and Kurtosis values were analyzed to determine whether the sample data normally distributed. Although this study was applied to 152 teachers, the data of 25 teachers were not analyzed because they filled the questionnaires incorrectly or imprecisely. While the original Likert of teaching practices scale was 'always-never (1-6)', it was changed to 'never-always (1-6)' to ensure integrity.

Descriptive statistics tools of the SPSS software package were used to analyze the first two research questions. Thus, the levels of teachers' self-efficacy

beliefs and their preferences in teaching practices were determined. In the third research question, Pearson correlation was utilized to examine the relationship between self-efficacy and teaching practices. In the fourth research question, different ways were used to examine whether there were any statistical significant differences among demographic characteristics in terms of English teachers' self-efficacy and their classroom practices. Independent sample t-test was used to determine if there is a significant difference between genders and one way ANOVA was used to uncover if there is a significant difference among experiences and the school levels.

In the interpretation of the answers given by the teachers, the range corresponding to the 6-point averages is shown in table 5.

Table 5.

Values used in the interpretation of means

| Score Interval | Rating |
|----------------|----------|
| 1.00-1.83 | Low |
| 1.84-2.67 | |
| 2.68-3.51 | |
| 3.52-4.35 | Moderate |
| 4.36-5.19 | High |
| 5.20-6.00 | |

In order to analyze the qualitative data obtained through the interview, the content analysis was used. First of all, all the answers obtained from the interview via e-mail, message or phone calls were transcribed by the researcher. All transcripts were rechecked to avoid any inaccuracies. Then, the final version of the text was examined through descriptive analysis. The main purpose of the content analysis is to provide the reader with organized and interpreted findings; therefore, the researcher systematically describes the gathered data, explains and interprets these descriptions, examines cause and effect relationships, and reaches certain results (Yıldırım & Şimşek, 2013). In this context, the qualitative data obtained from the teachers were analyzed according to the themes determined by the interview questions. These

themes were organized to identify the teaching methods and techniques that teachers use to teach target language and the factors that affect or contribute to these teaching practices. Finally, the findings were interpreted by quoting directly from the answers given by the teachers who participated in the interview.



CHAPTER IV

FINDINGS

4.1 Presentation

In this study, it was aimed to investigate the relationship between English teachers' self-efficacy beliefs and teaching practices used in the classroom. Then, it was examined whether these two variables differed according to demographic variables. In this section, quantitative data obtained through questionnaires and qualitative data obtained through interview are provided.

4.2 Questionnaire Findings

4.2.1 Findings Related to First Research Question

4.2.1.1 What are the levels of EFL teachers' self-efficacy beliefs?

In order to determine whether sample data was normally distributed, Skewness and Kurtosis statistical values were measured to check the distribution. The results of the analysis are as follows:

Table 6.

Normality Statistics for Self-efficacy and Teaching Practice Scales

| | Skewness | | Kurtosis | |
|------|----------|------------|----------|------------|
| | Value | Std. Error | Value | Std. Error |
| TSES | -.27 | .21 | -.10 | .42 |
| TPS | -.18 | .21 | -.33 | .42 |

Table 6 shows that the data was normally distributed with the Skewness statistic $-.27$ for self-efficacy scale and $-.18$ for teaching practices scale while Kurtosis statistics are $-.10$ for self-efficacy scale and $-.33$ for teaching practices scale.

According to George and Mallery (2014), if Skewness and Kurtosis are between -1 and +1, they are interpreted as excellent for most psychometric purposes.

The data for this research question, which aims to determine the self-efficacy level of English teachers, was obtained from the self-efficacy questionnaire. Descriptive analysis of SPSS program was used in order to determine it. The data obtained from this survey were interpreted according to the following score range : 1.00-1.83, 1.84-2.67, 2.68-3.51 were accepted as low self-efficacy level, 3.52-4.35 as moderate, 4.36-5.19, 5.20-6.00 as high self-efficacy. The table below illustrates the score range.

Table 7.

Levels of EFL Teachers' Self-efficacy Beliefs

| | N | Minimum | Maximum | Mean | SD |
|---------------------------------------|-----|---------|---------|------|------|
| Level of Self- efficacy Beliefs | 127 | 4.86 | 5.95 | 5.44 | 4.94 |
| Valid N (listwise) | 127 | | | | |

As seen in Table 7, the data of 127 teachers were taken into consideration in the questionnaire and the average self-efficacy level of the teachers was noted as 5.44. The lowest self-efficacy level of the teachers who participated in the survey was 4.86 and the highest was 5.95.

4.2.1.2 What are the levels of EFL teachers' self-efficacy beliefs in terms of instructional strategies?

The self-efficacy scale used to determine the self-efficacy level of English teachers consists of three parts. Although teachers' self-efficacy was evaluated in many respects, three concepts were considered more important by Moran and Hoy (2001). One of them is instructional strategies. Descriptive analysis of SPSS 20.0 was utilized to determine this. Here are the results:

Table 8.

Levels of EFL Teachers' Self-efficacy Beliefs in terms of Instructional Strategies

| | N | Minimum | Maximum | Mean | SD |
|--------------------------|-----|---------|---------|------|------|
| Instructional Strategies | 127 | 4.38 | 6.00 | 5.43 | 2.56 |
| Valid N (listwise) | 127 | | | | |

As can be seen from the table 8, English teachers stated that their self-efficacy is high in terms of instructional strategies. Mean was noted 5.43 which indicate the highest range. Moreover, the mean of instructional strategies was found to be almost the same as the self-efficacy mean stated in the previous section.

4.2.1.3 What are the levels of EFL teachers' self-efficacy beliefs in terms of student engagement?

The other concept used to measure teachers' self-efficacy is student engagement. The scale of this research question about how the teachers cope with their students' attitude and motivation towards English consists of seven items. Descriptive analysis of SPSS 20.0 was used to find the answer of this enquiry. Results are exhibited below:

Table 9.

Levels of EFL Teachers' Self-efficacy Beliefs in terms of Student Engagement

| | N | Minimum | Maximum | Mean | SD |
|--------------------|-----|---------|---------|------|------|
| Student Engagement | 127 | 4.86 | 6.00 | 5.47 | 1.85 |
| Valid N (listwise) | 127 | | | | |

What stands out in the table 9 is that English teachers consider themselves competent in terms of student engagement. Moreover, it should be noted that English teachers are relatively more self-efficacious compared to instructional strategies.

4.2.1.4 What are the levels of EFL teachers' self-efficacy beliefs in terms of classroom management?

The last concept to measure teachers' self-efficacy is classroom management. It is the understanding of how English teachers improve classroom atmosphere and activate the dynamics of classroom. Hence, descriptive analysis of SPSS 20.0 was utilized also for this question. Here are the results:

Table 10.

Levels of EFL Teachers' Self-efficacy Beliefs in terms of Classroom Management

| | N | Minimum | Maximum | Mean | SD |
|----------------------|-----|---------|---------|------|------|
| Classroom Management | 127 | 4.16 | 6.00 | 5.40 | 2.29 |
| Valid N (listwise) | 127 | | | | |

Table 10 reports that the beliefs of teachers' self-efficacy related to classroom management are quite high with the mean of 5.40.

4.2.2 Findings Related to Second Research Question

4.2.2.1 How frequently do EFL teachers employ particular teaching practices?

Although many methods and approaches have been introduced in English teaching, there are still ongoing debates on communicative and non-communicative methods. So, we used the scale developed by Choi and Lee (2018) to determine how often English teachers use particular teaching practices. This scale consists of 7 items. While 4 of them measure how often communicative practices are used, 3 of them are for determining non-communicative practices. Descriptive analysis of SPSS 20.0 was utilized to determine how often English teachers employ teaching practices. The results are shown in table 11.

Table 11.

Frequency of Employing Teaching Practices

| | N | Minimum | Maximum | Mean | SD |
|--------------------|-----|---------|---------|------|------|
| Teaching Practices | 127 | 4.00 | 6.00 | 5.00 | 2.89 |
| Valid N (listwise) | 127 | | | | |

As seen in Table 11, the frequency of English teachers' use of particular teaching practices is high. It was determined that the participants' responses to both communicative and non-communicative teaching practices were positive. While the highest result is 6.00, the lowest is 4.00.

4.2.2.2 How frequently do EFL teachers employ communicative teaching practices?

One of the subscales used to determine the preferences of English language teachers' teaching practices was the scale of communicative teaching. This scale consists of 4 items aiming at determining how much teachers attach importance to the interaction in the classroom. Descriptive analysis of SPSS 20.0 was also utilized. Here are the results:

Table 12.

Frequency of Employing Communicative Teaching Practices

| | N | Minimum | Maximum | Mean | SD |
|------------------------|-----|---------|---------|------|------|
| Communicative Teaching | 127 | 3.75 | 6.00 | 5.17 | 2.35 |
| Valid N (listwise) | 127 | | | | |

Table 12 shows that the frequency of English teachers using communicative teaching practices is high. Mean was noted as 5.17, which means it is above the general average.

4.2.2.3 How frequently do EFL teachers employ non-communicative teaching practices?

Another scale used to determine the teaching practices employed by English teachers is scale of non-communicative teaching. The aim of this scale was to determine how often teachers emphasized grammar rules and translation method in the classroom. It consists of three items. Descriptive analysis of SPSS 20.0 was used. The results are exhibited below:

Table 13.

Frequency of Employing Non-communicative Teaching Practices

| | N | Minimum | Maximum | Mean | SD |
|----------------------------|-----|---------|---------|------|------|
| Non-communicative Teaching | 127 | 3.00 | 6.00 | 4.77 | 1.92 |
| Valid N (listwise) | 127 | | | | |

As stated in table 13, the frequency of English teachers' use of non-communicative teaching practices is high with an average of 4.77. This result is lower than the general and the communicative practice average. The results were in the range of 3.00 and 6.00.

4.2.3 Findings Related to Third Research Question

4.2.3.1 What is the relationship between EFL teachers' self-efficacy and teaching practices they employ?

This research question investigates whether there is a relationship between English teachers' self-efficacy and teaching practices. Pearson's product moment correlation was used to examine the relationship between English teachers' self-efficacy levels and teaching practices. To interpret the data obtained from Pearson's product moment correlation, the following table was used.

Table 14.

Values used in the interpretation of relationship between variables

| Correlation Coefficient | Relationship |
|-------------------------|--------------|
| 0.70-1.00 | High |
| 0.30-0.70 | Moderate |
| 0.30-0.00 | Low |

As seen in Table 14, when the correlation coefficient is evaluated, it indicates that the correlation is high if the value is between 1.00-0.70; 0.70-0.30 can be interpreted as moderate and 0.30-0.00 can be interpreted as low relationship (Büyüköztürk, 2002). Before examining the relationship between self-efficacy and teaching practices, the relationship between self-efficacy and its sub-scales is shown in the table 15.

Table 15.

Correlation between English Teachers' Self-efficacy and Its Subscales

| | | Self- efficacy | Instructional Strategies | Student Engagement | Classroom Management |
|-----------------------------|------------------------|-------------------|-----------------------------|-----------------------|-------------------------|
| Self-efficacy | Pearson Correlation | 1 | .74** | .69** | .76** |
| | Sig. (2-tailed) | | .00 | .00 | .00 |
| | N | 127 | 127 | 127 | 127 |
| Instructional Strategies | Pearson Correlation | .74** | 1 | .25** | .27** |
| | Sig. (2-tailed) | .00 | | .00 | .00 |
| | N | 127 | 127 | 127 | 127 |
| Student Engagement | Pearson Correlation | .69** | .25** | 1 | .40** |
| | Sig. (2-tailed) | .00 | .00 | | .00 |
| | N | 12 | 127 | 127 | 127 |
| Classroom Management | Pearson Correlation | .76** | .27** | .40** | 1 |
| | Sig. (2-tailed) | .00 | .00 | .00 | |
| | N | 127 | 127 | 127 | 127 |

Table 15 shows that there is a high positive relationship between self-efficacy and three subscales. There is a positive relationship between self-efficacy and instructional strategies ($r = .74$, $p < .05$). Moreover, the results report a high correlation between self-efficacy and student engagement ($r = .69$, $p < .05$). Lastly, the highest relationship between these three subscales is between self-efficacy and classroom management ($r = .76$, $p < .05$).

After examining the relationship of self-efficacy with its three subscales, table 16 shows the relationship between self-efficacy and teaching practices, which answers the third research question.

Table 16.

Correlation between English Teachers' Self-efficacy and Teaching Practice

| | | Self-efficacy | Teaching Practice |
|-------------------|---------------------|---------------|-------------------|
| Self-efficacy | Pearson Correlation | 1 | .22** |
| | Sig. (2-tailed) | | .00 |
| | N | 127 | 127 |
| Teaching Practice | Pearson Correlation | .24** | 1 |
| | Sig. (2-tailed) | .00 | |
| | N | 127 | 127 |

Table 16 states that there is a positive relationship between self-efficacy and teaching practices. The correlation coefficient was noted as 0.22 and p value was 0.00 ($r = .224$, $p < .05$). Moreover, the relationship between self-efficacy and communicative teaching practices is shown in Table 17.

Table 17.

Correlation between Self-efficacy and Communicative Teaching Practices

| | | Communicative Teaching Practices | Self-efficacy |
|----------------------------------|---------------------|----------------------------------|---------------|
| Communicative Teaching Practices | Pearson Correlation | 1 | .40** |
| | Sig. (2-tailed) | | .00 |
| | N | 127 | 127 |
| Self-efficacy | Pearson Correlation | .40** | 1 |
| | Sig. (2-tailed) | .00 | |
| | N | 127 | 127 |

Table 17 shows that there is a positive relationship between the English teachers' self-efficacy perceptions and communicative teaching practices that

employed in the classroom ($r = .40$, $p < .05$). Besides, the relationship between self-efficacy and non-communicative teaching practices is reported in Table 18.

Table 18

Correlation between Self-efficacy and Non-communicative Teaching Practices

| | | Non-communicative Teaching Practices | Self-efficacy |
|--------------------------------------|---------------------|--------------------------------------|---------------|
| Non-communicative Teaching Practices | Pearson Correlation | 1 | -.13 |
| | Sig. (2-tailed) | | .14 |
| | N | 127 | 127 |
| Self-efficacy | Pearson Correlation | -.13 | 1 |
| | Sig. (2-tailed) | .14 | |
| | N | 127 | 127 |

What stands out in the table 18 is that there is no significant relationship between self-efficacy beliefs of English teachers and non-communicative teaching practices employed in the classroom ($r = -.13$, $p > .05$).

4.2.4 Findings Related to Fourth Research Question

4.2.4.1 Is there a statistically significant difference among demographic characteristics of EFL teachers in terms of their self-efficacy and classroom practices?

Firstly, self-efficacy levels of English teachers and how frequently they used particular teaching practices in the classroom were stated. Then, the relationship between these two variables was examined. Lastly, in this section, it was examined whether there was a statistically significant difference among demographic characteristics of English teachers in terms of their self-efficacy and classroom practices. These demographic characteristics were gender, experiences and school levels.

4.2.4.1.1 Is there a statistically significant difference between genders of EFL teachers in terms of their self-efficacy and classroom practices?

Independent sample t-test was used to determine whether there was a statistically significant difference between the genders of English teachers in terms of their self-efficacy and classroom practices. Here are the results:

Table 19.

Independent samples T test for Gender

| | Gender | N | Mean | SD | Df | T | P | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|--------|----|--------|------|-----|-------|-----|----------------------------|--------|----|-------|------|-----|-------|-----|------|----|-------|------|----------------------------|--------|----|-------|------|-----|-------|-----|------|----|-------|------|----------------------------|--------|----|-------|------|-----|-------|-----|------|----|-------|------|----------------------------|--------|----|-------|------|-----|-------|-----|------|----|-------|------|----------------------------|------|----|-------|------|-----|-------|-----|------|----|-------|------|----------------------------|------|----|-------|------|-----|-------|-----|
| Self-efficacy | Female | 99 | 114.27 | 4.98 | 125 | .49 | .62 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Male | 28 | 113.75 | 4.85 | | | | Instructional Strategies | Female | 99 | 43.50 | 2.62 | 125 | .52 | .59 | Male | 28 | 43.21 | 2.39 | Student Engagement | Female | 99 | 38.31 | 1.91 | 125 | .33 | .73 | Male | 28 | 38,17 | 1.67 | Classroom Management | Female | 99 | 32.45 | 2.30 | 125 | .19 | .84 | Male | 28 | 32.35 | 2.29 | Teaching Practices | Female | 99 | 34.90 | 2.93 | 125 | -.43 | .66 | Male | 28 | 35.17 | 2.78 | Communicative Teaching | Male | 99 | 20.69 | 2.29 | 125 | .31 | .75 | Male | 28 | 20.53 | 2.58 | Non-communicative Teaching | Male | 99 | 14.21 | 1.91 | 125 | -1.04 | .29 |
| Instructional Strategies | Female | 99 | 43.50 | 2.62 | 125 | .52 | .59 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Male | 28 | 43.21 | 2.39 | | | | Student Engagement | Female | 99 | 38.31 | 1.91 | 125 | .33 | .73 | Male | 28 | 38,17 | 1.67 | Classroom Management | Female | 99 | 32.45 | 2.30 | 125 | .19 | .84 | Male | 28 | 32.35 | 2.29 | Teaching Practices | Female | 99 | 34.90 | 2.93 | 125 | -.43 | .66 | Male | 28 | 35.17 | 2.78 | Communicative Teaching | Male | 99 | 20.69 | 2.29 | 125 | .31 | .75 | Male | 28 | 20.53 | 2.58 | Non-communicative Teaching | Male | 99 | 14.21 | 1.91 | 125 | -1.04 | .29 | Male | 28 | 14.64 | 1.96 | | | | | | | | |
| Student Engagement | Female | 99 | 38.31 | 1.91 | 125 | .33 | .73 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Male | 28 | 38,17 | 1.67 | | | | Classroom Management | Female | 99 | 32.45 | 2.30 | 125 | .19 | .84 | Male | 28 | 32.35 | 2.29 | Teaching Practices | Female | 99 | 34.90 | 2.93 | 125 | -.43 | .66 | Male | 28 | 35.17 | 2.78 | Communicative Teaching | Male | 99 | 20.69 | 2.29 | 125 | .31 | .75 | Male | 28 | 20.53 | 2.58 | Non-communicative Teaching | Male | 99 | 14.21 | 1.91 | 125 | -1.04 | .29 | Male | 28 | 14.64 | 1.96 | | | | | | | | | | | | | | | | | | | | |
| Classroom Management | Female | 99 | 32.45 | 2.30 | 125 | .19 | .84 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Male | 28 | 32.35 | 2.29 | | | | Teaching Practices | Female | 99 | 34.90 | 2.93 | 125 | -.43 | .66 | Male | 28 | 35.17 | 2.78 | Communicative Teaching | Male | 99 | 20.69 | 2.29 | 125 | .31 | .75 | Male | 28 | 20.53 | 2.58 | Non-communicative Teaching | Male | 99 | 14.21 | 1.91 | 125 | -1.04 | .29 | Male | 28 | 14.64 | 1.96 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching Practices | Female | 99 | 34.90 | 2.93 | 125 | -.43 | .66 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Male | 28 | 35.17 | 2.78 | | | | Communicative Teaching | Male | 99 | 20.69 | 2.29 | 125 | .31 | .75 | Male | 28 | 20.53 | 2.58 | Non-communicative Teaching | Male | 99 | 14.21 | 1.91 | 125 | -1.04 | .29 | Male | 28 | 14.64 | 1.96 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Communicative Teaching | Male | 99 | 20.69 | 2.29 | 125 | .31 | .75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Male | 28 | 20.53 | 2.58 | | | | Non-communicative Teaching | Male | 99 | 14.21 | 1.91 | 125 | -1.04 | .29 | Male | 28 | 14.64 | 1.96 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-communicative Teaching | Male | 99 | 14.21 | 1.91 | 125 | -1.04 | .29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Male | 28 | 14.64 | 1.96 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

According to results of the independent sample t-test, there was no statistically significant difference between genders of English teachers in terms of their self-efficacy and classroom practices ($p > .05$).

4.2.4.1.2 Is there a statistically significant difference among school levels of EFL teachers in terms of their self-efficacy and classroom practices?

One way ANOVA was used to determine whether there was a statistically significant difference among the school levels of English teachers in terms of their self-efficacy and classroom practices. The results are as follows:

Table 20.

One way ANOVA according to School Levels

| | School Levels | N | Mean | SD | f | p |
|--------------------------|---------------|-----|--------|------|------|-----|
| Self-efficacy | Elementary | 17 | 112.94 | 5.91 | .67 | .51 |
| | Secondary | 60 | 114.16 | 5.12 | | |
| | High | 50 | 114.56 | 4.38 | | |
| | Total | 127 | 114.15 | 4.94 | | |
| Instructional Strategies | Elementary | 17 | 43.11 | 2.54 | .15 | .85 |
| | Secondary | 60 | 43.48 | 2.81 | | |
| | High | 50 | 43.50 | 2.27 | | |
| | Total | 127 | 43.44 | 2.56 | | |
| Student Engagement | Elementary | 17 | 37.52 | 2.64 | 1.71 | .18 |
| | Secondary | 60 | 38.33 | 1.71 | | |
| | High | 50 | 38.48 | 1.68 | | |
| | Total | 127 | 38.28 | 1.85 | | |
| Classroom Management | Elementary | 17 | 32.29 | 3.27 | .17 | .84 |
| | Secondary | 60 | 32.35 | 2.40 | | |
| | High | 50 | 32.58 | 1.72 | | |
| | Total | 127 | 32.43 | 2.29 | | |
| Teaching Practices | Elementary | 17 | 34.52 | 3.26 | .50 | .60 |
| | Secondary | 60 | 34.85 | 3.02 | | |
| | High | 50 | 35.26 | 2.62 | | |
| | Total | 127 | 34.96 | 2.89 | | |
| Communicative | Elementary | 17 | 20.41 | 2.82 | .12 | .88 |
| | Secondary | 60 | 20.66 | 2.50 | | |
| | High | 50 | 20.74 | 2.01 | | |
| | Total | 127 | 20.66 | 2.35 | | |
| Non-communicative | Elementary | 17 | 14.11 | 1.93 | .58 | .51 |
| | Secondary | 60 | 14.18 | 2.04 | | |
| | High | 50 | 14.52 | 1.79 | | |
| | Total | 127 | 14.30 | 1.92 | | |

As seen in table 20, it was determined that there was no statistically difference among school levels of English teachers in terms of their self-efficacy and classroom practices ($p > .05$)

4.2.4.1.3 Is there a statistically significant difference among experiences of EFL teachers in terms of their self-efficacy and classroom practices?

In order to determine whether there was a statistically significant difference among the experiences of English teachers in terms of their self-efficacy and classroom practices, one way ANOVA was utilized.

Table 21.

One way ANOVA according to Experiences

| | Experiences | N | Mean | SD | f | p |
|--------------------|-------------|-----|--------|------|-----|-----|
| Self-efficacy | 0-1 | 16 | 114.18 | 5.44 | .67 | .67 |
| | 2-4 | 23 | 114.47 | 4.36 | | |
| | 5-7 | 42 | 113.40 | 5.13 | | |
| | 8 and above | 46 | 114.67 | 4.93 | | |
| | Total | 127 | 114.15 | 4.94 | | |
| Teaching Practices | 0-1 | 16 | 34.25 | 3.33 | .08 | .08 |
| | 2-4 | 23 | 35.13 | 2.39 | | |
| | 5-7 | 42 | 34.61 | 2.72 | | |
| | 8 and above | 46 | 35.45 | 3.11 | | |
| | Total | 127 | 34.96 | 2.89 | | |

According to results, it was found that there is no statistically significant difference among experiences of English teachers in terms of their self-efficacy and classroom practices ($p > .05$).

4.3 Interview Findings

The relationship between the level of self-efficacy beliefs of English teachers and the teaching practices they employ in the classroom was tried to be identified through the semi-structured interview carried out with 14 English teachers. The content analysis method was used to analyze all the answers obtained through the

interview. Findings obtained from descriptive analysis are provided below in the form of excerpt from teachers' interviews. The real names of the participants were not used due to the confidentiality principle; instead, names were coded with numbers.

4.3.1 English Teachers' Current Teaching Activities and Techniques

With the first interview question, it was aimed to unearth the teaching practices employed by English teachers in the classroom. The data categorized as teaching techniques and activities used by English teachers in the classroom were evaluated by coding as traditional instructions, meaning-focused instructions and both. The table below illustrates the practices that teachers employ.

Table 22.

English Teachers' Current Teaching Activities and Techniques

| Instruction Types | F | % |
|------------------------------|-----------------------------------|-------|
| Traditional Instructions | 2 (T3, T11) | 14,28 |
| Meaning-focused Instructions | 7 (T5, T6, T7, T9, T10, T12, T14) | 50 |
| Both | 5 (T1, T2, T4, T8, T13) | 35,72 |
| Total | 14 | 100 |

As can be seen in Table 22, two of the English teachers stated that they use form-focused instructions, seven of them use meaning-focused instructions and five of them use both. In the interview findings obtained through descriptive analysis, it was found that 50 % of English teachers use meaning-focused instructions. Some selected excerpts from the answers of the teachers who stated that they use meaning-focused instructions are given below.

I have been teaching in high school for thirteen years. I prepare a plan for what I can do for my students at the beginning of each semester. All of my students come from different environment; have different abilities and learning needs. So, I try to teach them by using the various techniques such as listening activities, foreign language learning games, communicative activities, debates, free conversation practices, cooperative learning, miming and role-play (T5).

As the abovementioned statements indicate, T5 underlined that he/she tries to use different methods by taking into account students' differences, tendencies and abilities and he/she mostly implements communicative-oriented activities in the classroom.

The most effective and useful activities are the ones which students are active and use the language fluently. These are -considering students' readiness, age, background- games, interactive practices, speaking cards, brainstorming, lots of listening activities. Because my students are on the level of a1/a2, my teaching activities can be various in many ways (T6).

In my lesson, visualization is very important. I always use visual aids such as pictures, realia, gestures. Also, I modify my speech to aid comprehension, speak slowly, emphasize key words, simplify vocabulary and grammar about the context and focus on key vocabulary. In addition to, brainstorming is an excellent teaching strategy to generate ideas on a given topic. Because brainstorming helps promote thinking skills. Additionally, using technology in the classroom makes teaching and learning more effective, it improves engagement, encourages collaboration and individual learning. Cooperative learning supports students to increase positive interdependence, face-to-face interaction, interpersonal and small group social skills as well. Some of my activities are entry/exit tickets that are short prompts that provide instructors with a quick student diagnostic, question of the day exercise that opens student's minds and challenges themselves to think creatively, ice breakers (T10).

T6 and T10 stated that using different teaching methods not only enriches the teaching environment but also enables students to actively participate in the lesson. In addition to the teachers who answered that they use meaning-focused teaching practices in the classroom, it is also necessary to note two teachers who state that they use traditional instructions. The excerpts from the answers given are as follows:

I use non-communicative methods. I teach in high school and I am responsible for the students in the language classes. My students are preparing for the foreign language exam. Therefore, we have to conduct a structure-based course rather than a meaning-focused. I teach all of the grammar rules in detail and then we solve plenty of questions on that topic. I would like to say briefly that I use almost all the techniques included in the grammar- translation method (T3).

As can be understood from these sentences, T9 attributed the reason why he/she does not prefer communicative methods in the classroom to the type of assessment in the exam. That's why, T9 emphasized that he/she mostly implements structure-based instructions.

I mostly resort to traditional teaching techniques for various reasons. Vocabulary teaching covers most of our lessons. I want them to use the new words they learned in a sentence. We attach importance to the reading passages in the book and translate them into Turkish. I ignore the pronunciation errors made at that moment and I don't correct them. After having the students read the texts, I read once so that the students can hear the correct pronunciation. And then I ask questions about the text to check whether they understand or not (T11).

The number of teachers who say that they use both traditional instructions and meaning-focused instructions to the first interview question is not to be underestimated. 5 of the 14 English teachers who participated in the interview, which corresponds to 35,72 %, stated that they use both. Some selected excerpts from the answers are provided below:

I try to make use of various activities and techniques belonging to different language teaching methods. For instance, I resort to role play, information-gap activities, collocation practice activities, and single-slot substitution drills so as to utilize different range of techniques and enrich the teaching environment (T2).

It depends on what the aim of the lesson is. I employ grammar-translation when the focus is on new grammar subjects and rules. Also, I give some sentences in our native language and want them to translate it into the target language when the new words are taught. However, I use communicative language teaching to enable them

communicate freely in the target language. I give them some situations and try to create social context about the subject and they talk about them. I encourage teacher-student and student-student interaction by asking them questions and making them to ask questions to each other to facilitate the communication process. They become more eager to learn the language when they feel they can speak the language and find the lesson useful (T4).

T2 and T4 stated that the activities they will apply in the course vary depending on the subject of the lesson and the atmosphere in the classroom and stressed that it was not right to stick to just one method.

My preferences in terms of teaching activities mainly depend on the readiness level of the classroom. Though this is less of a choice, Grammar-Translation method is what I employ in very low level classes. However, since I generally have project classes in school I am working at, I prefer Communicative Teaching Method, and employ CLIL lessons (Content and Language Integrated Learning) (T13).

T13 underlined that students' readiness directly affects the activity they will apply in class.

4.3.2 The Teaching Practice that English Teachers Feel Competent

This interview question aimed to uncover the teaching practice that English teachers feel competent while teaching the lesson. According to the data attained as a result of the descriptive analysis of the interview transcripts, they were coded as communicative teaching practices and non-communicative teaching practices. Here are the results:

Table 23.

The Teaching Practice that English Teachers Feel Competent

| Teaching Practices | F | % |
|--------------------------------------|---|-------|
| Communicative Teaching Practices | 13 (T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T12, T13, T14) | 92,85 |
| Non-communicative Teaching Practices | 1 (T11) | 7,15 |
| Total | 14 | 100 |

Table 23 shows that all English teachers, except one, feel competent in communicative teaching practices while teaching. Some selected excerpts from the answers indicating the teachers' explanations are provided below:

While dealing with the young learners, focusing on the grammar and structures means nothing for them. Therefore, using communicative activities, songs, games, mimes and gestures seem to be more rational. When I think my own learning experiences about over emphasized grammar instruction, I now understand better that using communicative activities are more useful for the learners, because language make more sense with real activities (T1).

As understood from the statements above, T1 emphasized that teaching the structure of language for young learners does not mean much, and therefore, both she/he and the students enjoy communication-oriented activities.

Communicative teaching practices, of course. The fact that I teach the lesson with traditional methods due to exam doesn't mean that I don't feel myself competent in communicative teaching practices. However, when I was in secondary school two years ago, I was teaching with meaning-focused instructions and feeling myself good. I had a great time with students in the classroom and I didn't understand how quick the time passed. But I need to say that I'm really glad to work at this school (T3).

T3 emphasized that the reason for using the non-communicative teaching practices in the course is entirely related to the exam that students take at the end of the 8th grade, in fact, he/she feels more competent in communicative-oriented activities.

In my first teaching career, I feel more competent in non- communicative teaching practice because this is what I've seen in my learning process in high school and communicative teaching is something new although I attended lessons about communicative teaching in our university years and what our instructors suggested us to employ when we become teachers. However, the more experience I have in language teaching, the more confident I become. Although I know how to use communicative teaching even in my university years, I think it takes time to seriously implement it into real classroom environment and organize the whole process. I guess I still have more to learn (T4).

As I got a modern academic education, I feel more comfortable and productive in communicative teaching (T7).

I feel more comfortable while practicing communicative teaching. And I believe the students also feel more comfortable because they learn things that they may use in their daily life. Communication is essential while teaching a foreign language (T9).

As can be seen in the abovementioned excerpts, English teachers explained their teaching practices that they felt comfortable when they applied. While T1 criticized the education he/she received during his/her student years, T4 gave examples from the first years of his/her teaching career. In addition, the explanations of a teacher who considers herself/himself competent in non-communicative practices, as she/he has no experience in communicative practices, are given below:

In order for a person to feel competent in a field, he/she must at least have tried and succeeded it once. However, I have to say frankly that I haven't employed communicative teaching practices in my carrier. Students always have a prejudice to learn a new language in my area. When I try to use foreign language in classes, I feel they don't like that. Even though I don't want to use it, I prefer to employ non-communicative teaching practices and I think I am successful in implementing this (T11).

4.3.3 The Factors Contributing to Teachers' Teaching Practices

The purpose of this interview question was to unearth what factors affect or contribute to the teaching practices employed by English teachers in the classroom. That is to say, it was tried to determine which factors played a role in the use or failure of English teachers to use any teaching practices. As a result of the descriptive analysis of the data obtained from the interview, seven codes came out: exam pressure, fluency and accuracy, motivation, readiness, physical conditions, bias, use of technology. Results are exhibited below:

Table 24.

The Factors that may affect or contribute to teaching practices

| Factors | F |
|----------------------|------------------------------|
| Exam pressure | 2 (T1, T4) |
| Fluency and Accuracy | 2 (T2, T10) |
| Motivation | 6 (T3, T5, T7, T9, T13, T14) |
| Readiness | 3 (T5, T6, T12) |
| Physical Conditions | 2 (T8, T12) |
| Prejudice | 1 (T11) |
| Using Technology | 1 (T13) |
| Total | 17 |

Although the number of teachers participating in the interview is 14, the reason why the total number in the table is 17 is repetitive answers. Table 24 shows that two of the English teachers emphasized that one of the reasons why they could not use communicative teaching practices more is the pressure of the exam. Excerpt from teachers' explanations are given below:

Students enter high school entrance exam in 8th grade. English questions of this exam consist of multiple-choice questions and when they study for the exam, I think they can't find time to use the target language orally. This affects my communicative teaching progress when they come to high school because they aren't accustomed to expressing themselves, communicating or interacting in the target language. But, communicative teaching grabs their attention quickly because they no longer feel the exam pressure and they feel more relaxed and try to talk more freely. I observe that students are happier to communicate in English rather than listen to the teacher in a passive way. However, I should say that 11th and 12th graders lose their focus on learning language as my school is a high school of science and university entrance exam approaches and English is not something they are responsible for learning for the exam (T4).

T4, who teaches in high school, stated that the exam that students take in the last year of middle school has a negative effect on the four skills of the students when they start 9th grade. On the contrary, one of the factors contributing to English teachers' use of communicative teaching practices is that they want students to gain fluency and accuracy in the target language. The explanations are as follows:

As a mentioned, I have been teaching foreign language classes. Therefore, my aim is to help the students communicate in the target language, because I encourage them to speak, write, understand the language. So, I emphasize fluency in accordance with accuracy. In other words, I try to balance between both concerns (T2).

Communicative teaching practices provide students more opportunities for language practice and ensure their active participation in language learning, involving them in activities such as pair work, group work, role-plays, information gap tasks, and language games. Also, the teacher acts as a facilitator in setting up communicative activities and as an advisor. Thus, students work on all four skills from the beginning to the end. Also, the target language is vehicle for classroom communication. Students' accuracy as well as fluency is evaluated during the activities (T10).

The number of teachers who stated that motivation is a very important factor in language learning is quite high. And they often consider motivation and readiness in the same category. Some of the teachers' noteworthy answers, which stated that motivation is an important determinant in the use of teaching practices, are provided below:

Students' motivation and preparedness in the class is too important to contribute. To achieve this, we decide on the work they will do in the class. Some words games and performance work contribute to my communicative teaching practices. For example; this year I am using the apps such as Quizlet and Kahoot for my 9th grade students. They can learn "irregular verbs" by playing "Common Fifty Irregular Verbs Games" which is found in Quizlet app. It is both enjoyable and didactic (T5).

The students' interest is above all the factors in learning a language. The student must have the inner enthusiasm to be able to have the knowledge given. What I mean is the students' interest may contribute or affect the learning. The factors that enable both us and the students to study efficiently in the classroom are nothing more than the inner enthusiasm of the students (T9).

As seen in the above statements, T9 underlined that students' motivation, which does not depend on reward or punishment, is very important and that it contributes positively to the student and the lesson.

The excitement that students feel as they enter the English class makes me more excited and seeing the gleams in their eyes is priceless. It is a great advantage to know that learning English is very important for their careers. Therefore, I am trying to do my best to use this advantage in classroom (T14).

T14, on the other hand, stated that seeing and feeling the excitement, happiness and willingness of the students also motivates the teacher. However, The reason why T11 could not use the communicative teaching practice is the prejudices of students and their families against foreign language learning.

The first factor is prejudice. They always think that they don't need a new language. I have been teaching for three years in the same school. From the first year, I am struggling with these thoughts. They always say the same thing. We don't have any area to use and speak a new language, so it is needless. The worse aspect of this situation is that their families also have this idea. When I try to communicate and want them to speak, they always lose their attention. Non-communicative practices are their preference. So I unfortunately use non communicative methods (T11).

Lastly, T8 emphasized that the physical conditions of the school were insufficient, and especially the absence of a smart board was an important handicap for language teaching.

CHAPTER V

DISCUSSION

5.1 Presentation

This chapter presents the discussion of the findings of the study introduced in the previous section. The quantitative and qualitative findings obtained in this study are discussed in detail. Moreover, the findings of each research question investigated in the present study are provided by comparing them with previous studies in this field.

5.2 Questionnaire Findings

5.2.1 The Levels of EFL Teachers' Self-efficacy Beliefs

The first question in this study sought to determine the levels of English teachers' self-efficacy beliefs. The scale used to answer this question consisted of 3 sub-efficacies; instructional strategies, student engagement and classroom management. With respect to the first research question, it was found that the level of English teachers' self-efficacy beliefs is quite high. This means that the English teachers participated in the study considered themselves competent in terms of instructional strategies, student engagement, and classroom management. These findings of the current study seem to be consistent with the previous studies conducted on self-efficacy (Eslami & Fatahi, 2008; Cinkara, 2009; Külekçi, 2011; Mojavezi & Tamiz, 2012; Ghasemboland & Hashim, 2013; Cankaya, 2018; Choi & Lee, 2018).

Teachers with good sense of self-efficacy perception are undoubtedly eager to use new methods and techniques and always try to be productive in the classroom (Berman, 1977; Guskey, 1988, Stein & Wang, 1988). The English teachers who participated in the study responded parallel answers to this statement and almost all

participants have marked the highest option in the items 'I can provide students with an alternative explanations/examples when students are confused' and 'I can implement teaching methods/materials that accommodate students' individual differences'. Moreover, the researchers stated that the teacher with high self-efficacy can change the student's motivation and attitude towards the lesson (Podell & Soodak, 1993; Muijs & Reynolds, 2001). This finding obtained by the researchers coincides closely with. Teachers' responses to the items that state "I can use teaching methods to motivate the student with low interest in learning English" and "I can motivate the students to perform to their fullest potential" show that self-efficacy of English teachers is quite high in motivating students.

According to Tschannen and Moran (2001), self-efficacy enables the teacher not to lose control when things go wrong in the classroom, and helps the teacher maintain flexibility in any student's disruptive behavior. This statement does not contradict with the current study. The answers given to the items which state "I can maintain a positive classroom climate of courtesy and respect" and "I can manage student discipline and control disruptive behavior" have proven this. In another study carried out with 655 teachers in Vietnam, it was aimed to measure the self-efficacy of English teachers. The results showed that English teachers working in the area have high self-efficacy in all aspects of teaching including instructional strategies, student engagement and classroom management, which agrees with the result of the present study.

In terms of the sub-scales of the self-efficacy scale, the current study partly agrees with the study of Eslami and Fatahi (2008). In both studies, the English teachers' self-efficacy in terms of instructional strategies is higher than their self-efficacy in terms of classroom management. However, unlike the study of Eslami and Fatahi (2008), the highest mean is the mean of the student engagement, not the instructional strategies. In the study of Choi and Lee (2018), classroom management has the highest mean in the sub-efficacies. The results obtained from the survey applied to 54 teachers by Yılmaz (2011) showed that English teachers stated that they had higher self-efficacy in instructional strategies rather than classroom management and student engagement. This result is not consistent with the current study in terms of sub-efficacies. Similarly, Şekerci (2011) conducted a study with 257 teachers to examine English teachers' self-efficacy and teaching methods. Just

like in the current study, English teachers' self-efficacy levels are high with the mean of 7.20 out of 9. The subscales of self-efficacy were examined separately in this study as well. The results showed that English teachers felt more efficacious in classroom management than instructional strategies whereas they felt least efficacious in student engagement (Şekerci, 2011).

The results clearly show that English teachers' self-efficacy is quite high in terms of instructional strategies, student engagement and classroom management. Undoubtedly, teachers with high self-efficacy do their best to create a positive classroom atmosphere, which subsequently brings academic success. According to Moran, Woolfolk and Hoy (2007), these types of teachers use facilities in the classroom efficiently and have a positive impact on students' academic development.

5.2.2 The Teaching Practices English Teachers Employ in the Classroom

This research question aimed to determine how often English teachers use particular teaching practices in the classroom. Although there are many teaching practices in the classroom to employ, the ongoing discussions especially in foreign language classes have focused on communicative and non-communicative method since the late 20th century (Johnson, 1982; Savignon, 1991; Lee & VanPatten, 1995). Therefore, in this study, we compared communicative teaching practices with non-communicative traditional teaching practices. In the scale of teaching practices consisting of 7 items in total, 4 items aimed to measure communicative teaching practices and 3 items measured non-communicative teaching practices. According to the results of the study, the frequency of English teachers using communicative and non-communicative teaching practices in the classroom is quite high. This result means that English teachers do not adhere to only one teaching practice in the classroom; instead, they were found to use both communicative and non-communicative methods. In a study (2000) conducted by Choi on 99 English teachers in South Korea, participants were asked to fill out a questionnaire about teaching practices. Their preferences about communicative and non-communicative teaching practices were tried to be determined. The answers given to the questionnaire have shown that English teachers use both methods. While English teachers valued communicative skills such as using the class in English, small group activities, authentic materials, giving importance to fluent speech, they also stated

that it is necessary to use traditional methods such as doing exercises and reading passages and using the translation method once in a while. In this context, the teacher who answered "always" or "often" to the item "the teacher fosters an atmosphere that encourages student to speak English freely in the classroom" in the questionnaire in the current study gave the same answer to the statement "students learn a lot of grammar rules and how to best translate English into Turkish teaches" in another item. So, these findings are parallel to the findings of the study conducted by Choi (2000). Likewise, in a study (Kaygısız, Anagun & Karahan, 2018) on teaching practices implemented by English teachers, although teachers preferred practices involving communicative methods more, it was determined that they also used grammar-oriented non-communicative practices.

As mentioned above, the scale of teaching practices consists of two subscales: communicative and non-communicative teaching practices. When we evaluate these two scales separately, the following results were obtained; the frequency of English teachers using communicative teaching practices in the classroom is quite high; the frequency of English teachers using non-communicative teaching practices in the classroom can be considered high. Of these findings obtained through questionnaires, English teachers employ communicative teaching practices in the classroom more than non-communicative teaching practices. In the study by Farrell and Lim (2005), two teachers were observed in the classroom and compared in terms of their preferences about teaching practices. According to the results, although two teachers used communicative based practices in the classroom more, they also used traditional practices when necessary, which means the results of this study agree with the present study. Likewise, the study by Wang (2009) showed that English teachers agree that grammatical drills are important in language teaching. Nevertheless, they stated that they used more communicative activities to improve students' speaking skills.

In the study conducted by Richards, Gallo and Renandya (2001), unlike the current study, it was concluded that although English teachers adopted communicative-oriented approaches and methods in their teaching program, they included more grammar and teacher-centered practices as classroom practices. Similarly, Karfa (2019) carried out a study in Morocco to determine the classroom practices that English teachers employ. According to the results, English teachers are

now aware that communicative approaches are effective in language teaching around the world. However, for some reason, they stated that traditional approaches are still dominant in the classroom. These results do not seem to be consistent with the current study.

5.2.3 The Relationship between EFL Teachers' Self-efficacy and Teaching Practices They Employ

Teachers' perceptions, beliefs, and theoretical knowledge are all about the practices they prefer in the classroom. According to Bandura (1997), while teachers engage in activities and methods in which they feel competent, they may ignore those in which they don't. Thus, Bandura considered self-efficacy as one of the most central psychological mechanisms that affect action (Choi & Lee, 2018). The purpose of this research question was to determine the relationship between English teachers' self-efficacy beliefs and their teaching practices employed in the classroom. The findings of the study showed that there was a statistically positive relationship between English teachers' self-efficacy and teaching practices used in the classroom. Kaygısız, Anagun and Karahan (2018) in their study found out the same results that were consistent with the current study.

In this study, the self-efficacy of English teachers was also investigated in terms of communicative and non-communicative practices. The results showed that while there was a positive significant relationship between self-efficacy and communicative teaching practices, no significant relationship was found between self-efficacy and non-communicative teaching practices. We can draw the following conclusion from this statement; English teachers' self-efficacy affects the teaching practices they employ in the classroom. That is, as English teachers' self-efficacy levels increase, the frequency of using communicative teaching practices increases. The sub-scales that have the highest positive relationship with communicative teaching practices are firstly the classroom management and then the instructional strategies, and the last one is the student engagement. It was seen that there was no significant relationship between all subscales of self-efficacy and non-communicative teaching practices.

Choi and Lee (2018) conducted a study with 190 English teachers to reveal the relationship between self-efficacy levels and teaching practices used in the classroom. In this study, which was obtained with quantitative and qualitative data, a

positive correlation was found between English teachers' self-efficacy levels and communicative teaching practices. Of the three sub-efficacies, classroom management was most associated with communicative practices. These findings highlighted the relatively more important role of teachers' self-efficacy for interactive and communicative teaching than for non-communicative teaching (Choi & Lee, 2018). In the study by Eslami and Fatahi (2008), it was determined that English teachers tend to use more communicative methods as their self-efficacy increases. Likewise, Kaygısız, Anagun and Kahraman (2018), in their study with 367 teachers, the higher the self-efficacy of English teachers, the more inclined to use communicative and student-centered studies. In Sekerci's study (2012), she stated that self-efficacy is an important predictor in classroom practices. That's why, teachers who feel competent in classroom practices prefer to use communication-oriented methods. All these studies confirm the results of the current study.

There are also a few studies that do not seem consistent with the current study (Chacon, 2005; Sato, 2002). Chacon (2005), in his study, emphasized that the statement "most of the English teachers with high self-efficacy use communicative teaching practices" was wrong. Moreover, he stated that the preference of communicative or non-communicative teaching practices of teachers with high self-efficacy varied according to the subject and the classroom atmosphere.

5.2.4 The Differences among Demographic Characteristics of EFL Teachers in terms of Their Self-efficacy and Classroom Practices

We aimed to determine whether there was a statistically significant difference among demographic characteristics of English teachers in terms of their self-efficacy and the teaching practices they use in the classroom. According to the findings we obtained from the study, the self-efficacy and teaching practices of the English teachers do not vary according to gender, school and experience. Some studies (Akbas & Celikkaleli, 2006; Arsal, 2006; Çakıroğlu, 2005) measuring English teachers' self-efficacy has been found to have no relationship between gender and self-efficacy. In the study implemented by Hoy (2000) with 55 English teachers, it was revealed that the teachers who had just started teaching had high self-efficacy. It has been determined that novice teachers who have completed one year in school are extremely enthusiastic, productive, open to new ideas and have a high level of professional satisfaction (Hoy, 2000). Similarly, Shaukat and Iqbal (2012) conducted

a study with 198 English teachers to determine whether there is any relationship between self-efficacy and gender, experience, and school status. According to the findings, gender and experience had no impact on teaching strategies and student obligation, which overlaps with the data of the current study. However, this is not the case with classroom management. Male teachers tended to have more self-efficacy in classroom management than female teachers, which doesn't confirm the present study. While primary school teachers were found to be more successful and productive in classroom management than secondary school teachers, there was no difference in terms of instructional strategies and student engagement (Shaukat & Iqbal, 2012). Unlike the current study, it was determined that young teachers manage their classes better and have better communication skills with students, and there is no difference in instructional strategies, which is consistent with the findings of the present study.

5.3 Interview Findings

The main purpose of the interview in this study is to have a deeper understanding of the relationship between English teachers' self-efficacy beliefs and teaching practices employed in the classroom. After implementing the two-part questionnaires to all of the teachers, 14 volunteer teachers were interviewed. It was a semi-structured interview and consisted of three questions. The first question aimed to determine the techniques and activities that English teachers use in their current classes. The data categorized as teaching techniques and activities used by English teachers were evaluated by coding as traditional instructions, meaning-focused instructions and both. Most of the English teachers participating in the interview stated that they employed meaning-focused instructions. Some of them stated that they used both meaning-focused instruction and traditional instructions when necessary. It was found that only two English teachers used traditional instructions.

Meaning-oriented instructions can be defined as a teaching practice in which the student is exposed to the target language and tries to use the information he / she acquires in this language and interaction is dominated in the classroom. The principal philosophies of this teaching practice are rich input and natural order (Long & Robinson, 1998). The answers given by the English teachers who participated in the interview to the first question are in line with this definition. Especially the

expression "exposing learners to rich input of the target language" is very important for English teachers who try to make the classroom an interactive atmosphere. To illustrate, in the answer to the first question, T6 stated that most effective and useful activities are the ones which students are active and use the language fluently and these are -considering students' readiness, age, background- games, interactive practices, speaking cards, brainstorming. It can be deduced that abovementioned teacher provided comprehensible input by enriching the learning environment with different activities. Comprehensible input is a concept created by Krashen (1977). Krashen, the pioneer of natural approach, argues that language can only be learned if exposed to comprehensible input. He adds that incidental learning is one of the most important bases for a language learner, giving an example of a child who has just begun speaking. Moreover, Krashen emphasizes the importance of meaning-focused instructions rather than form-focused instructions because he defends the idea that the learner can also learn the structure of the language in communicative activities. In this context, the concepts that the English teachers underlined in the interview are congruent with Krashen's statements.

In addition to the studies mentioned above, many studies (Robinson, 2001; Ellis, 2003; Farrel & Lim, 2005; Wang, 2009) have put forth that in language teaching, more useful outcomes can be obtained by integrating meaning-focused instructions and structure-based instructions. Srinivas (2018) emphasized in his study that English teachers should use different methods and techniques to be more prolific to meet the needs of different students. In teaching vocabulary, grammar and language skills, the teachers should follow a unifying approach that integrates all methods, approaches and techniques (Srinivas, 2018). In accordance with these studies, five teachers who participated in the interview underlined that they tried to utilize different range of techniques and activities so as to enrich teaching environment and uncover the highest potential of the students. Depending on the subject of the lesson, they emphasized that while teacher-centered practices are included in certain parts of the lesson duration, in certain parts, they involve completely student-centered group work. These results also seem to be consistent with the findings attained from the study by Choi (2000). Only two of the English teachers who participated in the interview stated that they were teaching with traditional methods. Unlike the current study, Nishino (2008) revealed that although

English teachers have a deep knowledge of communicative teaching practices, they cannot give up implementing traditional practices in the classroom.

The other question of the interview was to determine in which teaching practices the English teachers felt competent, without considering the techniques and activities they practiced in their current classes. The reason for adding the phrase "regardless of the techniques and activities used in the current classrooms" was for the teachers not to answer by adhering to the first question. Since, for certain reasons, there could be teachers who employ non-communicative practices in the classroom but feel more comfortable in communicative teaching practices. Almost all the English teachers who participated in the interview stated that they felt competent in communicative teaching practices and only one English teacher stated that he was comfortable in non-communicative practices. Although two English teachers, in the answer to the first question, emphasized that they employed traditional teaching methods and techniques, one said that he felt himself more competent in communicative teaching practices.

Applying principle of communicative instructions in practice (i.e. focus on learner's role as an active person in learning process, concern teacher's role as a facilitator, use of collaborative activities, and benefit from classroom activities relevant to communicative competence) plays a prominent role in teaching process (Razmjoo & Riazi, 2006; Richards & Rodgers, 2001). In parallel with this statement, many studies have shown that English teachers have a positive point of view towards communicative teaching practices (Lee, 2014; Naderi & Rahimi, 2014; Ahmad & Rao, 2013; Ansary, 2013). To illustrate, in a study conducted by Karimi and Biria (2017) in Iran, 20 teachers were interviewed to determine the perceptions and attitudes of English teachers towards communicative teaching practices. According to the results of the study, in line with the current study, most of the English teachers expressed a positive attitude towards communicative teaching practices and felt themselves competent in using them.

The last question of the interview was to determine what factors affect or contribute to the teaching practices employed by English teachers in the classroom. The English teachers who participated in the interview gave different answers to this question. That's why; this question was examined with seven separate codes. These were exam pressure, fluency and accuracy, motivation, readiness, physical conditions, bias and using technology. Five interviewees stated that the most

contributing factor to use of communicative teaching practices in the classroom is the motivation and they underlined that the factors that enable both them and the students to study productively in the classroom are nothing but the inner enthusiasm of the students. Motivation is one of the most important factors which influence language learners' success or failure in learning the language (Keller, 1983). Wang (2010) conducted an interview with Taiwanese English teachers to reveal the factors that would affect communicative teaching practices. Three teachers expressed that, for CLT practice, the willingness of the students to improve their communication skills is important. According to them, if students really want to improve their English skills, they will try their best to understand their classmates and make them understood, and thereby be enthusiastic in their participation. In the statements, the interviewees mentioned that the student's attitude towards English and the desire to learn are important. These statements are congruent with the current study. Three interviewees stated that the education students received in their previous schools was not sufficient and this had a negative effect on communicative teaching practices. Alam (2016) carried out an interview with 8 English teachers and investigated why communication teaching practices are relatively less employed in Bangladesh. According to the results of the research, many factors were listed and one of them was the readiness of the students. They emphasized that another barrier to implementing CLT in Bangladesh's rural areas is the weak academic background that teachers point out. According to teachers, the students who get admitted to secondary schools have inadequate knowledge of English. English teachers also find it challenging to perform communicative teaching activities in the classroom.

These results found by Alam (2016) are in line with the results of the present study. Moreover, two interviewees emphasized that the assessment types in the country had a negative impact on meaning-focused language teaching and prompted teachers to structure-based language teaching. To illustrate, one of them emphasized that students are subjected to an exam when passing from secondary school to high school, and this exam has a negative effect on their communicative skills in language learning and they have difficulties even introducing themselves. However, the teacher strikingly stated that communicative teaching practices immediately attracted students' attention. Huang's interview results with 15 teachers (2016) showed that the exam, which measures only grammar, vocabulary, reading and translation skills, is a great barrier to communicative teaching practices. Two interviewees stated that the

inadequate physical conditions in the school may have negative effects on the teaching practices. To illustrate, they described the lack of a technological device and the large number of students as one of the biggest problems. Aydın (2012) emphasized the same problems in his study by stressing that the classrooms were very crowded and he tried teaching them the directions in the school garden. Moreover, he indicated that he could not conduct listening exercises just because the classroom had a very poor acoustic, that's why; even the most exciting song did not attract the students' interest. Lastly, an interviewee claiming that he /she could not use communicative teaching practices in his/her classroom stated that the most important reason for this was the prejudice of students and families against learning foreign languages.



CHAPTER VI

CONCLUSION

6.1 Presentation

The sixth chapter presents the summary of the current study and the conclusion remarks from the results obtained in the light of qualitative and quantitative studies. Finally, it provides suggestions for further research.

6.2 Summary of the Study

The purpose of this study was to examine the relationship between the level of self-efficacy beliefs of English teachers and their teaching practices that they employ in the classroom. The study carried out with 152 teachers working at state schools and mixed-method research was utilized. In the quantitative part, teacher self-efficacy scale consisting of three subscales was used to determine the self-efficacy of English teachers. These subscales were instructional strategies, student engagement and classroom management. In order to determine the teaching practices that teachers employ in the classroom, the scale of teaching practices, which includes communicative teaching practices and non-communicative teaching practices, was used. In the qualitative part, a semi-structured interview consisting of three questions was conducted.

In the quantitative study, SPSS version 20.0 was used to analyze the data obtained through the questionnaire. Means, standard deviations, percentages and frequencies were calculated through this program. Although this study was applied to 152 teachers, the data of 25 teachers were not analyzed because they filled the questionnaires incorrectly or imprecisely. Descriptive statistics tools of the SPSS software package were used to analyze the self-efficacy level of English teachers and their teaching practices they employed in the classroom. Then, Pearson correlation was utilized to examine the relationship between self-efficacy and teaching practices. Lastly, independent sample t-test was used to determine if there was any statistically

significant difference between genders of English teachers in terms of their self-efficacy and classroom practices and one way ANOVA was used to unearth whether the experiences and the school that the teachers work had any differences or not. In the qualitative study, 14 teachers who volunteered among the teachers participating in the questionnaire were interviewed and in order to analyze the data obtained through the interview, the content analysis was used. The interview, categorized as three questions, was evaluated by coding with the descriptive analysis method.

The results show that the levels of English teachers' self-efficacy beliefs are quite high. When teachers' self-efficacy is evaluated in terms of instructional strategies, student engagement, and classroom management, the highest mean is noted as student engagement. As for the teaching practices employed by English teachers in the classroom, it was determined that they use both teaching practices, although the frequency of employing communicative teaching practices is higher. As a result of the Pearson correlation, the highest coefficient in the relationship between self-efficacy and its subscales was found to belong to classroom management with the mean of 0,407. Moreover, while there is a significant positive relationship between self-efficacy and communicative teaching practices, no significant relationship was determined with non-communicative teaching practices. That's to say, as the self-efficacy of English teachers increases, the tendency to employ communicative teaching practices in the classroom increases. Finally, it was found that English teachers' demographic characteristics such as gender, experience and the school they work do not have any differences in terms of their self-efficacy and the teaching practices they employ.

6.3 Conclusion

How to teach English, which is a common language and taught in schools as a foreign language since the last period of the 20th century, has long been a subject of discussion by researchers (Schunk, 1985; Sergiovanni, 1994; Cooper, 1994; Good & Brophy, 2000; Savignon, 2007). A number of problems have been raised and new techniques, approaches and solutions have been presented for their solution. It has been the case in Turkey, as well. The field of English language education abounds with these long-lasting debates (Seven, 2007; Yılmaz & Yılmaz, 2010; Memis, 2013). Generally the latter observes some problems of the former and corrects them (Celik, 2018). Before deciding on the subject of this study, we thought too much

about what was the main problem in language teaching in Turkey. And we agreed that one of the problems was caused by the teacher and the practices used in the classroom. Therefore, we decided to examine the relationship between self-efficacy which is one of the factors that make the teacher more effective, more flexible and versatile in the classroom and teaching practices that teachers employ in the classroom. Of course there are many teaching practices in the field of language education. However, we thought that it would be more meaningful to determine the communicative and non-communicative teaching practices as research subject, which are the matter of debate in language teaching in Turkey.

It is not a simple task for a teacher to appeal to different students' learning styles, to overcome their learning concerns and to achieve harmony in the classroom. Teacher's efficacy belief is a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Bandura, 1977). In this context, the teacher with high self-efficacy is more open to new ideas, constantly researches new methods and techniques for self-development, and has enough flexibility to deal with the problems in the classroom. Teacher efficacy belief also has a great influence on teacher resilience when things go wrong. Therefore, the information mentioned above has triggered us to conduct a study to determine the self-efficacy levels of English teachers. This was important to unearth, because no matter how much theoretical knowledge a teacher has, she/he has to believe in herself/himself to make use of it. A considerable amount of literature has been published on the levels of English teachers' self-efficacy belief and, in these studies, self-efficacy beliefs of English teachers were found to be remarkably high (Choi, 2000; Wang, 2010; Sekerci, 2012). The results of current study also showed that the level of self-efficacy beliefs of the English teachers is quite high. Out of three sub-types of self-efficacy, the highest level of self-efficacy is, with a slight difference, student engagement.

According to Choi and Lee (2018), teachers' attitudes, beliefs, theoretical knowledge and worldviews are related to their performance in the classroom. A large number of published studies (Choi, 2000; Wang, 2010; Kaygısız, Anagun & Karahan, 2018) report that teachers mostly adopt communicative teaching practices; however, non-communicative teaching practices are also implemented. Similarly, one of the more significant findings to emerge from current study is that the teaching

practice that English teachers prefer to employ in the classroom is mostly communicative teaching practices. They do, however, provide non-communicative teaching methods when required.

The most obvious finding to arise from this study is the relationship between the levels of self-efficacy beliefs and teaching practices of English teachers, which is the subject of the study. The results showed that the self-efficacy of English teachers is a significant predictor of the teaching practice in the classroom. To give more detailed information, as the English teachers' self-efficacy increases, the frequency of using communicative teaching practices increases. Among the three sub-efficacies, classroom management made the most positive contribution to communicative teaching practices.

The relationship between the levels of self-efficacy beliefs and teaching practices of English teachers was also examined in the light of demographic characteristics such as gender, experiences and the school levels. It was somewhat surprising that no demographic characteristics had any differences in terms of English teachers' self-efficacy and actual teaching practices.

As Dörnyei (2011) emphasizes, in quantitative research, participants cannot objectively make judgments about themselves. Based on this, we thought it would be reasonable to support quantitative data with an interview. The interview results showed that most English teachers employed meaning-focused teaching practices in the classroom. The number of those who implement both meaning-focused teaching practices and traditional teaching practices is considerable. Therefore, it can be deduced that English teachers employ both teaching practices according to the subject of the activity in the lesson. It was striking that almost all teachers responded 'communicative teaching practices' when asked in which teaching practices you feel more competent. Moreover, it was revealed in the study that the teacher, who stated that he/she was teaching with non-communicative teaching practices due to exam pressure, felt himself/herself more competent in communicative teaching practices. The interview results also showed that there are different factors that determine or affect the current communication practices of English teachers. These are mainly motivation, readiness, and exam pressure.

To sum up, self-efficacy is a significant factor on the actual teaching practices of English teachers. The more the English teachers' self-efficacy increases, the greater the tendency to employ communicative teaching practices in the classroom.

6.4 Suggestions for Further Studies

The current study was carried out with 152 English teachers working in Nizip district of Gaziantep. The same study can be conducted with more participants in different context to generalize the results obtained. Moreover, this study aimed to determine the levels of English teachers' self-efficacy beliefs. However, the underlying causes could not be determined. Further studies may examine what factors influence or contribute to the levels of self-efficacy beliefs of English teachers before determining the relationship between the levels of self-efficacy beliefs and the teaching practices. In this study, questionnaire and interview methods were implemented to obtain the data. Classroom observation can also be used in future studies to obtain more accurate and detailed data. Because, observation helps the researchers gain a deeper perspective and enables them to acquire clearer results as well as collecting data in the natural setting (Anderson & Burns, 1989).

6.5 Implications

In line with the data obtained from this study, some implications and outcomes have been offered to be applied in the educational environment. In the English curriculum published in 2018, it was aimed that language learners in Turkey see the target language (English) as a vehicle for communication rather than a lesson taught at schools (MEB, 2018). For this purpose, the program has been prepared in this framework. Those who will achieve this goal set by the Ministry of National Education in the field are undoubtedly English teachers. In this context, the results of the current study show that as the English teachers' self-efficacy increases, the tendency to use communicative teaching practices in the classroom increases, as well. That is to say, this indicates that the high level of self-efficacy of English teachers means a lot to reach these goals. Therefore, through Ministry of National Education, it would be effective to initiate organizations such as providing in-service training in each province, arranging seminars, partnering with international universities in order to boost the self-efficacy of English teachers.

In the interview carried out with English teachers, the pressure resulting from the assessment types in Turkey has been determined to have a negative influence on the communicative practices that teachers employ in the classroom (Aydın, 2009). Therefore, revising the assessment types and focusing more on the communicative practices in the English curriculum will contribute positively to the students. Teachers also emphasized that the inadequate physical conditions in schools prevent them from implementing the knowledge they have in theory. Therefore, in addition to improving the physical conditions, the supply of technological tools that are extremely important for language teaching will enrich the learning environment. Finally, the cooperation of English teachers with the family both directly affects the motivation of the child and eliminates the negative attitude of the family towards foreign language learning.

REFERENCES

- Akbari, R. & Tavassoli, K. (2014). Developing an ELT context-specific teacher efficacy instrument. *RELC Journal*, 45(1), 27–50.
- Akbaş, A. & Çelikkaleli, Ö. (2006). Sınıf öğretmeni adaylarının fen öğretimi öz-yeterlik inançlarının cinsiyet, öğrenim türü ve üniversitelerine göre incelenmesi. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 2 (1), 98–110.
- Alam, M. (2016). Challenges in implementing CLT at secondary schools in rural Bangladesh. *IIUC Studies*, Vol. 13. 93-102.
- Alishah, A. R., & Dolmaci, M. (2013). The interface between self-efficacy concerning the self-assessment on students studying English as a foreign language. *Procedia – Social and Behavioral Sciences*, 70, 873-881.
- Anderson, L. & Burns, R. (1989). Research in Classrooms: The Study of Teachers. Teaching and Instruction. *British Journal of Educational Studies*, 39 (1), 84-85.
- Arseven, A. (2016). Self-Efficacy: A Concept Analysis. *International Periodical for the Languages, Literature and History of Turkish*, Vol 11/19, p. 63-80.
- AŞICI, T. (2016). *The relationship between students' language learning motivation and self-efficacy: a private university case*. Master's Thesis, Bahçeşehir University Graduate Schools of Social Sciences, Istanbul
- Aydin, S. (2009). Test Anxiety among Foreign Language Learners: A Review of Literature. *Journal of Language and Linguistic Studies*, 5(1), 127-138.
- Bandura, A. (1973). *Aggression: A social learning analysis*. Prentice-Hall.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A., Adams, N. E., and Beyer, J. (1977). Cognitive processes mediating behavioral change. *Journal of Personality and Social Psychology*, 35:125-139.

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral changes. *Psychological Review*, 84:191-215.
- Bandura, A. & Schunk, D. H. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality & Social Psychology*, 41(3): 586-598.
- Bandura, A. (1986). *Social foundation of thoughts and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1994). *Regulative function of perceived self-efficacy*. Lawrence Erlbaum Associates, Hillsdale, NJ.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman.
- Blanche, P., & Merino, B. (1989). Self-assessment of foreign-language skills: implications for teachers and researchers. *Language Learning*, 39, 313-340.
- Büyüköztürk, Y. (2002). Faktör Analizi: Temel Kavramlar ve Ölçek Geliştirmede Kullanımı. *Kuram ve Uygulamada Eğitim Yönetimi*, 32 (32), 470-483.
- Bradford, S., & Cullen, F. (2012). *Research and research methods for youth practitioners*. London: Routledge
- Brophy, J. E. (1984). *Teacher behavior and student achievement* (No. 73). Institute for Research on Teaching, Michigan State University.
- Celik, B. (2018). A Comparison of Form-Focused and Meaning-Focused Instruction Types: A Study on Ishik University Students in Erbil, Iraq. *International Journal of English Linguistics*, Vol. 9, No. 1. 201-229.
- Chacón, C., T. (2005). Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela. *Teaching and Teacher Education* 21/33: 257–72.
- Choi, S. (2000). Teachers Beliefs about Communicative Language Teaching and their Classroom Teaching Practices. *English Teaching*, 55(4), 3-32.
- Choi, E. & Lee, J. (2018). EFL teachers' self-efficacy and teaching practices. *ELT Journal*, 72(2), 175 – 186.
- Cinkara, E. (2009). *Self-efficacy in EFL: Its sources and relationship with success (A case study at Gaziantep University)*. Master's Thesis, Gaziantep University Graduate School of Social Sciences, Gaziantep.

- Cooper, M. L. (1994). Motivations for alcohol use among adolescents: Development and validation of a four-factor model. *Psychological Assessment*, 6(2), 117–128.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Croswell, L. (2006). *Understanding Teacher Commitment in Times of Change*. Doctoral dissertation, Faculty of Education, Technology university, Queensland.
- Çakıroğlu, J., Çakıroğlu, E., & Bone, W. J. (2005). Pre-service teacher self-efficacy beliefs regarding science teaching: A comparison of preservice teachers in Turkey and the USA. *Science Educator*, 14 (1), 31-40.
- Çankaya, P. (2018). The exploration of the self-efficacy beliefs of English language teachers and student teachers. *Journal of Language and Linguistic Studies*, 14(3), 12-23.
- Demir, B. (2018). *The relationship between university students' self-efficacy beliefs and foreign language classroom anxiety*. Master's Thesis, Çağ University Institute of Social Sciences Department of English Language Education, Mersin
- Demirel, E. (2017). Investigating Pre-Service Efl Teachers' Self-Efficacy Beliefs. *Selçuk Ün. Sos. Bil. Ens. Der.*, (38): 221-232.
- Doğan, C. (2016). The title of your paper: self-efficacy and anxiety within an EFL context. *Journal of Language and Linguistic Studies*, 12(2), 54-65.
- Doughty, C., & Williams, J. (1998). *Focus on Form in Classroom Second Language Acquisition. The Cambridge Applied Linguistics Series*. Cambridge University Press, 40 West 20th Street, New York, NY 10011-4211.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow: Longman.
- Ellis, R. (2003). Designing a Task-Based Syllabus. *RELC Journal*, 34(1), 64–81.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press
- Erkan, D. Y., & Saban, A. (2011). Writing performance relative to writing apprehension, self-efficacy in writing, and attitudes towards writing: A

- correlational study in Turkish tertiary-level EFL. *Asian EFL Journal*, 13(1), 164-192.
- Eslami, Z. R. & A. Fatahi. (2008). Teachers' sense of self-efficacy, English proficiency, and instructional strategies: a study of nonnative EFL teachers in Iran. *TESL-EJ* 11/4: 1–19.
- Farrell, T., & Lim. P. (2005). Conceptions of Grammar Teaching: A Case Study of Teachers' Beliefs and Classroom Practices. *TESL-EJ*, 9, 1-12.
- Flick, U. (2009). *An introduction to qualitative research* (4th ed.). Sage Publications Ltd.
- Gecas, V. (2003). Self-agency and the life course. In *Handbook of the life course* (pp. 369-388). Springer, Boston, MA.
- Ghasemboland, F., & Hashim, F. B. (2013). Teachers' self-efficacy beliefs and their English language proficiency: A study of nonnative EFL teachers in selected language centers. *Procedia-Social and Behavioral Sciences*, 103, 890-899.
- Gibson, S. & Dembo, M. H. (1984). Teacher efficacy: a construct validation. *Journal of Educational Psychology* 76/4: 569–82.
- Glass, G. V & Hopkins, K.D. (1984). *Statistical Methods in Education and Psychology*, 2nd Edition. Englewood Cliffs, NJ: Prentice-Hall.
- Gross, L. & Meriwether, J.L. (2016). Student Engagement Through Digital Data. *New Directions for Student Services*, 2016: 75-89.
- Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, 4, 63-69.
- Güven, C. & Cakir. O. (2012). A Study on Primary School English Teachers' Self-Efficacy Beliefs. *Education and Science*, Vol. 37, No 163, 43-52.
- Heslin, P. A., & Klehe, U. C. (2006). Self-efficacy. *Encyclopedia Of Industrial/Organizational Psychology*, SG Rogelberg, ed, 2, 705-708.
- Hicks, D. (2012), Performance-based university research funding systems, *Research Policy*, 41, (2), 251-261
- Horwitz, E. K., Horwitz, M. B. & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70: 125-132.
- Isaac, S., & Michael, W. B. (1995). *Handbook in research and evaluation: A collection of principles, methods, and strategies useful in the planning,*

design, and evaluation of studies in education and the behavioral sciences.
Edits publishers. Testing Services.

- Jia, Y., Eslami, Z. R., & Burlbaw, L. (2006). ESL teachers' perceptions and factors influencing their use of classroom-based reading assessment. *Bilingual Research Journal*, 29(2), 459-482.
- Kaygisiz, S., Anagun, S. S., & Karahan, E. (2018). The predictive relationship between self-efficacy levels of English teachers and language teaching methods. *Eurasian Journal of Educational Research*, 78, 183-202.
- Keller, J. M. (1983). Motivational design of instruction. *Instructional design theories and models: An overview of their current status*, 1(1983), 383-434.
- Kırmızı, Ö. & Sariçoban, A. (2018). Prospective EFL teachers' locus of control and academic self-efficacy in Turkish context. *Journal of Language and Linguistic Studies*, 14(3), 308-324
- Külekci, G. (2011). A Study on Pre-service English Teachers' Self-efficacy Beliefs Depending on Some Variables. *International Online Journal of Educational Sciences*, 3(1), 245-260.
- Lee, J. G., & VanPatten, B. (1995). *Making communicative language teaching happen*. New York: McGraw-Hill.
- Lee, M. W. (2014). Will communicative language teaching work? Teachers' perceptions toward the new educational reform in South Korea. *Indonesian Journal of Applied Linguistics*, 3(2), 1-17.
- Lunenburg, F. C. (2011). Goal-setting theory of motivation. *International journal of management, business, and administration*, 15(1), 1-6.
- MacIntyre, P. D., & Gardner, R. C. (1994a). The effects of induced anxiety on three stages of cognitive processing in computerised vocabulary learning. *Studies in Second Language Acquisition*, 16, 1-17.
- McAuley, E., & Blissmer, B. (2002). Self-efficacy and attributional processes in physical activity.
- Milli Eğitim Bakanlığı, (2018). *Ortaöğretim İngilizce dersi (9, 10, 11, 12 sınıflar) öğretim programı*. Ankara: MEB Yayıncılık
- Mills, N., Pajares, F., & Herron, C. (2007). Self-efficacy of College Intermediate French Students: Relation to Achievement and Motivation. *Language Learning*, 57(3), 417-442.

- Mojavezi, A., & Tamiz, M. P. (2012). The Impact of Teacher Self-efficacy on the Students' motivation and achievement. *Theory and Practice in Language Studies*, 2(3), 483-491.
- Muijs, D., & Reynolds, D. (2001). *Effective teaching: Evidence and practice*. London: Paul Chapman Publishing.
- Nishino, T. (2012). Modeling teacher beliefs and practices in context: a multimethods approach. *The Modern Language Journal* 96/3: 380–99.
- Onwuegbuzie, A. J. & Johnson, R. B. (2006). The validity issue in mixed research. *Research in the Schools*, 13(1), 48-63.
- Opie, C. (2004). *Doing educational research: A guide to first-time researchers*. London: SAGE Publications Ltd
- Pajares, F. (2002a). Gender and perceived self-efficacy in self-regulated learning. *Theory into Practice*, 41(2): 116-125.
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578.
- Piaget, J. (1957). *Construction of reality in the child*. London: Routledge & Kegan Paul.
- Pintrich, P. R., & de Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33–40
- Richards, J. (2006). *Communicative Language Teaching Today*. Singapore: SEAMEO Regional Language Centre.
- Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (p. 204). New York: Cambridge University Press.
- Robinson, P. (2001). Task complexity, task difficulty, and task production: Exploring interactions in a componential framework. *Applied linguistics*, 22(1), 27-57.
- Sarıçoban, A. & Mohammadi Behjoo, B. (2016). Academic self-efficacy and prospective ELT teachers' achievement. *Journal of Language and Linguistic Studies*, 12(1), 55-62.
- Sato, K., & Kleinsasser, R. C. (1999). Communicative language teaching (CLT): Practical understandings. *The Modern Language Journal*, 83(4), 494-517.
- Savignon, S. J. (1991). Communicative language teaching: state of the art. *TESOL Quarterly* 25/2: 261–77.

- Schunk, D. H. (1989). Self-efficacy and achievement behaviors. *Educational Psychology Review*, 1, 173-208.
- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational psychologist*, 26(3-4), 207-231.
- Schunk, D. H. (1995). *Self-efficacy and education and instruction*. In *Self-efficacy, adaptation, and adjustment* (pp. 281-303). Springer, Boston, MA.
- Sergiovanni, T. J. (1994). *Building community in schools*. San Francisco: Jossey-Bass.
- Şekerci, A. S. (2011). *Self-Efficacy Levels of Prep-School Instructors and Its Predictors*. Master thesis, Middle East Technical University, Ankara.
- Serin, N. (2019). *Self-efficacy beliefs of english language teachers: to be or not to be a nonnative speaker*. Master's Thesis, Bahçeşehir University Graduate Schools of Social Sciences, Istanbul
- Shaukat, S. & Iqbal, H. (2012). Teacher Self-Efficacy as a Function of Student Engagement, Instructional Strategies and Classroom Management. *Pakistan Journal of Social and Clinical Psychology*, Vol. 9, No 3, 82-85.
- Soodak, L. C. & Podell, D. M. (1997). Efficacy and experience: perceptions of efficacy among preservice and practicing teachers. *Journal of Research and Development in Education*, 30, 214-221.
- Stein, M.K. and Wang, M.C. (1988). Teacher Development and School Improvement: The Process of Teacher Change. *Teaching and Teacher Education*, 4, 171-187.
- Tosuncuoğlu, Y. (2018). İngiliz dili ve edebiyatı bölümü öğrencilerinin “ingilizce” kavramına ilişkin metaforları. *Türkiye sosyal araştırmalar dergisi* , 22 (2), 677-697 .
- Tschannen-Moran, M. & Woolfolk Hoy A. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education* 17/7: 783–805.
- Tschannen-Moran, M., & Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and teacher Education*, 23(6), 944-956.
- Vygotsky, L. S. & Cole, M. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

- Wang, C., & Li, Y. (2010). An Empirical Study of Reading Self-efficacy and the Use of Reading Strategies in the Chinese EFL Context. *The Asian EFL Journal Quarterly*, 12(2), 144-162.
- Wertheim, C. & Leyser, Y. (2002). Efficacy beliefs, background variables, and differentiated instruction of Israeli prospective teachers. *The Journal of Educational Research* 96/1: 54–62.
- Williams, M. & Burden, R. L. (2000). *Psychology for language teachers*. New York: Cambridge University Press
- Wong, C. Y. (2010). *Second language teachers' perceptions and implementations of communicative language teaching*. Doctoral dissertation. Texas Tech University, Lubbock, Texas.
- Woolfolk, A. E., Rosoff, B. and Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education*, 6/2: 137–48.
- Wray, D. & Medwell, J. (2000). *The Teaching Practices of Effective Teachers of Literacy*. *Educational Review*, Vol. 52, No. 1, 75-84.
- Wray, D. & Medwell, J. (2000). Professional development for literacy teaching: the evidence from effective teachers. *Journal of In-Service Education*, 26:3, 487-498.
- Yildirim, A., & Simsek, H. (2011). *Sosyal Bilimlerde Nitel Arastirma Yöntemleri* (8th ed.). Ankara: Seckin Yayınevi.
- Yilmaz, C. (2011). Teachers' perceptions of self-efficacy, English proficiency, and instructional strategies. *Social Behavior and Personality*, 39(1), 91 – 100.
- Zajacova, A., Lynch, S. M., & Espenshade, T. J. (2005). Self-efficacy, stress and academic success in college. *Research in Higher Education*, 46(6), 677-706.
- Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning. *Journal of Educational Psychology*, 82, 51–59.

APPENDICES

Appendix A

Dear Participant

The aim of these questionnaires is to get scientific data in order to conduct a study within MA ELT program at Gaziantep University. The name, surname and address of the participants will not be asked. The information you provide will be confidential. Thank you for your contributions by spending time to share your thoughts and ideas.

Gender: Female () Male ()

Experience: > 1 () 2-4 () 5-7 () 8 and above ()

School level: Elementary () Secondary () High ()

Read each statement on the following pages. Please respond to the statements as they apply to your study of English. Decide whether you agree or disagree with each statement. For example, if you strongly agree (SA), mark:

| Strongly disagree (SD) | Disagree (D) | Slightly disagree (SLD) | Slightly agree (SLA) | Agree (A) | Strongly agree (SA) |
|------------------------|--------------|-------------------------|----------------------|-----------|---------------------|
| | | | | | X |

Survey of Self-efficacy

(All items begin with '*I can*')

Instructional Strategies

| | SD | D | SLD | SLA | A | SA |
|---|----|---|-----|-----|---|----|
| Provide students with an alternative explanation/example when students are confused. | | | | | | |
| Use a variety of assessment strategies. | | | | | | |
| Adjust teaching/learning activities as needed. | | | | | | |
| Accurately deliver content knowledge to students. | | | | | | |
| Provide students with specific feedback about their learning. | | | | | | |
| Solicit a variety of good questions throughout the lesson. | | | | | | |
| Implement teaching methods/materials that accommodate students' individual differences. | | | | | | |
| Communicate to students the specific learning objectives and outcomes of the lesson. | | | | | | |

Student Engagement

| | SD | D | SLD | SLA | A | SA |
|--|----|---|-----|-----|---|----|
| Use teaching methods to motivate students with low interest in learning English. | | | | | | |
| Maintain high levels of student engagement in learning tasks. | | | | | | |
| Get students to believe they can do well in English. | | | | | | |
| Help my students value learning English. | | | | | | |
| Motivate students to perform to their fullest potential. | | | | | | |
| Clarify student misunderstandings or difficulties in learning. | | | | | | |
| Provide a positive influence on students' academic development. | | | | | | |

Classroom Management

| | SD | D | SLD | SLA | A | SA |
|---|----|---|-----|-----|---|----|
| Maintain a positive classroom climate of courtesy and respect. | | | | | | |
| Maintain an environment in which students work cooperatively. | | | | | | |
| Manage student discipline and control disruptive behavior. | | | | | | |
| Establish a classroom management system with each group of students. | | | | | | |
| Create an atmosphere that encourages students to use English freely in class. | | | | | | |
| Effectively use allocated time for various activities and manage routines and procedures. | | | | | | |

Appendix B

Read each statement on the following pages. Decide how frequently you use each statement. For example, if you always use (A), mark:

| | | | | | |
|------------|----------------------|------------------|------------|------------------|-----------|
| Always (A) | Very frequently (VF) | Occasionally (O) | Rarely (R) | Very rarely (VR) | Never (N) |
| X | | | | | |

Survey of Teaching Practices

Communicative Teaching Practices

| | A | VF | O | R | VR | N |
|---|---|----|---|---|----|---|
| 1. The teacher fosters an atmosphere that encourages students to speak English freely in class. | | | | | | |
| 2. The English class focuses on communication, with grammar explanation when necessary. | | | | | | |
| 3. The teacher engages students in English conversations about various topics through pair or group work. | | | | | | |
| 4. The teacher teaches English in English. | | | | | | |

Non-communicative Teaching Practices

| | A | VF | O | R | VR | N |
|---|---|----|---|---|----|---|
| 1. The teacher explicitly explains grammatical rules and gives students examples to practice. | | | | | | |
| 2. Students learn a lot of grammar rules and how to best translate English into Turkish. | | | | | | |
| 3. The teacher asks students to translate English phrases or sentences into Turkish as in-class activities or homework. | | | | | | |

APPENDIX C

Interview

Gender: Female / Male

Experience: >1 / 2-4 / 5-7 / 8 and above

School: Primary / Secondary / High

Questions:

1) Can you please explain your current teaching activities and techniques you employ in the classroom?

2) In which teaching practices do you feel more competent? Communicative teaching practices or non-communicative teaching practices? Why?

3) Explain the factors that may affect or contribute to your communicative or non-communicative teaching practices by considering your current classes.

APPENDIX D

Permission form:



T.C.
GAZİANTEP VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 34659092-605.01-E.17564889
Konu : Araştırma İzin Talebi
(Çağrı DOĞAN)

19/09/2019

VALİLİK MAKAMINA

İlgi: Gaziantep Üniversitesi Rektörlüğünün 16.05.2019 tarihli ve 10489 sayılı yazısı.

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans öğrencilerinden Çağrı DOĞAN'ın "İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Özyeterlilikleri ve Öğretmenlik Uygulamaları Üzerine Bir Çalışma" konulu anket uygulama isteği kapsamında, İlimiz Nizip İlçesinde bulunan okullarda görev yapan öğretmenlere yönelik araştırma çalışma isteği, ilgi yazıda belirtilmektedir.

Bu kapsamda Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans öğrencilerinden Çağrı DOĞAN'ın anket uygulama isteği, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 22.08.2017 tarihli ve 12607291 (2017/25) sayılı genelgesi kapsamında değerlendirilmiş olup; araştırmacının, araştırmasının bitiminden itibaren 15 gün içerisinde araştırma sonuçlarını 2 kopya halinde CD içerisinde Müdürlüğümüze bildirmesi şartıyla, İlimiz Nizip İlçesinde bulunan okullarda görev yapan öğretmenlere anket uygulama isteği eğitim öğretimi aksatmayacak şekilde gönüllülük esasına göre uygulanması, Müdürlüğümüz Ar-Ge bürosu bünyesinde oluşturulan komisyonun uygunluk raporu doğrultusunda uygun mütalaa edilmektedir.

Makamınızca da uygun görüldüğü takdirde; Olurlarınıza arz ederim.

Cengiz METE
İl Millî Eğitim Müdürü

OLUR
<..>

Rızvan EROĞLU
Vali a.
Vali Yardımcısı

VITAE

Çağrı DOĞAN was born in 1990 in Hatay. He graduated from, Foreign Language Education Department, English Language Teaching Program at Çukurova University in 2014. He participated in Erasmus program during the university education and studied two semesters at the Pedagogical University in Warsaw, the capital of Poland. He has been working as a teacher of English in Ministry of National Education since 2014. He speaks English fluently.

ÖZGEÇMİŞ

Çağrı DOĞAN 1990 yılında Hatay'da doğdu. 2014 yılında Çukurova Üniversitesi Yabancı Dil Eğitimi Bölümü, İngilizce Öğretmenliği Bölümü'nden mezun oldu. Üniversite eğitiminde Erasmus programına katıldı ve Polonya'nın başkenti Varşova'daki Pedagoji Üniversitesi'nde iki dönem okudu. 2014 yılından beri Milli Eğitim Bakanlığı'nda İngilizce öğretmeni olarak görev yapmaktadır. Akıcı bir şekilde İngilizce konuşmaktadır.