

**T.C. KOCAELİ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI**

**DIFFERENT MAJORS, ONE PROFESSION: A COMPARISON
BETWEEN ELT AND NON-ELT GRADUATE ENGLISH
TEACHERS' SELF-EFFICACY BELIEFS AND THEIR
PERCEPTIONS TOWARDS TEACHER TRAINING PROGRAMS
IN TURKEY**

(YÜKSEK LİSANS TEZİ)

HAVVA ERCAN

KOCAELİ 2023

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“I believe I can fly” -R. Kelly

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ABSTRACT

Teacher self-efficacy beliefs are issued in wide range of studies in education. The variety in both international and Turkey-based studies constructs an understanding for teacher self-efficacy beliefs and how it contributes to teachers' professional career and students' learning process. English language teacher self-efficacy beliefs, a subcategory of teacher self-efficacy, is also a popular topic being investigated both in Turkey and around the world. However, the question of whether there is a significant dissimilarity in self-efficacy perceptions of teachers who are graduates of English Language Teaching (ELT) and of non-ELT programs, which is an issue stemming from frequent changes in teacher training programs in Turkey, seems to be neglected. This study aims to determine if English language teachers from different majors hold different self-efficacy perceptions or not. In addition, this study aims to find out if work experience and self-efficacy levels of teachers are related.

The research was conducted with the voluntary participation of 110 English teachers in Turkey. As the first part of the study, a questionnaire designed by Karas (2019) was used. The second part of the study included interviews with English teachers from different departments. The quantitative data was analyzed through SPSS (Statistical Package for Social Sciences) version 22. For thematic coding of the qualitative data, inductive method was chosen to provide flexibility according to the answers of the participants.

The results indicated that both ELT and non-ELT graduate EFL teachers had high levels of self-efficacy. Comparing the self-efficacy levels of these two groups, ELT graduates showed higher levels of self-efficacy perceptions. Work experience, on the other hand, was not found to be influential over self-efficacy beliefs of teachers. Finally, interviews suggested that EFL teachers in Turkey were generally unsatisfied with their training in terms of short teaching practicum period.

Keywords: Self-efficacy, teacher self-efficacy, motivation, teacher training

ÖZET

Öğretmen öz yeterlilik inançları eğitimde birçok çalışmaya konu olmuştur. Hem uluslararası hem de Türkiye merkezli çalışmalardaki çeşitlilik, öğretmen öz yeterliliği ve bunun öğretmenlerin profesyonel kariyeri ile öğrencilerin öğrenme süreçlerine nasıl katkı sağladığına dair bir anlayış sunmaktadır. Öğretmen öz yeterliliğinin alt kategorisi olan İngilizce öğretmeni öz yeterliliği de hem Türkiye’de hem de dünyada araştırılan popüler bir konudur. Fakat, Türkiye’de öğretmen eğitimindeki sık değişimlerin bir sonucu olan İngiliz Dili Eğitimi mezunu olan ve İngiliz Dili Eğitimi mezunu olmayan öğretmenlerin öz yeterlilik algılarında önemli bir farklılık olup olmadığı sorusunun ihmal edildiği görülmektedir. Bu çalışma farklı bölümlerden olan İngilizce öğretmenlerinin farklı öz yeterlilik inançlarına sahip olup olmadıklarını saptamayı amaçlamaktadır. Ayrıca bu araştırma çalışma tecrübesi ve öğretmenlerin özyeterlilik algılarının ilişkili olup olmadığını da bulmayı amaçlamaktadır.

Araştırma Türkiye’deki 110 İngilizce öğretmenin gönüllü katılımıyla yürütülmüştür. Çalışmanın ilk kısmında Karas (2019) tarafından tasarlanan bir anket kullanılmıştır. Çalışmanın ikinci kısmı farklı bölümlerden olan İngilizce öğretmenleri ile görüşmeler içerdi. Sayısal veri SPSS versiyon 22 aracılığı ile analiz edilmiştir. Nitel verinin tematik kodlaması için ise katılımcıların cevaplarına göre esneklik göstermek amacıyla tümevarımsal yöntem tercih edilmiştir.

Sonuçlar İngilizce Dili Eğitimi mezunu olan ve olmayan İngilizce öğretmenlerinin özyeterlilik seviyelerinin yüksek olduğunu gösterdi. Bu iki grubun özyeterlilik seviyeleri karşılaştırıldığında İngilizce Dili Eğitimi mezunları daha yüksek özyeterlilik algısı gösterdi. Diğer bir yandan, çalışma tecrübesinin öğretmenlerin özyeterlilik inançları üzerinde etkili olmadığı bulundu. Son olarak görüşmeler Türkiye’de İngilizce öğretmenlerinin kısa staj süresi sebebiyle genel olarak eğitimlerinden memnun olmadıklarını gösterdi.

Anahtar Kelimeler: Öz yeterlilik, öğretmen öz yeterliliği, motivasyon, öğretmen eğitimi

LIST OF ABBREVIATIONS

ELT	: English Language Teaching
Non-ELT	: non-English Language Teaching
SCT	: Social Cognitive Theory
TSE	: Teacher Self-Efficacy
RQ	: Research Question
EFL	: English a Foreign Language
L2	: Target Language
BA	: Bachelor of Arts
ELL	: English Language and Literature
ACL	: American Culture and Literature
T/I	: Translation and Interpretation
E/L	: English and Linguistics
ELC	: English Language and Culture
EL-TSES	: English Language Teacher Self-Efficacy Scale

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INTRODUCTION

This study aimed to find out whether English teachers with ELT majors and non-ELT majors possess different levels of self-efficacy perception. The researcher included both quantitative and qualitative data collection tools. First, a questionnaire to assess English language teachers' self-efficacy beliefs was carried out voluntarily with 110 teachers around Turkey and then, it followed a 6-question interview with 8 teachers who participated in the questionnaire previously.

The study revealed that even though both ELT and non-ELT graduate English teachers have high sense of self-efficacy, ELT graduates show higher self-efficacy perceptions compared to English teachers who are graduates of departments other than ELT. Besides, teaching experience and teacher self-efficacy are found unrelated by this study. Through the remarks of interviewees, it can be said that EFL teachers in Turkey are generally not content with their teacher training and they find their training unrealistic in terms of equipping them for real classrooms and real students. The most frequent note made by the teachers is that teaching practicum of teacher training programs are insufficient due to limited time, especially in pedagogical formation certificate programs.

In the first chapter, this study includes background of the research, statement of the problem, aim of the research and the significance of the research. The second part includes review of the related literature. The third chapter is concerned with methodology of the research by introducing the design of the study, research questions, participants, data collection instruments and data analysis procedure. In the fourth chapter, the findings of the study are explained. Finally, the fifth chapter concludes with results and discussion by presenting the limitations of the study and, offers suggestions for further studies.

CHAPTER ONE

1.INTRODUCTION

The first chapter reviews the background of the study, statement of the problem, aim of the research and the significance of the research.

1.1.BACKGROUND OF THE RESEARCH

Self-efficacy perceptions of teachers have an undeniable impact on their goal setting processes, motivation and performance as teachers; it is also influential on students' attitudes towards tasks and their capabilities. As Ashton (1985) remarks "teachers' belief in their ability to have a positive effect on student learning" (p.142), namely students who have teachers with high self-efficacy sense tend to be more confident and willing to set challenging goals as well (Caprara et al, 2006). However, teachers with low self-efficacy sense are likely to experience burn out, stress and anxiety in their careers (Skaalvik & Skaalvik, 2010) and this also affects the atmosphere in classroom.

EFL teacher self-efficacy is a significant area for researchers to investigate with the aim of understanding how language teaching processes is shaped by language teachers' own beliefs towards their efficacy and capabilities. Teachers with high sense of self-efficacy build safe and encouraging language learning environments for their students and they are able to provide their students with sources of self-confidence by proving how resilience can benefit them when faced failures. The studies on EFL teacher self-efficacy have found out that there is a positive relationship between high self-efficacy beliefs and L2 proficiency, culture, classroom management, language instruction methods and motivating students (Atay, 2007; Chacon, 2005; Choi & Lee, 2016; İnceçay & Dollar, 2012; Phan & Locke, 2015).

1.2.STATEMENT OF THE PROBLEM

Teacher self-efficacy perceptions both affect teachers' professional growth, stress, burn-out levels and students' learning environments. Therefore, there are many studies trying to discover different features of teacher self-efficacy, how it shapes teachers' professional mindset and students in classrooms. However, there are not many studies which investigate and compare the self-efficacy case of ELT major English teachers and non-ELT major English teachers.

In Turkey, teacher training programs have always been an issue to be debated. One year, there might be pedagogical certificate programs for those who are graduates of different majors other than departments specific to teacher training; and the other year, this system might show some differences. These programs offer one year of teacher training after soon-to-be teachers complete their actual BA majors unlike four-year BA degree teacher training programs. Hence, the question emerges. Is there actually a difference in self-efficacy senses of EFL teacher who have different majors?

1.3.AIM AND THE SIGNIFICANCE OF THE RESEARCH

Self-efficacy levels of English teachers from different majors have been questioned in some studies based on Turkish context before; however, most of them focused on comparing pre-service EFL teachers' perceptions (Atay, 2007; Çapa, Çakıroğlu & Sarıkaya, 2005; İnceçay & Dollar, 2012; Koçoğlu, 2011; Merç, 2015) and there were not enough studies dealing with EFL teachers who are already experiencing actual classrooms. Therefore, this study aims to collect data through a questionnaire from EFL teachers who are graduates of different majors and find out if they develop different beliefs on their self-efficacy levels.

In addition to the questionnaire, through interviews, it is aimed to discover teachers' attitudes towards their abilities on topics such as classroom management, language use and instruction, material use, planning, student interaction or assessment of teaching. Interviews were conducted to find out how teachers perceive themselves as EFL instructors depending on their majors, and also investigating their idea of the teacher training programs they participated was another concern of the interviews.

This study is planned to help researchers and policy-makers to gain a better insight on BA programs on ELT and one-year pedagogical certificate programs by providing some useful data for further teacher education policies in Turkey.

1.4. RESEARCH QUESTIONS

The goal of this study is to question whether there is a difference between the self-efficacy perceptions of teachers from different majors. To this end, the following research questions are issued throughout the study.

RQ1: Is there a significant difference between the self-efficacy levels of ELT and non-ELT graduate English teachers?

RQ2: Do the self-efficacy levels of the participants differ depending on their years of experience?

RQ3: What are ELT and non-ELT major English teachers' perceptions on their teaching experience?

RQ4: What are the ELT and non-ELT English teachers' views on the teacher training program they attended?

CHAPTER TWO

2. LITERATURE REVIEW

The aim of this chapter is to go through the related literature. Starting with a general review of Social Cognitive Theory (SCT), this section mentions Triadic Reciprocal Determinism model that affects human functioning, human agency and its four main components. Self-efficacy, an important element of SCT, is also explained in this chapter with its sources and effects. The chapter concludes with some of the significant studies on self-efficacy beliefs in educational settings.

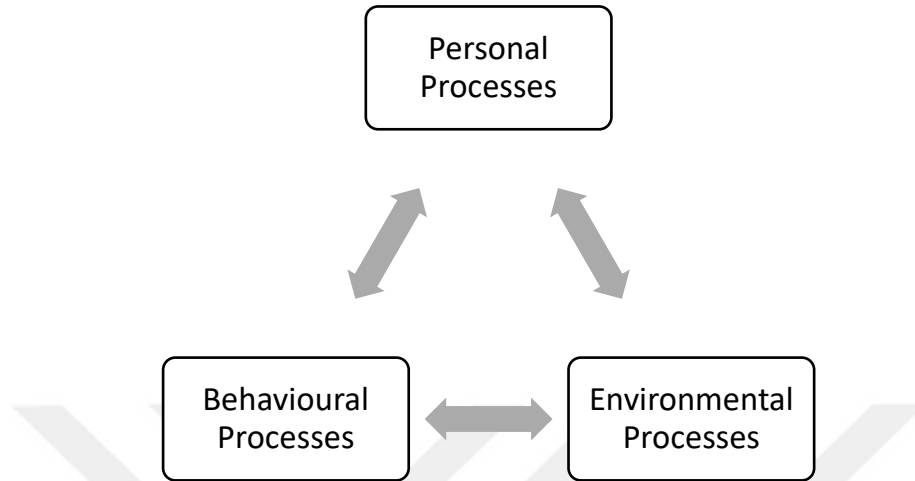
2.1. SOCIAL COGNITIVE THEORY

With Social Cognitive Theory (SCT), unlike behaviourist learning theories that solely depend on environmental factors as a way of learning, Bandura emphasized the importance of how individuals interpret their environmental observations, and shape their behaviours (Pajares & Usher, 2008). Accordingly, Bandura (2005) states that human functioning is a result of sociocultural systems. Pajares & Usher (2008; p.395) refer to this as “individuals are viewed as both as products and as producers of their own environments and of their social systems”; meaning that individuals have the capacity of shaping their behaviours through observations of their surroundings and realizing patterns.

Social Cognitive Theory suggests that human functioning is constructed by three factors that affect one another; (a) environmental factors, (b) personal factors and (c) behavioural factors (Schunk & DiBenedetto, 2020). The interrelationship between these factors is summarized as “Triadic Reciprocal Determinism” model which can be seen in Figure 1 (Bandura, 1986).

Figure 1

Triadic Reciprocal Determinism Model (Schunk & DiBenedetto, 2020: p.2)



This model suggests that personal thought processes may influence individuals' behaviours and environment, behaviour can also affect their environment and thinking patterns, and observations of their social environment may lead to changes in their actions and thought systems (Schunk & DiBenedetto, 2020). This cycle and the ongoing interaction shape “human agency” (Bandura, 2001); which can be summarized as individuals' character, capabilities and willingness to act.

2.1.1. Human Agency

Stating people are “partial architects of their own destinies”, Bandura (1997, p. 8) points out to the importance of human agency which lets people to take active part in their development and have a sense of control over the outcomes of their actions. To have a better insight of human agency, the ability “to intentionally make things happen by one's actions”, Bandura and Colligora (2001) explain four main components of it; intentionality, forethought, self-reactiveness and self-reflectiveness (p. 2).

By intentionality, Bandura and Colligora (2001) mean individuals' “proactive commitment” to their future actions or “a representation of a future action to be performed” (p. 6). In case of forethought, it is interpreted as “the anticipation of future events” (p. 7). It serves as a motivational tool for people by letting them to visualize their goals and adapt their actions accordingly. Self-reactiveness, another component

of human agency, can be explained as the process of self-regulation after setting a goal and foreseeing the possible outcomes. As the last component of human agency, self-reactiveness is another process that requires metacognitive activities, and it suggests that individuals are self-examiners of their actions as well as being the executive agents of these actions.

In addition to the human agency, Social Cognitive Theory consists of two more core elements; outcome expectancy and self-efficacy. Schunk (2012) simply explains outcome expectancies as “the beliefs about the expected outcomes of actions” (p. 19). People assume the possible results of their actions, namely decide on the outcome expectancies, judging by their previous experiences and observations of their surroundings.

Whether it is stemming from internal or external factors, outcome expectancies function as a source of motivation. Based on having positive or negative outcome expectancy beliefs, one can demonstrate behavioural change to achieve a goal (Luszczynska & Schwarzer, 2015). On this note, Bandura (1992) draws attention to the importance of one’s beliefs on adopting a behaviour by stating if people think they can perform well, they determine positive outcomes for themselves; or if they have doubts on their performance, they depict negative outcomes.

As it can be inferred from the previous sentence, outcome expectancies and self-efficacy beliefs are actually interrelated in terms of human functioning. Bandura (1983) summarizes this interference of self-efficacy beliefs in outcome expectancies by remarking “the type of outcomes that people expect depend largely on their judgements of how well they will be able to perform in given situations” (p. 464). Self-efficacy, the other significant component of Social Cognitive Theory, can be briefly explained as “beliefs in one’s own capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997: p. 3) since it will be reviewed in detail in the next section.

2.2. SELF-EFFICACY

“If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning” says Gandhi.

The previous quotation by Gandhi, which can be interpreted as our beliefs about ourselves have an immense amount of impact on how well we perform, beautifully summarizes what self-efficacy notion is about. Having mentioned Gandhi’s point, Bandura (1986) explains self-efficacy by stating “what people think, believe and feel affect how they behave” (p. 25).

Self-efficacy, an important aspect of Social Cognitive Theory, deals with persons’ internal evaluation of their own capacity in order to achieve a certain goal (Schunk, 2012). Being one of the many definitions about self-efficacy, Bandura (1994) sees it as regulation of actions to reach a desired type of performance stemming from a judgement process of one’s own abilities. Similarly, Schunk (2001) views self-efficacy as “beliefs about one’s capabilities to learn or perform behaviours at designated levels” (p. 126). Self-efficacy beliefs set a bar for motivation, well-being and accomplishment (Pajares, 2002) and they shape individuals’ future actions through processes such as motivational, affective, cognitive and selective ones (Bandura, 1994). Şahin and Demirel (2018) note that self-efficacy deals with persons’ “thinking, creativity and know-how” (p. 189).

Self-efficacy does not necessarily revolve around our actual level of competence, contrariwise, it focuses on can-do beliefs of individuals (Zimmerman, 2000). The number or the quality of one’s skills is not always a certain indicator of their performance as clarified by Bandura (1997) “perceived self-efficacy is concerned not with the number of skills you have, but with what you believe you can do with what you have under a variety of circumstances” (p. 37). Instead of focusing real level of sufficiency on a matter, self-efficacy is mainly concerned with perceptions of their own wellbeing (Haverback & Parault, 2008), which suggests that self-efficacy might not necessarily indicate what people can actually achieve.

Contextual or personal factors play an influential role on self-efficacy perception (Schunk & Meece, 2006), and due to this diversity in efficacy beliefs, the quality of persons' performance may differ from each other even if they hold an equivalent set of skills (Bandura, 1986).

Bandura (2010) asserts that self-efficacy beliefs are determinants of motivation, performance, emotional well-being and success. The type of goals people hope to achieve, the amount of effort towards these goals, the amount of resilience shown in the face of problems are products of self-efficacy levels (Bandura, 1977; Schunk, 1991). Sense of self-efficacy acts as source of confidence and enables individuals to set higher goals and take on more challenging tasks (Bandura, 1994). People with high self-efficacy perceptions are eager to get out of their comfort zones, work harder to achieve their goals (Bandura, 1977) and make the best use of their skills (Goddard, Hoy, & Woolfolk-Hoy, 2004). In case of facing obstacles or failures, these individuals are able to perform more flexible, show endurance (Pajares, 1996) and cope with their problems with less stress. Thus, they are to achieve successful results compared to the people with low self-efficacy levels (Tschannen-Moran et al., 1998; Zimmerman, 2000; Schunk, 2011).

Individuals with lower self-efficacy perceptions on the other hand, are likely to build up doubts on their capabilities (Yılmaz, 2004), as a result they might set simpler objectives for themselves (Mills et al., 2007). Low efficacy levels lead to stress and anxiety, thereby, they tend to quit and leave tasks unfinished (Pajares, 1996).

2.2.1. Sources of Self-Efficacy

Self-efficacy perceptions stem from four central principals; mastery experiences, vicarious experiences, social persuasion and psychological factors, all of which work together shaping individuals' self-efficacy beliefs positively or negatively (Bandura, 1997)

2.2.1.1. Mastery Experiences

Mastery experiences are viewed to have a higher impact on self-efficacy since it is formed by individuals' past performances. According to Bandura (1997a) "they provide the most authentic evidence of whether one can muster whatever it takes to succeed" (p.80), meaning the first-hand experience builds up solid evidence for future behavior. Experiencing achievement on a task helps developing positive attitudes for similar situations ahead and boosts confidence (Bandura, 2010); facing failure, on the other hand, is likely to lead to weaker enthusiasm for carrying out similar practices for similar occasions in the future (Bandura, 1997).

Mastery experiences equip individuals with authentic evidence derived from their own experiences, which provides a base to take autonomous actions through helping them to acquire "cognitive, behavioural and self-regulatory tools for creating and executing effective courses of action to manage ever-changing life circumstances" (Bandura, 1997, p.80).

2.2.1.2. Vicarious Experiences

As much as personal experiences are vital to create assumptions about the likely outcomes of certain actions, learning through observing others is of great importance to enhance self-efficacy beliefs. Also named as social modelling (Bandura, 1994), vicarious experiences are acquired from monitoring others. When individuals observe other persons and make comparisons, it is significant for them to choose performers with similar capabilities on similar tasks (Schunk, 2003). This determines how effective are vicarious experiences to be on self-efficacy beliefs, as Bandura (1994) states "the impact of modelling on perceived self-efficacy is strongly influenced by perceived similarity to the models" (p. 72). The achievements of a model with similar competencies and characteristics on similar circumstances are helpful for observers to gain positive self-efficacy beliefs about their own future performances, especially when observers do not entirely depend on their capabilities (Bandura, 1994).

However vicarious experiences do not always have positive impact on self-efficacy. If the observed individual who is once accepted as competent on the area end up failing, observer's sense of their abilities might be weakened and might develop negative views on their own self-efficacy beliefs (Brown & Inouye, 1978).

2.2.1.3. Social Persuasion

Another source of self-efficacy is verbal persuasion coming from others, which is not viewed as effective as the former two sources yet has influence on building self-efficacy beliefs (Bandura, 1982) Getting supportive comments and feedback on a task from other people might encourage people to believe in their capabilities and to put more effort into achieving their goals without doubting their skills. To illustrate, teachers who are provided with incentive commentary by their colleagues, supervisors or students are inclined to perform better professionally (Wang & Wu, 2008; Wallace & Mulholland, 2001).

As much as positive persuasion contributes in building higher sense of self-efficacy, negative persuasion has a diminishing effect on it (Schunk & Pajares, 2002). Fancied yet unrealistic encouragement is likely to result in unsuccessful outcomes and causes a decrease in self-efficacy beliefs. On verbal persuasion, Bandura (1997a) states that "it can bolster self-change if the positive appraisal is within realistic bounds" (p. 101). Consequently, the quality of social persuasion is dependent on how reliable, credible and qualified the persuader is (Tschannen-Moran, Hoy & Hoy, 1998).

2.2.1.4. Psychological Arousal

Psychological and emotional condition of individuals is one of the four major sources that affect self-efficacy. How people feel about themselves plays a role on how they judge their abilities and estimate their chances of achievement (Wood & Bandura, 1989). Positive attitudes and emotions promote one's confidence and lead to higher self-efficacy perception whereas negative attitudes and emotions such as anxiety and fear of failure might damage this perception (Bandura, 1994). Individuals experiencing pressure, anxiety, concern and uncertainty may not be eager to take on more challenging tasks (Pajares, 2002).

2.2.2. Effects of Self-Efficacy

As mentioned earlier in this chapter, how people behave in certain circumstances, their decision-making processes, endurance levels in case of failure, how willing they are to take challenging tasks, how they deal with stress are all affected by self-efficacy beliefs of individuals (Bandura, 2010).

Self-efficacy beliefs are highly influential on motivational levels, self-regulation abilities and achievement levels of persons. High self-efficacy perceptions lead people to be more resilient and confident and they do not relinquish when they face obstacles (Tunç-Yüksel, 2010), which raises their motivation to “engage in activities, expend greater effort, persist longer and achieve at higher levels” (Schunk & DiBenedetto, 2020: p. 4).

Since high self-efficacy beliefs result in increased motivational levels and self-regulatory abilities, a rise in achievement is likely to occur (Mills, Pajares & Herron, 2007; Zeldin & Pajares, 2000). Similarly, Tılfarlıoğlu and Cinkara (2009) point out to the effect of high self-efficacy beliefs on achievement by stating that “students with high self-efficacy tend to be more successful and successful students tend to have higher self-efficacy beliefs” (p.136). As Schunk (1989) believes even if people with strong self-efficacy beliefs face failures, they are not negatively affected by them. These individuals are inclined to believe their actions would ensure them successful outcomes when they work for their goals.

Low self-efficacy, on the other hand, might have negative effects on motivation, self-regulation and achievement due to the facts that they tend lack in self-confidence in terms of their abilities to achieve a goal (Bandura, 1995). This results in avoiding challenging tasks, setting simplistic goals or poor management of plans and time; thus, leads to unsatisfactory outcomes. Experiences with unwanted results are likely to have negative influences on individuals such as higher stress levels, and anxiety (Tunç-Yüksel, 2010).

2.3. TEACHER SELF-EFFICACY BELIEFS

With the aims of encouraging teachers professionally, understanding the dynamics of successful learning and teaching process, building motivated students and engaging students into teaching practices effective, investigation of teacher self-efficacy has been identified as one of the most important topics in education. Tschannen-Moren, Hoy and Hoy (1998) defined teacher self-efficacy as “the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (p.233).

As it can be deduced from the previous quote, teacher self-efficacy is one of the determinants of teachers' choice of teaching practices. Poulou (2007) also points to the relationship between teacher self-efficacy and teaching practices by stating that self-efficacy beliefs are “stronger indicators for predicting their teaching behaviours” (pp.194-195). High self-efficacy perceptions of teachers encourage teachers to create more communicative and student-centred learning and teaching environments (Kaygisiz, Anagun & Karahan, 2018).

High sense of self-efficacy encourages teachers to set challenging teaching goals for themselves (Eslami & Fatahi, 2008) and they show enthusiasm towards their job (Klassen, Tze, Betts & Gordon, 2011). Teachers who perceive them as efficacious instructors are tend to be satisfied with their job (Moe, Pazzaglia & Ronconi, 2010) and experience less teacher burnout (Saricam & Sakiz, 2014) self-efficacy not only benefits teachers professionally but it also plays a crucial role in terms of improving student engagement, motivation and success (Aslan-Yazıcı, 2019; O'Neill & Stephenson, 2012). Teachers perceive themselves efficacious are tend to be eager to take on challenging task such as meeting the special needs of students with different backgrounds (Cousins & Walker, 2000; Soodak & Podell, 1993).

2.3.1. Studies on Self-Efficacy in Educational Setting

The importance of gaining an insight on self-efficacy in education is emphasized by many studies and findings of these studies display how self-efficacy of teachers and learners might contribute to learning and teaching environment.

In her study, Bong (1997) worked with 588 high school students to understand how the generality of academic self-efficacy judgements are constructed. Confidence of students on six various school subjects was assessed by giving them different yet somehow similar tasks on each of the courses. since students' discovering the similarity between tasks would have a manipulative effect on the results, problems were randomly ordered in order to avoid repetition of same kinds of tasks being repeated. It was found out that students showed higher levels of self-efficacy when they encountered tasks resembling the previous ones they had and could transfer knowledge. Even though students performed with high confidence when they met a similar problem within a particular subject, Bong (1997) saw self-efficacy perception on one specific school subject might not determine the same perception level in another course, which leads us to the self-efficacy being "a context-dependent construct" notion (p.706).

On the generality of academic self-efficacy, Bong (2004) conducted another study including 389 first-year high school students in Korea. By remarking abundance of studies concerning self-efficacy and motivation beliefs in specific contexts, Bong (2004) tried to explain self-efficacy and motivational attitudes of learners in relation to cross-domain situation and aimed to figure out if the self-efficacy and motivation levels of students in different school subjects had an effect on their general school learning. The results of the study suggested a positive relationship between motivation and self-efficacy perceptions in specific courses and general school learning. Yet, it was stated that more comprehensive studies with various variables should be conducted to reach more solid results.

To find out about the reasons why pre-service teachers choose teaching programs in the first place and their self-efficacy perceptions towards teaching, Berg et al. (2023) conducted a study with 295 university students from Norway and 252 university students from New Zealand. Berg et al. developed a new scale Reasons for Choosing Teacher Education Scale (RCTES) for understanding pre-service teachers motives to become a teacher and used Norwegian Teacher Self-Efficacy Scale (NTSES) for evaluation of their teaching self-efficacy. The study showed that the main reasons for initial teachers in these countries to choose teaching as a profession were mainly altruism, personal fit, job security and self-efficacy beliefs towards teaching. It was

seen that prospective teachers with high sense of self-efficacy chose teaching mainly because personal fit, altruism and professional development.

In their study, Fackler, Malmberg and Sammons (2021) aimed to answer how much effect personal, principal and social environment have on teacher self-efficacy by using multilevel structure equation modelling. At the end of the school year, teacher and principals took separate questionnaires. Teachers were asked on how they perceive themselves professionally; and principals were asked on how they viewed their leadership and their school's characteristics. For some features of personal characteristics of teachers, they found relationship with teacher self-efficacy. For instance, female teachers showed high TSE beliefs in student engagement, instruction and classroom management; however, it is also reported that female teachers had low TSE in the face of behavioural problems of students. Work experience and education level also presented a positive correlation with TSE. In the case of classroom characteristics, while poor student performance affected TSE negatively, positive classroom atmosphere enhanced TSE. Investigating the effect of principal characteristics on TSE, Fackler et al. saw supportive actions of administration influences TSE assertively when their personal traits had small effect on TSE.

Fu and Wang (2021) assessed the teacher self-efficacy of pre-service teachers from different areas mainly to test the self-efficacy scale they developed. They worked with 278 prospective teachers from six different universities in America to discover their self-perceived ability in teaching various learners. Minding the results of their study, Fu and Wang (2021) remarked that it is important for experts in the field to understand pre-service teachers' self-efficacy in their content knowledge, pedagogical knowledge and sociocultural abilities so that policy makers would be able to develop teacher training programs which would allow student teachers to enhance confidence in teaching students coming from various background with different needs.

Stating that “the relationship between personal values and self-efficacy has been completely under investigated among teachers”, Barni, Danioni and Benevene (2019, p.2) planned a study that questioned if personal values such as openness to change, self-enhancement, conservation and self-transcendence are related to teacher self-efficacy or if they are rather related to autonomous motivations for teaching. To answer this question, Barni et al. (2019) worked with 227 Italian teachers teaching

various subjects. Participants joined in 3 different questionnaires; the Portrait Values Questionnaire (Schwartz et al., 2001), the Autonomous Motivations for Teaching Scale (Roth et al., 2007) and the Teachers' Self-Efficacy Scale (Coprara, 2001). Findings of the study suggested that values such as conservation (tradition, conformity, security), openness to change and self-transcendence (benevolence, universalism) were highly correlated with teacher self-efficacy. Self-enhancement values were found to be related to motivations for teaching. Another finding to be mentioned was that higher autonomous teaching motivations hold a positive influence over teachers' openness to change.

2.3.2. International Studies on EFL Teacher Self-Efficacy

EFL teacher self-efficacy is an issue to be researched in depth since it is both means of teaching and goal of teaching (Faez & Karas, 2017), and self-efficacy of EFL teachers is a dynamic component of language learning and teaching environment. Following studies are included to provide a general overview of EFL teacher self-efficacy in international context and in Turkey.

In their study, Choi and Lee (2018) questioned self-efficacy levels of English teachers in South Korea have any impact on their teaching practices in terms of communicate and non-communicative methods. They conducted a mixed method study with 190 EFL teachers from South Korea teaching at middle schools for the questionnaire and 11 teachers for the interviews. According to the results of the study, teachers with high self-efficacy beliefs tend to choose communicative and learner-centred ways of teaching. Yet, there was no meaningful relationship between self-efficacy levels teachers and choosing non-communicative teaching methods. Besides that, teachers who preferred communicative teaching practices felt more efficacious when it comes to classroom management regardless of their self-efficacy levels. In the light of their findings, Choi and Lee (2018) refer to a cycle by stating that successful communication-based teaching leads to higher sense of competencies and this belief leads to communicate teaching environments which illustrates the importance of understanding EFL teacher self-efficacy perceptions.

In Iranian context, Alibakshi, Nikdel and Labbafi (2020) investigated the consequences of different self-efficacy levels of EFL teachers through qualitative research including 20 teachers. The results of the recorded semi-structured interviews suggested that teachers who perceive themselves as efficacious were open to improve their teaching techniques to use learner-centred and communicative language teaching strategies and they included educational technologies in their teaching practices frequently. They also took part in professional learning communities to support their colleagues. In terms of classroom management, teachers with high sense of self-efficacy reported that they paid attention to differences and special needs of students and they could handle related problems effectively by creating nurturing and secure environments for their students.

Remarking at the high number of Intense English Programs (IEP) in Higher Education, Kraut et al. (2016) studied ESL teachers' perceived self-efficacy on teaching reading skills and possible factors affecting it. They included 70 ESL teachers working at an American university IEP, and followed a mixed methods study through questionnaires and interviews. Findings of the study offered that amount of teacher training, availability of resources and experience influenced teacher self-efficacy positively in the current study. However, majority of the participants stated that teacher training courses on teaching reading or more in-service training on teaching reading would aid them as ESL teachers. Interpreting the results obtained, Kraut et al. stated that instructors in IEP are in the need of more training opportunities and access to useful resources to build high teacher self-efficacy. Another notable point made by the study is that colleagues who follow peer teaching strategy benefit their teaching practices.

Faez and Valeo (2012) aimed to get an insight on how TESOL teacher education and teaching experience impact novice teachers' views on their level of preparedness and their level of self-efficacy to teach adults in ESL classrooms. 115 English teachers participated in the survey and 8 of these teachers took part in semi-structured interview sessions. Findings indicated that TESOL teacher training enhanced teachers' perceptions on their preparedness to teach.

It was also stated by Faez and Valeo (2012) that gaining teaching experience had a positive influence on EFL teachers to build higher levels of preparedness professionally. The teachers who took part in the study expressed that teaching practicum embedded into TESOL program aided that more than the theoretical courses, which points to the significance of tasting the life-like teaching atmosphere during teacher training.

With the vision of improving both language instruction in Vietnam and EFL teacher self-efficacy Phan and Locke (2015) designed a qualitative study to understand sources of teacher self-efficacy. 8 higher education English instructors took part in the study, and they attended data collection processes like individual interviews, journaling and observations of the researches. The study suggested that all four sources of self-efficacy (mastery, vicarious, social, psychological) were influential on self-efficacy perceptions of Vietnamese EFL teachers. However, unlike some studies (Morris & Usher, 2011; Tschannen-Moren & Hoy, 2007; Tschannen-Moren & McMaster, 2009), which emphasized mastery experiences as the most impactful source of teacher self-efficacy, this current study indicated social persuasion as the main source of TSE. Another part revealed was that as well as getting non-constructive criticism, getting no feedback at all by administration also decreased teachers' self-efficacy beliefs by leading them to uncertainty about their teaching performances.

Since Faez and Karas (2017) viewed relationship between EFL teachers' language proficiency and their self-efficacy beliefs on their teaching abilities are under investigated, they implemented a study that aimed to analyse the connection between teachers' self-perceived capabilities and their teaching skills. They pointed how language instruction differ from other subjects by stating that "language teaching is different from other subject matters teaching in that language is both the content and medium of instruction" (Faez & Karas, 2017; p.136), which simply explains why the need for this study aroused. For their research, Faez and Karas reviewed 11 studies related to the issue they stated. The reviewed studies demonstrated that teachers' self-efficacy perceptions to teach and their language proficiency levels were positively correlated (Chacon, 2005; Crook, 2016; Fatahi, 2008; Ghasemolani & Hashim, 2013; Lee, 2009; Yilmaz, 2011).

Hoang (2018) depicted a general picture of teacher self-efficacy in EFL teaching setting through a systematic review of 27 studies conducted on the field between 2002 and 2017. 67% of the studies included practicing teachers while 33% included pre-service teachers. He identified five research topics on TSE and ordered them according to the number of the studies conducted on them. These topics followed as (1) TSE and other teacher behaviours such as language proficiency, teacher burn-out, teacher self-regulation etc., (2) changes in TSE over gaining experience, (3) sources of TSE, (4) contextual elements on TSE and (5) TSE effects on learners.

In the light of Hoang's review, it can be inferred that higher levels of TSE improve confidence in teaching, self-regulation (Ghonsooly & Ghanizadeh, 2013). High TSE is also found to be preventing or at least diminishing teacher burn-out (Khani & Mirzaee, 2015). Another aspect remarked by these studies is that EFL teachers' confidence in their language proficiency enables them to enhance their self-confidence and efficacy beliefs towards teaching language (Chacon, 2015; Choi & Lee, 2016; Eslami & Fatahi, 2008). Studies which were focused on prospective teachers (e.g., Cabaroglu, 2014; Goker, 2006) proved that self-efficacy perceptions of pre-service teachers can be improved through incorporating strategies such as peer-coaching and action research into their training programs. another notable point made by Hoang (2018) is that in some cases (Wheatley, 2002; Wyatt, 2013) low TSE might benefit teachers by stimulating them to improve their teaching and keep learning (Borg, 2006).

Filatov and Pill (2015) saw the need for studies concerning teacher self-efficacy of pre-service English teachers studying at Australian universities. To answer this need in the field, they organized interviews with 5 prospective English teachers who were at their final year. While reviewing the relationship between their teacher training experiences and self-efficacy to teach English, the participants of the study drew attention to the need for more opportunities to practice teaching and referred theoretical courses as inadequate to equip them as English teachers. They expressed that learning experiences that allowed them to put their knowledge into practice (e.g., microteaching, lesson planning) benefitted them the most. To conclude, this study revealed that prospective English teachers in Australia viewed their learning

experiences useful and built positive efficacy attitudes between teaching English and their degree.

2.3.3. Studies on EFL Teacher Self-Efficacy in Turkey

Since prospective EFL teachers are to teach a language that is not their native, Merç (2015) indicated that it is important to take pre-service English teachers' anxiety towards teaching into consideration. To this end, Merç (2015) designed a study that was to discover the relationship between self-efficacy levels and teaching anxiety of EFL teachers. 117 pre-service EFL teachers who were in teaching practicum in Turkey. The study followed both qualitative and quantitative methods through questionnaires and interviews. The findings of the study suggested that the thing that make student-teachers nervous the most was being observed by their university supervisors. Apart from that, these students reported themselves to be efficacious and self-confident during their teaching practicum.

Comparing pre-service teachers' teaching practicum experiences in primary schools and high schools, Merç (2015) concluded that student-teachers practicing at high schools felt more anxious compared to the ones practicing at primary schools, which means teaching adolescents might lead teachers to be a little more tense. Another thing to be mentioned was that pre-service EFL teachers were found to feel less efficacious in classroom management and it was reported to be area in which they perceived themselves to be the most anxious.

Seeing that the number of the studies that focus on the impact of teacher self-efficacy is scarce, Değirmecioğlu (2021) aimed to understand the role of teacher self-efficacy of EFL teachers working in Turkey by remarking that self-efficacy beliefs of teachers is one of the most influential factors that shape teaching and learning environment both for teachers and learners. With the aim of figuring out how teaching styles of EFL teachers are shaped by their self-efficacy levels for teaching, Değirmencioğlu worked with 64 EFL teachers from Turkey by implementing Classroom-School Context (CSC) scale and six-question interview. The study depicted that Turkish EFL teachers participating in the study were holding relatively high self-efficacy attitudes while gender and experience were not an influential factor on it. Additionally, it was proved that high self-efficacy perceptions of teachers led

them to follow more communicative, engaging, student-centred and contemporary methods of teaching in their classrooms.

To understand “to what extent language teachers are able to use proper methods, techniques or teaching materials for an optimum learning environment and language learning to take place”, Dolgun and Caner (2018) conducted a study which was concerned with pre-service and in-service EFL teachers’ self-efficacy perceptions (p. 603). They adopted a quantitative research method with the participation of 105 practicing English teachers and 75 prospective English teachers and compared these groups’ self-efficacy perceptions in terms of instructional strategies, student engagement and classroom management. Despite teachers from both groups felt efficacious as teachers, Dolgun and Caner (2018) detected that practicing teachers were more confident in terms of instructional strategies. In the case of student engagement, pre-service teachers were reported to be more efficacious than in-service teachers while the level of self-efficacy of both groups did not show any notable differences in classroom management.

Explaining that understanding teacher self-efficacy and metacognitive awareness is crucial to determine how qualified the teaching is, Üstünbaş and Alagözlü (2021) aimed to comprehend the TSE levels of in-service and pre-service EFL teachers in Turkey and their metacognitive awareness levels. They implemented their research through Metacognitive Awareness Inventory (Schraw & Dennison, 1994) and semi-structured interviews with 96 student teachers and 53 practicing teachers. The data displayed that metacognitive awareness levels of practicing teachers were slightly higher than pre-service teachers; however, self-efficacy levels of both groups did not present any mentionable difference. Bearing the low SE levels of pre-service English teachers, Üstünbaş and Alagözlü (2018) suggests that teacher training programs might consider paying more attention to increasing opportunities for these prospective teachers to practice their teaching skills and to analyze themselves professionally.

Sevimel and Subasi (2018) investigated pre-service EFL teachers’ sense of self-efficacy pointing to need of researches in the field that are concerned with what factors shape teacher self-efficacy perceptions. They included 118 prospective English teachers studying at Turkish universities and carried out both quantitative and qualitative methods of research. They aimed to find out about the influences on these

final-year student teachers' self-efficacy beliefs. Their perceived self-efficacy was discovered to be fairly average while the most effective factor was found to be their teaching practicum experience. It was inferred from the interviews that practicum experience shapes participants' teaching characteristics in areas such as classroom management, giving instructions and student engagement. The participants also reported that student profile in general had an impact on their teaching experience. Teacher training program was another factor that influenced teacher self-efficacy. Student teachers stated that ELT training programs they attended did not offer them enough space to actually practice their knowledge, it rather heavily focused on theoretical aspect of language teaching. Sense of language proficiency was stated to be the least effective factor on teacher self-efficacy by this study.

In her master's thesis, Özdemir (2020) focused on discovering EFL teachers' self-efficacy beliefs on student engagement, classroom management and instructional strategies and its relationship with their teaching styles. 323 EFL instructors working at Turkish universities volunteered for her study, and they answered Teacher's Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001) and Teaching Styles Inventory (Grasha, 1996). In the light of her findings, Özdemir (2020) alleged that instructors felt the most efficacious in instructional strategies and the least efficacious in student engagement. Facilitator teaching style was discovered to be the most favoured way of teaching, which allows teachers to put students in the centre of teaching.

Çankaya (2018) enquired self-efficacy perceptions of practicing EFL teachers and pre-service EFL teachers in Turkey. The study was conducted with 35 in-service teachers and 17 prospective teachers. While gender was not an influential factor on self-efficacy sense of teachers, pre-services teachers reported to have slightly lower levels of efficacy compared to experienced teachers. Çankaya (2018) also reported that less experienced teachers felt more motivated to teach and improve themselves.

Ercan-Demirel (2017) studied on self-efficacy beliefs of prospective EFL teachers and found out preparedness and efficacy perceptions of student teachers were moderately adequate. Wyatt and Dikilitaş (2021) implemented their study focusing on a different aspect of teacher self-efficacy by investigating Turkish EFL teachers' efficacy perceptions on grammar teaching. Teachers who were detected to be

efficacious chose grammar teaching methods like contextualising, interactive and communicative and they were confident in all aspects of grammar teaching.

Similarly, Doğan (2020) conducted research in south eastern of Turkey to apprehend the relationship between teaching practices of EFL teacher and their self-efficacy beliefs Doğan (2020) asserted that higher self-efficacy beliefs encourage English teachers to opt for communicative teaching strategies.

Another novel research by Seis and Merç (2023) questioned Turkish EFL teachers' efficacy beliefs on language instruction through music. Findings suggested that teaching plans including music enhanced EFL teachers' self-efficacy levels. Keeping the abessive of the use of music in English curriculum in mind, Seis and Merç (2023) offered music-assisted language teaching to be integrated into teacher training programs.

In the light of his study, Mızrak (2019) aimed to understand the effect of self-efficacy sense of English teachers on teacher burnout and the study indicated that higher efficacy perceptions positively affected teacher burnout levels. Connection between EFL teacher self-efficacy and their well-being is examined by Pekbay (2021) in his master's thesis. It can be concluded from the results that high sense of self-efficacy improves teachers' well-being while gender and age do not significantly affect level of well-being.

2.4. TEACHER TRAINING IN TURKEY

The main goal of this study is to investigate self-efficacy levels of ELT and non-ELT graduate English teachers in Turkey and compare their self-efficacy levels to see if there is any meaningful difference. Before moving onto the methodology of the study, it is better to overview teacher training programs in Turkey including pedagogical formation certificate programs. English teacher who are graduates of ELT programs offered by faculties of education are eligible to work as teachers after their graduation and non-ELT graduate English teachers are required to attend an intensive program, pedagogical formation certificate program, to become teachers (Demiröz & Yeşilyurt, 2015). 4-year ELT programs of faculties of education include courses on foreign language teaching (FLT) with total 40 course credits, whereas pedagogical

formation certificate programs provide prospective EFL teacher with 11 course credits on foreign language teaching and their teaching practicum duration is shorter than graduates of ELT departments (Demiröz & Yeşilyurt, 2015). Bearing the limited time on practicum experience and FLT courses in mind, it is discovered that English teachers who attend pedagogical formation certificate programs find their training inadequate in terms of equipping them to teach in actual classrooms (Çelik & Arıkan, 2012; Demirbaş & Kırbaç, 2016; Mirici & Ölmez-Çağlar, 2017).

Demirtas and Kirbac (2015) investigated prospective teachers views regarding their pedagogical formation certificate program experience. Findings suggest that pedagogical formation certificate programs are viewed as insufficient since they are quite short, do not offer enough practice time for teacher-to-be students and do not have lecturers who are attentive. Similar to Demirtas and Kirbac, Filiz and Durnali (2019) planned a qualitative study to get an insight on the attitudes of pre-service teachers towards their pedagogical formation certificate training. In the light of their findings, Filiz and Durnali (2019) assert that although pre-service teachers find their practicum experience useful, they also remark that theoretical courses are not fruitful as much. Results of the study demonstrate that these programs are criticised in terms of limited training time, indifferent lecturers and crowded classes, which is similar to the findings of Demirtas and Kirbac (2015).

To provide another view on teacher training process, Köse (2017) inspected pedagogical formation certificate programs by consulting the evaluation of lecturers who taught in these teacher training programs. Interviews conducted with academicians do not present positive statements made these academicians. It is stated by the lecturers that time is restricted and they suggest that teacher training is a process rather than a quick mission.

To investigate the case of foreign language teaching teacher training programs, a qualitative study is conducted by Çelik and Arıkan (2012). They aimed to understand the views of English teachers working at primary school levels on their teacher training programs. Results of the study allege that an important majority of teachers criticise their 4-year BA education on teaching of English due to its poorness on actual classroom experience. On one hand, courses on how to teach four skills, material development and assessment are stated to be benefitted the teachers. As another

notable conclusion revealed by Çelik and Arıkan (2012) is that non-ELT graduate English teachers find pedagogical formation certificate programs they attended inadequate to teach young learners.

4-year English Language Teacher Training programs are examined by Uzun (2016) with participation of 90 senior ELT students in Turkey. Analysing the data, Uzun (2016) indicates that courses such as “Teaching Practice” enabling pre-service teachers to put their theoretical knowledge into practice benefit them the most. Courses which are related to language teaching are also highly favoured by ELT department students. Keeping the findings of his study, Uzun (2016) express that ELT programs are in the need of more courses allowing interaction rather than courses that rely on memorisation.

Köksal and Genç (2019) aimed to find out how pre-service teachers, who were majoring in ELL departments and attending pedagogical formation certificate program, view their teaching practicum. Through their qualitative study, Köksal and Genç (2019) assert that constructive feedback by lecturers is one of the most crucial contributions of teaching practicum for ELL-majoring prospective teachers, and teaching experience might benefit student teachers to develop high efficacy beliefs towards teaching English.

The views of ELL students on their teacher certification program are also examined by Koç (2020). It is concluded by the findings of this study that ELL students in teacher certification program find the program to be beneficial since it improves their knowledge. However, indifferent teaching staff, limited practicum time and abundance of theoretical courses are noted as downsides of teacher certification program by ELL-major pre-service teachers and they point to the need of more language teaching related courses in these programs.

To conclude, these studies shed light on the major views towards pedagogical formation certificate programs as a part of teacher training. Both studies focused on language teacher training and teacher training in general demonstrate that pedagogical formation certificate programs would equip student teachers to become practicing teachers better if they were extended over time rather than being short and intensive (Demirtas & Kirbac, 2015; Filiz & Durnali, 2019; Koç, 2020; Köse, 2017). As another

note on this matter, it can be indicated that teacher training programs need to provide prospective teachers more opportunities to experience teaching with constructive feedbacks from their lecturers (Çelik & Arikan, 2012; Köksal & Genç, 2019; Uzun, 2016).



CHAPTER THREE

3. METHODOLOGY

Teacher self-efficacy beliefs are significant in terms of teachers' professional motivation, their willingness, student motivation. In this sense, this study aims to understand if there is any difference in the self-efficacy beliefs of ELT graduate and non-ELT graduate English teachers' self-efficacy beliefs and contribute to the planning of training programs for English teachers according to the results. This chapter explains the methodology of the research by going through design of the study, research questions, participants, data collection instruments and data analysis procedures.

3.1. DESIGN OF THE STUDY

As previously mentioned, this study aims to find out if ELT and non-ELT graduate English teachers have any difference in self-efficacy perceptions. To investigate this, a mixed method study design, which takes advantage of both quantitative and qualitative data, is considered to be the best. Dörnyei (2007) suggests that a mixed method study would offer researchers a more comprehensive outline for their research by stating that they can “gain a better understanding of a complex phenomenon by converging numeric trends from quantitative data and specific details from qualitative data” (p. 45). First, English Language Teacher Self-Efficacy Scale (EL-TSES) designed by Karas (2019) was conducted with the participation of 110 EFL teachers in Turkey. The questionnaire was distributed through Google Forms. As a follow up for this questionnaire, the researcher carried out interview sessions with English language teachers who graduated from different majors such as English Language and Literature, American Culture and Literature or Translation and Interpretation.

3.2. RESEARCH QUESTIONS

This study aims to understand the difference between the self-efficacy perceptions of teachers from different majors. To this end, the following research questions are issued throughout the study.

RQ1: Is there a significant difference between the self-efficacy levels of ELT and non-ELT graduate English teachers?

RQ2: Do the self-efficacy levels of the participants differ depending on their years of experience?

RQ3: What are ELT and non-ELT major English teachers' perceptions on their teaching experience?

RQ4: What are the ELT and non-ELT English teachers' views on the teacher training program they attended?

3.3. PARTICIPANTS

This study is carried out through both through a questionnaire and an interview. 110 EFL teachers from Turkey participated in the questionnaire. 56 of the teachers are graduates of ELT departments and the other 54 are graduates of non-ELT departments. For the second step, 8 EFL teachers volunteered to take part in the interviews. 4 of these teachers were graduates of ELT departments and the other 4 teachers were graduates of non-ELT departments.

3.3.1. Participants of the Questionnaire

110 Turkish EFL teachers participated in the questionnaire through Google Forms. Demographic characteristics of the participants are presented in Table 1 below.

Table 1

Demographic Characteristics of the Participants of the Questionnaire

	Groups	N	%
Gender	<i>Female</i>	70	63,6 %
	<i>Male</i>	34	30,9%
	<i>Prefer not to say</i>	6	5,5%
Age	<i>20-25</i>	14	12,7%
	<i>26-30</i>	33	30,0%
	<i>31-35</i>	21	19,1%
	<i>36-40</i>	19	17,3%
	<i>41-45</i>	13	11,8%
	<i>46-50</i>	6	5,5%
	<i>51+</i>	4	3,6%
Teaching Experience	<i>1-5</i>	39	35,5%
	<i>6-10</i>	35	31,8%

	<i>11-15</i>	13	11,8%
	<i>16-20</i>	10	9,1%
	<i>21-25</i>	9	8,2%
	<i>26+</i>	4	3,6%
Education Degree	<i>Bachelor</i>	81	73,6%
	<i>Master</i>	26	23,6%
	<i>PhD</i>	3	2,7%
Department of BA Degree	<i>ELT</i>	56	50,9%
	<i>Non-ELT</i>	54	49,1%
Attending Ped. Form. Certificate Program	<i>Yes</i>	54	49,1%
	<i>No</i>	56	50,9%
In-Service Training	<i>Yes</i>	91	82,7%
	<i>No</i>	19	17,3%
Total		110	100%

63,6% of the participants were female, the other 30,9% were males, and 5,5% of the participants did not prefer stating their gender. 12,7% of the participants were between 20-25 years old, most of the participants (30%) were between 26-30, 19,1% were between 31-35, 17,3% were 36-40, 11,8% were between 41-45, 5,5% were between 46-50, and 3,6% were 51 and over.

Majority of the teachers (67,3%) held 1-10 years of experience, 35,5% had 1-5 years of experience and 31,8% held 6-10 years of experience. 11,8% of the participants held 11-15 years of experience, 9,1% of them held 16-20 years of experience, 8,2% held 21-25 years of experience and 3,6% of them were teachers for over 26 years; which summarizes that most of the participants were novice teachers.

Looking at their education degree most of teachers (73,6%) held a bachelor degree, 23,6% held MA degree and a very few of them (2,7%) were PhD graduates.

As for the most important part of the study, department of bachelor degree, 50,9% were graduated from ELT departments and 49,1% of the teachers were graduates of non-ELT programs and the attended one-year pedagogical certificate programs. An important majority (82,7%) of the teachers attended in-service trainings after their graduation.

3.3.2. Participants of the Semi-Structured Interview

As for the second part of the data collection process, this study included a 7-question interview. 8 EFL teachers took part in the interviews voluntarily. 4 of teachers were graduates of ELT department and the other 4 were non-ELT graduate EFL teachers.

Table 2

Demographic Characteristics of the Participants of the Interview

Participants	Teaching Experience (years)	Department of Graduation	Work Place
P1	5	ELT	Language School
P2	5	ELT	Middle School
P3	8	ELT	Middle School
P4	18	ELT	High School
P5	5	non-ELT (ELL)	Middle School
P6	12	non-ELT (ACL)	Middle School
P7	6	non-ELT (ELL)	Preschool
P8	10	non-ELT (ELL)	Primary School

(P1: Participant 1, P2: Participant 2 etc.)

3.4. DATA COLLECTION INSTRUMENTS

3.4.1. Questionnaire

The questionnaire used in the study consists of 7 parts. First part is constructed by the researcher and it is concerned about the background information of the participants. The rest of the questionnaire is developed by Karas (2019) as a part of his PhD study to specifically assess the self-efficacy perceptions of EFL teachers. It includes 6 parts with 26 questions total which are related to classroom proficiency, learner-focused instruction, assessment, language instruction, teaching of culture and material development and use.

As designing his English Language Teacher Self-Efficacy Scale (EL-TSES) Karas (2019) ran factor analysis for the 6 factors of the scale (classroom proficiency, learner-focused instruction, assessment, language instruction, culture and materials); and “six-factor solution accounted for 57.71% of the variance” (p. 89).

3.4.2. Interview

The interviews conducted as a part of this study were completed with the participation of 8 volunteering EFL teachers who previously took part in the questionnaire.

Interviews included 7 questions regarding teachers' perceptions of their teaching experience and teacher training programs. With the consultation of another researcher in the field, interview questions were adapted from Yahşi (2020) in which Yahşi aimed to investigate English teachers' self-efficacy beliefs towards TEYL through questioning their strengths and weaknesses as teachers and their evaluation of teacher training programs they attended. Questions 1, 2 and 3 were concerned with teachers' personal opinions related to their strengths and weaknesses as professionals. Questions 4, 5 and 6 were investigating participants' personal evaluation of the teacher training programs they attended.

3.5. DATA ANALYSIS

3.5.1. Quantitative Data Analysis

To test the reliability of his English Language Teacher Self-Efficacy Scale (EL-TSES) Karas (2019) ran related tests and, Cronbach Alpha value for each of the factors were found to be high. Classroom proficiency was .89, learner-focused instruction was .74, assessment was .90, language instruction was .79, culture was .81 materials was .77; and the overall reliability of the scale ($\alpha = .93$) was again high (Karas, 2019).

For the analysis of the data that belong to the current study, which is concerned with the self-efficacy levels of ELT and non-ELT graduate EFL teachers, SPSS (Statistical Package for Social Sciences) version 22 was used. First, skewness and kurtosis of the data were checked to see if the distribution is normal (*see Table 3*). Next, Cronbach' Alpha test was run to determine the reliability of the questionnaire (*see Table 5*).

Table 3*Descriptive Statistics*

	N	Min.	Max.	Mean	Std. Deviation	Skewness	Kurtosis
Ozyeto	110	3,46	6,00	5,0951	,55118	-,329	-,138
Valid N (listwise)	110					Std. Error ,230	Std. Error ,457

The skewness of the overall test results was found to be $-.329$ which indicates that the distribution of the data is left-skewed. Since the skewness value of the data tested was between -3 and $+3$, the normal distribution was accepted. The kurtosis value of the data was found to be $-.138$. Since it was lower than $1,96$, the data is accepted as normally distributed (Tabachnik & Fidell, 2007).

Table 4*Test of Normality*

	Kolmogorov-Smirnov		
	Statistics	df	Sig.
ozyeto	,059	110	,200

As the p value according to Kolmogorov-Smirnov test showed normal distribution ($p > .05$), the researcher continued with running Independent Samples T-Test to compare the self-efficacy perceptions of two groups of teachers.

Table 5*Reliability Analysis*

Cronbach's Alpha	N of Items
,916	28

The Cronbach's Alpha value of the scale was found to be $.916$ and showed a high level of reliability since it was over 0.70 .

3.5.2. Qualitative Data Analysis

Since the population of the interviews was limited with 8 teachers, the researcher chose a more traditional way of qualitative data analysis by analysing the data manually instead of using a qualitative data analysis programme. The interview data was collected through both recorded Zoom calls and face-to-face meetings. The interviews were in Turkish, native language of the participants, to make them feel more comfortable while expressing their opinions. Then, the interviews were transcribed and translated into English with the help of two other EFL teachers to provide reliability of the translations. First, the researcher analysed the qualitative data, and to ensure the inter-rater reliability and validity of the analysis, two different colleagues with MA degrees in ELT and the thesis supervisor joined the researcher. The researcher and the co-raters were in agreement during the analysis of the qualitative data.

The analysis of the qualitative data followed thematic and inductive analysis method, namely it focused on identifying pattern and themes that emerge within the data set itself rather than pre-determined pattern schemes and it allowed the researcher to be more flexible in categorization. The data was analysed in accordance with Creswell's (2014) method by starting off the preparation of the data for analysis. The researcher went through all the data to gain a better understanding of common patterns and themes. Then, the researcher annotated all the relevant phrases, sentences etc. to identify patterns and themes with the help of other colleagues and the thesis supervisor. The themes and patterns are categorized and lastly, interpretations were made by connecting these categories.

CHAPTER FOUR

4. RESULTS

In this chapter, results of the questionnaire and interviews are reviewed. Since the quantitative data was found out to be normally distributed, the researcher compared the groups by using Independent Samples T-Test through SPSS version 22. First, the overall self-efficacy levels of ELT and non-ELT major English teachers were compared. Next, their self-efficacy levels for each factor of the questionnaire were compared. To compare the self-efficacy levels of novice and experienced teachers, one-way ANOVA test was conducted. For the qualitative data analysis, inductive methods were used in structuring the codes.

4.1. TEACHERS' SELF-EFFICACY PERCEPTIONS

4.1.1. Self-Efficacy Perceptions of ELT and non-ELT Major English Teachers

This study aims to find out about self-efficacy levels of English teachers in Turkey and compare if there is any difference depending mainly on their bachelor degree department. Under this heading, research question 1, research question 2 and research question 2.1 was examined.

Table 6

Homogeneity of Variances

		<i>F</i>	<i>Sig.</i>
ozyeto	Equal variances assumed	,075	,784
Equal variances not assumed			

Table 7

Comparison of Self-Efficacy Levels of ELT and non-ELT Graduate Teachers

	Major	<i>N</i>	\bar{x}	<i>Sd</i>	<i>t</i>	<i>df</i>	<i>p</i>
ozyeto	ELT	56	5,2294	,49857	2,675	108	,009
	Non-ELT	54	4,9558	,57274			

As the p value of Levene's Test is greater than 0,05 (see Table 6), it was assumed that variances are approximately equal and the first line of the Independent Samples T-Test is examined. As can be seen in Table 7 above showing group statistics, ELT graduate English teachers' mean is 5, 2294 with a standard deviation of ,49857, and non-ELT graduate English teachers' mean is 4, 9558 with a standard deviation of ,57274. For the first research question, Table 7 displays that self-efficacy levels of each group are discovered to be high. Shown in Table 7, the p value of the test is lower than .05 ($p = ,009$), which indicates that there is a difference between the self-efficacy levels of ELT and non-ELT graduate English teachers and it is indicated by Table 8 that ELT graduate English teachers have higher levels of self-efficacy ($\bar{x} = 5,2294$).

Self-efficacy levels of these two group of teachers regarding the different factors (*classroom proficiency, learner-focused teaching, assessment, language instruction, culture teaching, material development*) in the questionnaire were also examined and shown in Table 9 below.

Table 8

Self-Efficacy Beliefs of ELT and non-ELT Teachers on Each Factor

Dependent Variables	Major	N	\bar{x}	Sd.	t	df	p
Classroom Proficiency	ELT	56	5,1709	,69742	2,975	108	,004
	Non-ELT	54	4,7222	,87731			
Learner-Focused Teaching	ELT	56	5,2202	,69129	-,602	108	,548
	Non-ELT	54	5,2963	,63002			
Assessment	ELT	56	5,1512	,69753	2,717	108	,008
	Non-ELT	54	4,7747	,75525			
Language Instruction	ELT	56	5,2366	,67153	-,204	108	,839
	Non-ELT	54	5,2639	,73237			
Culture	ELT	56	5,2857	,68292	,305	108	,761
	Non-ELT	54	5,2407	,85516			
Material Development	ELT	56	5,4702	,58870	4,696	108	,000
	Non-ELT	54	4,8272	,83111			

As Table 8 above depicts, ELT and non-ELT English teachers show significant difference in self-efficacy levels regarding Classroom Proficiency ($p=,004$), Assessment ($p=,008$) and Material Development ($p=,000$). According to Table 9 above, ELT graduate English teachers have higher sense of self-efficacy in Classroom Proficiency ($\bar{x} = 5,1709$), Assessment ($\bar{x} = 5,1512$) and Material Development ($\bar{x} = 5,4702$) compared to non-ELT graduate English teachers. However, there is not a significant difference in their sense of self-efficacy when it comes to Learner-Focused Teaching ($p=,548$), Language Instruction ($p=,839$) and Culture Teaching ($p=,761$).

4.1.2. Self-Efficacy Perceptions of Experienced and Novice English Teachers

Table 9

Teaching Experience of the Participants of the Questionnaire

Teaching Experience	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
1-5	39	4,9211	,53925	,08635	4,7463	5,0959	3,73	6,00
6-10	35	5,1495	,53268	,09004	4,9665	5,3324	3,65	6,00
11-15	13	5,2574	,37533	,10410	5,0306	5,4842	4,54	5,88
16-20	10	5,1077	,50825	,16072	4,7441	5,4713	4,42	5,96
21-25	9	5,1368	,77453	,25818	4,5414	5,7321	3,46	5,85
26+	4	5,6635	,47145	,23572	4,9133	6,4136	5,00	6,00
Total	110	5,0951	,55118	,05255	4,9909	5,1993	3,46	6,00

Table 10 above depicts teaching experience of the participants. Majority of the participants (35,4%) were novice teachers (1-5 years of experience) and 31,8% of the participants held 6 to 10 years of experience being the second largest group. 11,8% of them had 11-15 years of experience, 9% of them had 16-20 years of experience, (8,1% of them were teaching from 21 years to 25 years and as the smallest group 3,6% of the participants were teachers over 26 years.

To investigate if the experience plays a role on the self-efficacy perceptions of EFL teachers, one-way ANOVA analysis was carried out through SPSS. Homogeneity of variance is checked to determine if the groups are homogenous and as the Levene's test depicts ($p = ,346$) the groups are assumed to be homogenous (*see Table 11*).

Table 10

Homogeneity of Variance (Experience)

Levene Statistic	df1	df2	Sig.
1,135	5	104	,346

Table 11

Comparison of Self-Efficacy Beliefs of Teachers Depending on Their Years of Experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,936	5	,587	2,023	,081
Within Groups	30,179	104	,290		
Total	33,115	109			

The significance value of the ANOVA test was obtained as .081 ($p >,05$). Despite the fact that more experienced teachers are shown to have higher mean scores on descriptive statistics table (*Table 10*), there is no significant difference found regarding the impact of experience on self-efficacy beliefs of English teachers ($p=,081$), (*see Table 12*).

4.2. REFLECTIONS OF ELT AND NON-ELT MAJOR ENGLISH TEACHERS ON THEIR TEACHING EXPERIENCE

To answer research questions 3 and 4, interview sessions with 8 voluntary participants are conducted. 1st and 2nd questions of the interview are related to research question 3. First question of the interview aims to discover the field in which teachers

feel the most confident as a teacher, and the second question focuses on understanding what teachers experienced when they felt incompetent.

The thematic coding for the interview questions included inductive processes, which means the researcher focused on the related phrases that emerged from the answers of the participants, and these themes were taken into consideration by the researcher and the colleagues. First the researcher analyzed the data and determined the codes after going through all the data. To provide inter-rater reliability, the researcher consulted with two other EFL teachers who both had MA degree in ELT and there was an overall agreement between the researcher and the co-raters. To provide intra-rater reliability, the data set was reviewed by the researcher and the co-raters again. Teachers were asked about the areas in which they felt the most comfortable when they started working as an English teacher and the codes determined for the first interview questions are presented in Table 12 below.

Table 12

Fields in Which Teachers Felt Comfortable

Codes	N		Total
	(ELT Major)	(non-ELT Major)	
Classroom Management	3	1	4
Material Development	1	3	4
Lesson Planning	0	3	3
Assessment	1	0	1
Interaction with Students	0	3	3
Teaching of the Target Language	3	3	6
Use of the Target Language	3	3	6

Reviewing Table 12, it is seen that both ELT and non-ELT graduate English teachers felt comfortable while using and teaching target language. However, both groups did not feel that competent in terms of assessment. While classroom management was one of the areas in which ELT graduate teachers felt the most efficacious, non-ELT graduate teachers did not feel the same. To provide further insight on Table 13, following excerpts from the interviews are presented.

P1: “I felt the most confident in English language proficiency and classroom management.”

P2: “[...] Assessment. I could use assessment rubrics and especially portfolios when I used to work in less crowded schools.”

P5: “I felt the most confident in lesson planning because our field (English) is suitable for different activities and games so I enjoyed planning fun and productive lessons by using tons of resources and materials. That’s also why I felt confident in material designing.”

P8 signified the role of experience on gaining confidence in material development, lesson planning, interaction with students and use of target language by stating:

P8: “[...] About material development, lesson planning, effective interaction with students use of target language and teaching of it, I felt more comfortable each year through new experiences.”

Table 13

Fields in Which Teachers Felt Incompetent

Codes	N		Total
	(ELT Major)	(non-ELT Major)	
Classroom Management	1	2	3
Material Development	2	1	3
Time Management	1	0	1
Assessment	1	1	2
Language Barrier	0	1	1
Teaching Speaking	1	0	1

With the second interview question, English teachers were asked if they ever perceived themselves inadequate as teachers when they started teaching and the overall answers of them are shown in Table 13. The answers of both groups suggested that their feeling of incompetence on certain aspects of teaching mostly stemmed from being inexperienced. Gaining experience and consulting with other colleagues were some of the ways that interviewees benefitted to improve themselves. Following

statements are presented to provide an insight of ELT and non-ELT graduate EFL teachers' views on the topic.

P1: “[...] I tried to better myself on material development by interacting and getting help from other teachers on Facebook. Also, I had many questions on assessment. In classes where I could only have 2 hours a week, I struggled on how to assess the process instead of assessing the result.”

P4: “[...] I did not think I was qualified enough in teaching speaking since we did not get the chance to practice enough.”

P5: “[...] Especially in classes where I had to use only English, I was struggled by classroom management. Because my students were not familiar with all the words or the phrases and sometimes, they did not understand what I meant. Or sometimes even if they understood, they did not take it seriously as they did when you spoke to them in their native. So, I felt frustrated when handling problematic student behaviour.”

While mentioning the challenges she faced in her first years as a teacher, P5 explained how language barrier affected her teaching and classroom management methods in all-English classrooms. P7 also reported having classroom management problems in her early years, and it is explained by P7 as quoted below.

P7: “[...] When I started working as an English teacher, I had difficulty in classroom management because of lack of experience.”

Table 14
Challenges Teachers Face While Teaching

Codes	N		Total
	N (ELT Major)	(non-ELT Major)	
Inadequate Teaching Hours	3	1	4
Inefficient Materials	2	1	3
Teaching of 4 Skills	3	1	4
Student Background Knowledge	0	1	1
Students L2 Bias	0	1	1
Use of L2 in Classroom	0	2	2

Through interview question 3, English teachers were asked to eliminate the kinds of problems they face in class regarding teaching of language and they were asked to elaborate reasons behind these problems. As Table 14 depicts, insufficient amount of teaching hours, lack of effective material on L2 teaching and teaching 4 skills are some of the most popular challenges that English teachers who took part in this study face. It is also expressed by teachers that students' lack of background knowledge in English and their prejudiced beliefs towards learning English causes problems in classroom. Having limited class time leads to little focus on 4 skills, inadequate usage of L2 in classroom. Inefficient materials with little visual support causes students' to be inattentive to target language and it also weakens the teaching of 4 skills. Excerpts below are presented to overview general attitude of English teachers on this matter.

P1: "[...] I think, insufficient lesson hours and not having efficient coursebooks cause both not being able to focus on 4 skills and not being able to use the target language."

P2: "I cannot use suitable materials. I do not have anything but a smartboard. [...] visual and tangible stimulators are very few and that leads my students to lose interest. It is hard to implement activities that are based on skills."

P5: "To me, the biggest problem is that my students lack of background knowledge. It is hard to improve students these students by sticking to the curriculum and it sometimes gets impossible. Besides, students' bias towards foreign language and fear of being mocked by their peers cause setback in acquisition of skills like listening and speaking."

P6: "[...] I have problems with implementing activities based on four skills and not having enough time separated for this (teaching of 4 skills) in the curriculum is one of the reasons."

P7: "[...] I believe, target language should be supported by visual materials."

P8: "[...] I gained experience in handling problems. However, it is challenging to set classrooms rules by only using English."

With the purpose of gaining an insight on English teachers' personal evaluation and of the teacher training programs they attended, 4th, 5th, 6th and 7th interview questions are asked.

Teachers who took part in the interview were asked to state how their teacher training benefitted them regarding their current teaching practices and they revealed that the teacher training programs they attended improved their sense of L2 teaching, effective use of target language, classroom management skills, material development skills, interaction with students. The answers of the participants who took part in the interviews also showed that ELT graduate and non-ELT graduate teachers found teaching practicum as the most useful course in their teaching training programs. It can also be deducted that teacher training programs that the participants attended helped them gain self-confidence. Following excerpts from the interviewees are given to provide a better insight of their views.

P1: "[...] I found my training useful in terms of creating a general picture about language teaching and effective use of target language. And of course, it gives me self-confidence on professional competence."

P3: "[...] Material development course helped me in designing my own materials. Pedagogical formation courses contributed my communication skills with the students."

P4: "[...] Teaching practice course in my last year helped me the most."

P5: "[...] Since the courses I took in my BA degree were focused on literature, they do not match the levels I teach currently. But of course, my eagerness in self-improvement was quite useful. I actively make use of the courses I took in my pedagogical formation training. It (pedagogical formation training) contributed me a lot in terms of lesson planning and managing the teaching process."

P6: "[...] I find Teaching Techniques course that I took in my pedagogical formation training to be useful because I can benefit from it in practice."

P7: “[...] In my teaching practicum, I was reluctant to stand in front of the class and teach, but now, I see that those classes I taught in my teaching practicum prepared me for the job.”

P8: “[...] I think, courses like classroom management, lesson planning and material development were really helpful.”

When the interviewees are asked if and how their teaching training programs lacked, P1 pointed to the generality of the training by referring to its superficial nature and stated that it offered a general idea on language teaching. Similarly, P5 mentioned her teacher training program to be superficial and remarked the difference between theory and practice. P3 also addressed the unrealistic nature of the teacher training program in terms of classroom management.

P1: “[...] I do not think that the 4-year training that does not consider which age group we work with when we start teaching would prepare use enough for a real classroom environment. For example, Teaching English to Young Learners course, which is for 2 terms, will not go beyond drawing a general idea about kids no matter how successful the course process is. The expectation about us teaching a 5-year-old and a 55-year-old with the same effectiveness and confidence right after our graduation is not realistic.”

P3: “[...] I think what is taught in Classroom Management course is to be way too utopic, real classrooms are much more different.”

P5: “[...] Presenting of general knowledge. I believe, it (teacher training program) remains to be mostly superficial, because it is sometimes impossible for theory and practice to match in real life. Every classroom, every student is unique and it not possible to move forward with standard solutions.”

Participants, especially non-ELT graduate English teachers, stated their trainings to be insufficient in terms of its short duration and limited time on teaching practicum. Following quotes provided by the interviewees for the 5th interview question are given to elaborate their common views on the issue.

P6: “[...] Sparing short time for pedagogical formation training and again sparing limited time for teaching practicum experience.”

P7: “[...] I think, there should have been more courses based on practice, like 3 days a week. When we start teaching, we need more teaching practice experience than we had.”

P8: “[...] Our real teaching experience shows that teacher training courses were insufficient in terms of effective communication. However, seminars and in-service trainings that we attend help us as teachers. Also, I have always found my teacher training program ineffective in terms of communicative and interactive games.”

Interview question 6 investigated teachers’ overall evaluation of their teacher training programs on preparing them as English teachers and interview question 7 included their thoughts and suggestions towards teaching training programs in Turkey. It is indicated by ELT graduate English teachers that ELT departments of educational faculties are efficient in terms of providing a base for English teachers on language teaching by offering good quality of theoretical knowledge. Non-ELT graduate English teachers, on the other hand, expressed the insufficiency of pedagogical formation certificate programs by pointing that these programs lack focusing on language teaching. To illustrate the participants views in depth, following quotes from the answers given to these two questions are presented.

P1: “[...] It did not prepare me enough for the job but I can say that it provided a base that I can build on.”

P2: “[...] Mostly it did but of course there are some missing aspects.”

P3: “[...] Of course we learned theoretical side of the job but I believe we learn how to teach by experience it. Real classroom atmosphere and our training are not the same.”

P5: “[...] No, it did not. I studied at ELL department, and I did not have any courses on teaching of language in my BA degree, nor in my pedagogical formation training.”

P6: “[...] It did not prepare me enough professionally. I think, pedagogical formation training should be extended over time and it should offer chances for practice alongside with theory. That would be more helpful.”

P7: “[...] No, I believe my pedagogical formation training experience was enough to prepare me enough for the job. We used to have one day of teaching practicum each week, which was obviously not enough.”

P8: “[...] The training is never enough for the actual practice. We learn most things through our experiences and move forward by building on these experiences.”

It is inferred that while ELT graduate teachers mostly remarked their teaching training experience prepared them as English teachers up to a level, non-ELT graduate English teachers stated that their training was inadequate in terms of preparing them as English teachers. Pedagogical formation programs are perceived to be not effective enough by non-ELT graduate English teachers due to being short in time alongside with intense content, and they stated a teacher training program extended over a longer period of time with more focus on teaching experience would immensely cater them as teachers.

P1: “[...] As a suggestion I think we should be focusing on certain levels of education like primary school, middle school or high schools as the other teaching programs do. We could make use of another 2 years after our 4-year BA degree to specialize on different teaching stages.”

P2: “[...] I think that no teacher training program in Turkey provides an education to equip teachers fully. For any teacher who seek out for solutions, educational faculties are not the only answer.”

P3: “[...] I had a good training that created a baseline for me. However, I believe, there should be more focus on the examples from the actual ground in teacher training.”

P4: “[...] More effective teacher training process could be run by implementing 2-year training in Turkey and 2-year training abroad with a full-time internship for a whole year.”

P6: “[...] Teacher training programs are short and have limited room for practice. Therefore, they are not enough. These training should be extended over time.”

P7: “[...] Generally I am satisfied with my training; however, as I stated earlier there should be more time spared for teacher practicum experience. Besides, advisors should be more involved.”

All in all, teachers reported their training provided a foundation for them to build on as an English teacher; however, they were not completely satisfied with their education. In addition, it is offered by the participants that including some training time abroad within English teacher training programs would improve prospective EFL teachers as language instructors. No matter their perceptions of their preparedness level, both groups reported that they could use more opportunities to practice. It is suggested by these teachers that teacher training programs of any kind should include more time for prospective teachers to practice.

CHAPTER FIVE

5. DISCUSSION & CONCLUSION

This chapter concludes the study by reminding the main goal of the research along with other concerns that this study focused on. The findings of the study are also summarized and discussed by comparing and contrasting the results with other studies' findings.

5.1. DISCUSSION

The main goal of this very study is to investigate if there is any significant difference in self-efficacy beliefs of ELT and non-ELT graduate English teachers who work in Turkey. Most studies in Turkey about teacher self-efficacy are on pre-service EFL teacher self-efficacy or they investigate EFL teacher self-efficacy in more general terms (Atay, 2007; Çapa, Çakıroğlu & Sarıkaya, 2005; İnceçay & Dollar, 2012; Koçoğlu, 2011; Merç, 2015). Seeing the need in the field, the researcher planned this study to question EFL teacher self-efficacy beliefs of English teachers who are graduates of different majors. The role of experience on teacher self-efficacy was also investigated by this study. Through the interviews, the researcher aims to provide a deeper understanding of EFL teachers' self-efficacy perceptions of their teaching experience, the challenges they face as teachers, their evaluation of teacher training programs and their suggestions for these programs.

Data analysis for the first question that investigates the self-efficacy levels of teachers shows that both ELT ($\bar{x} = 5.2294$) and non-ELT ($\bar{x} = 4.9558$) graduate English teachers possess high self-efficacy perceptions, which is in line with findings of many studies (Baykara, 2011; Chacon, 2005; Doğan, 2020; Esen, 2012; Eslami & Fatahi, 2008; İlgör, 2019; Kaygısız, Anagun & Karahan, 2018; Tunç-Yüksel, 2010).

For the second research question that aims to find out if there is any difference in EFL teacher self-efficacy beliefs of these two groups, the self-efficacy beliefs of ELT and non-ELT English teachers' were compared and it is shown that there is a significant difference in self-efficacy beliefs of ELT and non-ELT graduate English

teachers ($p = ,009$) and ELT graduate English teachers ($\bar{x} = 5,2294$) are found to have higher levels of self-efficacy beliefs compared to non-ELT graduate English teachers ($\bar{x} = 4,9558$), which corresponds with results of some other studies on the field (Çelik & Arıkan, 2012; Elkatmış, Demirbaş & Ertuğrul; 2013; Esen, 2012; Güven & Çakır, 2012; İlgör, 2019). There are many reason that might be effective on why ELT graduate English teachers have higher self-efficacy perceptions. For instance, 4-year BA programs on English language teaching offer more courses on language teaching enabling pre-service teachers to internalize what they learn and these 4-year programs have longer period of time that focuses on teaching practicum.

Similarly to the findings of this study, İlgör (2019) also concluded that English teachers who graduated from faculties of education and English teachers who were graduates of arts and science faculties showed a significant difference in teacher self-efficacy beliefs by stating that ELT graduate English teachers had higher levels of teacher self-efficacy beliefs compared to non-ELT graduate English teachers. Esen (2012) ascertained that there was an apparent difference in self-efficacy beliefs of teachers who were graduates of ELT departments of education faculties and teachers who were graduates of other departments and indicated that ELT graduate English teachers perceived themselves as more efficacious in teaching. Similar findings were also concluded by Çelik and Arıkan (2012). They also indicated a significant difference regarding the beliefs of ELT graduate EFL teachers and non-ELT graduate EFL teachers towards their training. ELL graduate English teachers who participated in pedagogical formation training perceived their training to be insufficient. Both ELT and non-ELT graduate English teachers reported that their training was enough in terms of providing theoretical knowledge, yet it lacked in providing enough teaching practice, which is parallel with the interview data of this current study.

This current study also presents similar findings as Güven and Çakır (2012), they also suggested a significant difference in self-efficacy perceptions of ELT and non-ELT graduate EFL teachers. English teachers who graduated from ELT departments were seen to have higher levels of teacher self-efficacy in comparison with English teachers who were graduates of different faculties other than faculties of education. In another study conducted by Elkatmış, Demirbaş and Ertuğrul (2013), the department of graduation was detected to be influential over teacher self-efficacy. It

was alleged by Elkatmış, Demirbaş and Ertuğrul (2013) that teachers who majored in faculties of education had higher levels of self-efficacy than teachers who graduated from faculties other than faculties of education.

In the light of this current study and the previous studies field (Çelik & Arıkan, 2012; Elkatmış, Demirbaş & Ertuğrul; 2013; Esen, 2012; Güven & Çakır, 2012; İlgör, 2019), it can be deduced that English teachers who graduate from 4-year English Language Teaching departments demonstrate higher self-efficacy perceptions compared to English teachers who major in BA programs other than ELT. It can be explained by different yet commonly emphasized factors such as the span of the training, content provided, different natures of courses of different BA programs, duration of teaching practicum (Demirtaş & Kırbaç, 2016; Filiz & Durnali, 2019; Köse, 2017; Uzun, 2016). For instance, the lack of courses that focus on language teaching in pedagogical formation training programs can be shown as one of their biggest shortcomings (Uzun, 2016). Another issue is that 4-year BA programs on language teaching offer a training based on communicative courses that also aim to enhance prospective English teachers' knowledge of the target culture, which is not fully included in 1-year pedagogical formation training programs (Mirici & Ölmez-Çağlar, 2017).

However, unlike the findings of these studies, Üstüner, Demirtaş, Cömert, and Özer (2009) did not spot any mentionable difference in the self-efficacy beliefs of teachers depending on their department of graduation. In her study, Okka (2020) concluded that faculty of graduation did not play a significant role in the self-efficacy sense of English teachers.

In addition, self-efficacy perceptions of ELT and non-ELT English teachers are compared in terms of classroom proficiency, learner-focused teaching, assessment, the teaching of culture and material development within the English Language Teacher Self-Efficacy Scale (EL-TSES). Data analysis on each factor demonstrates that ELT and non-ELT graduate English teachers in Turkey show a notable difference in self-efficacy beliefs regarding Classroom Proficiency ($p=,004$), Assessment ($p=,008$) and Material Development ($p=,000$) and it is concluded that ELT graduate English teachers have a higher sense of self-efficacy in these factors (*see Table 8*). Regarding Learner-

Focused Teaching ($p=,548$), Language Instruction ($p=,839$) and Culture Teaching ($p=,761$), a significant difference between self-efficacy beliefs of ELT and non-ELT graduate English teachers is not detected (*see Table 8*).

With research question 2.1, it is also aimed by the researcher to discover if experience plays a role in the self-efficacy beliefs of English teachers. The findings suggest that there is no significant difference in self-efficacy perceptions of EFL teachers in Turkey depending on their experience level which is similar to the findings of other studies such as Baş (2010), İlgör (2019), Tunç-Yüksel (2010), Üstüner, Demirtaş, Cömert, and Özer (2009).

In their study that examined the self-efficacy beliefs of secondary school teachers, Üstüner, Demirtaş, Cömert, and Özer (2009) resulted that years of experience as a teacher did not significantly affect the self-efficacy beliefs of teachers. Baş (2010) reached similar results regarding the role of teaching experience on the self-efficacy of EFL teachers. It is suggested by Baş (2010) that there was no significant relationship between self-efficacy perceptions of teachers and their teaching experience.

In accordance with the findings of Baş (2010), Tunç-Yüksel (2010) also did not conclude any significant difference between teaching experience and self-efficacy beliefs of EFL teachers. Doğan (2020) investigated English teachers' self-efficacy perceptions and their teaching practices in his thesis. It is suggested by the findings of Doğan's study that there was not a notable relationship between teaching experience and the self-efficacy levels of teachers. Similar to the findings of these studies, İlgör (2019) also concluded that years of experience as a teacher were not influential on the self-efficacy perceptions of English teachers.

As an interesting point, Esen (2012) alleged that the more experienced teachers were, the less efficacious they felt due to having trouble catching up with new technologies adopted by the curriculum. Similar to the findings of Esen (2012), Okka (2020) also found that teachers with less experience showed a higher sense of self-efficacy in comparison with more experienced teachers. Unlike the finding of this study, Özkara (2019) investigated self-efficacy and burnout levels of Turkish EFL teachers and discovered years of experience as a teacher were positively correlated with teacher-self efficacy. Fackler et al. (2021) also found a positive relationship

between work experience and teacher self-efficacy. However, as in line with Esen's findings, they suggested that even if work experience influences self-efficacy positively for a certain period of time, self-efficacy levels start decreasing eventually probably because teachers are unable to catch up with the innovations and new curriculums.

Through interviews that are conducted with the participation of 8 volunteering English teachers, the study aims to provide a deeper understanding of the perceptions of English teachers on their teaching experience by answering research question 3 and it also aims to detect what types of challenges these teachers faced as EFL teachers.

Teaching and use of target language in classrooms are the fields in which teachers felt the most comfortable in their early years of teaching. Besides, gaining experience is stated to be effective when it comes to feeling confident in material design, interaction with students and lesson planning. Parallel to this study, Alagözlü (2016) noted that teachers who were about to start teaching perceived themselves as efficacious in their language proficiency and certain aspects of instruction. Pre-service teachers might perceive themselves as competent in language proficiency and instruction due to still being in an environment that allows them to practice the language and to discuss over teaching practices in a supportive environment.

Classroom management, assessment, the teaching of speaking, material development and language barrier are found to be some of the challenging topics for English teachers in their early years. Through the answers of participants to the interview questions, it is seen that lack of experience and not enough speaking practice during teacher training courses are some of the reasons for these problems. In addition, O'Brian and Goddard (2006) also showed a lack of experience as one of the main reasons why novice teachers might feel inefficacious in classroom management. As the interviewees of this study revealed, Ma and Cavanagh (2018) also found out that teachers experienced low self-efficacy beliefs, especially in classroom management due to inconsistency between teacher training courses and the actual teaching atmosphere.

Teachers' remarks on how they improved themselves on the issues they perceived themselves as incompetent show that consulting with other teachers and gaining experience improved them for the better. Göker (2006) and Mede (2009) noted a similar result in their studies by remarking that getting support from other peers or colleagues can be influential in developing self-efficacy perceptions. Besides, based on the comments of the interviewees who participated in this study, it can be noted that teacher autonomy in improving oneself professionally is also another vital factor in developing positive teacher self-efficacy (Zonoubi, Rasekh & Tavakoli, 2017).

Inadequate teaching hours, inefficient materials and poor background knowledge of the students are some of the common problems that teachers face in their classrooms. Due to limited teaching hours, English teachers find it challenging to focus on the teaching of 4 skills properly. Despite integrating quality materials that appeal to the needs and interests of students promote student engagement and provide a more interactive learning and teaching environment (Safdarian, 2012), the difficulty in accessing useful and quality materials designed for language teaching makes the teaching of skills dull without enough stimulators for students. As the interviews of this study revealed, Budak-Özalp (2019) and Hanar (2019) also emphasized the need for authentic materials that are designed to meet the needs of learners and attract their interest for engagement.

Expressing their thoughts on the teacher training programs they attended in the light of research question four, ELT graduate English teachers mostly state that their training provided them with a good quality of theoretical knowledge on language teaching enabling them to gain an overview of the teaching of language, which aligns with the findings of Üstünbaş (2020). As one of the results of her study, Üstünbaş (2020) also indicated that ELT teachers believed their teacher training programs benefitted their self-efficacy beliefs. In her study, Mızrak (2019) expressed that teacher training programs that EFL teachers graduate can act as a determinant of their self-efficacy beliefs.

Both ELT and non-ELT graduate English teachers express how immensely their teaching practicum experience contributed them to become more confident in teaching. However, it is concluded that neither 4-year ELT programs nor pedagogical

formation certificate programs include enough time for teaching practicum (Demir, 2015; Erten, 2015; Karakaş, 2012; Türken, 2017).

In their study that was concerned with university training of prospective English teachers in Australia and their self-efficacy beliefs to teach English, Filatov and Pill (2015) also deduced from the answers of interviewees that teaching practicum is the most influential effect on training efficacious English teachers. A similar remark was also made by Sevimele and Subaşı (2018) when they conducted their study to investigate factors affecting teacher self-efficacy beliefs. It is suggested by their study that teaching practicum experience is one of the most dominant elements in building a high sense of teacher self-efficacy, which emphasizes the importance of mastery experiences in the self-efficacy perceptions of individuals. Ülkümen (2013) also pointed to the positive influence of mastery experiences obtained through teaching practicum on teacher self-efficacy in her study which was concerned with EFL teacher self-efficacy beliefs and predictors of it. Yada, Tolvanen, Malinen, Imai-Matsumura, Shimada, Koike and Savolainen (2019) questioned the teacher self-efficacy sources of EFL teachers in Finland and Japan. Similar to the previous studies, they also suggested that gaining teaching experiences were crucial for strong teacher self-efficacy perceptions.

As another important note, 4-year English Language Teaching programs of education faculties are believed to be unrealistic and it is also stated what is being taught in these programs does not match with real classroom experience as Atay (2007), Seferoğlu (2006) and Yazan (2016) previously suggested in their studies. Çelik and Arıkan (2012) noted the shortcoming of teacher training programs in terms of presenting a make-believe classroom environment. It is also concluded in Çelik and Arıkan's study that there is a visible derangement between what is being taught in teacher training programs and actual classrooms. In her study, Yahşi (2020) also drew attention to the unmatching nature of the theoretical content of courses and real teaching environments by noting the uniqueness of each learner and each classroom.

On the other hand, 1-year pedagogical formation training is also believed to be superficial due to offering quite a short time despite its intense nature in terms of courses whereas the positive contribution of an extended amount of teacher training on self-efficacy perception is proven (Kraut et al., 2016). It is also noted that

pedagogical formation training programs do not offer enough training in language teaching, which leaves novice English teachers in the dark and alone when they enter a real classroom.

EFL teachers' beliefs of effective teacher behaviour depending on the teacher training program were investigated by Yalçın-Arslan (2014) and she inferred from her study that non-ELT graduate English teachers are equipped with pedagogical knowledge up to a certain level; however, they are not as knowledgeable as ELT graduate English teachers. Yalçın-Arslan (2014) indicates that the limited time spared for the professional development of non-ELT graduate English teachers can be shown as the main reason for this argument since pedagogical formation certificate programs do not enable enough time for prospective EFL teachers to fully acquire their course content and to practice.

Mirici and Ölmez-Çağlar (2017) also point to the need for non-ELT graduate English teachers to get more opportunities to practice. Even though non-ELT pre-service teachers are capable of building a positive teaching environment through effective material design, planning and effective interaction with students, they need to develop their abilities in areas such as assessment, presenting of teaching content and time management (Mirici & Ölmez-Çağlar, 2017).

5.2. CONCLUSION

Through the self-efficacy notion, it is suggested that our actions, willingness to act and motivation are shaped by our own beliefs in our capabilities (Bandura, 2005; Pajares & Usher, 2008). Therefore, understanding the self-efficacy of individuals presents ways to improve persons' beliefs in their capabilities to achieve better results, and it also enables us to recognize what diminishes individuals' perceptions of their abilities and improve the situation. High self-efficacy beliefs of people encourage them to set more challenging goals for themselves, work towards their goals even in the face of failures and motivate them for successful outcomes (Bandura, 1977; Bandura, 1994; Pajares, 1996; Schunk & DiBenedetto, 2020). However, low self-efficacy perceptions lead people to be unsure about their capabilities, settle for simple goals and experience anxiety towards new tasks (Mills et al., 2007; Pajares, 1996; Yılmaz, 2004).

Given the active role of self-efficacy beliefs on individuals' actions, it is significant to understand teacher self-efficacy since it is effective in teaching practices (Choi & Lee, 2018; Değirmenciöğlü, 2021; Poulou, 2007). Studies on EFL teacher self-efficacy demonstrate that teachers who have a high sense of self-efficacy tend to follow more learner-centred, communicative, engaging methods of teaching and they feel confident in integrating technology into their lessons (Alibakshi, Nikdel & Labbafi, 2020; Choi & Lee, 2018; Değirmenciöğlü, 2021; Özdemir, 2020). To set successful learning and teaching environments, motivate students and create interactive learning experiences, it is important to enhance teacher self-efficacy (Klasses et al., 2011).

EFL teacher training in Turkey is either conducted through 4-year ELT programs in faculties of education or 1-year pedagogical formation certificate training programs of education faculties, which are provided for prospective English teachers who majored in different faculties other than faculties of education. Many studies investigate the self-efficacy beliefs of EFL teachers in Turkey; however, there are few studies that are concerned with understanding the self-efficacy perceptions of ELT graduate English teachers and non-ELT graduate English teachers. By seeing the need, this study's main purpose is to find out if there is any significant difference in self-efficacy beliefs of ELT and non-ELT graduate EFL teachers. It is also aimed by this study to discover the relationship between years of teaching experience and self-efficacy levels. Finally, this study tries to provide insight into the EFL teachers' perceptions of their teaching experience and their evaluation of the teacher training programs they participated.

110 EFL teachers (ELT=56, non-ELT=54) participated in the questionnaire and 8 of these EFL teachers (ELT=4, non-ELT=4) took part in the following interview sessions. Findings suggested that EFL teachers who took part in this study generally presented a high level of self-efficacy, and also a significant difference was found between the self-efficacy beliefs of ELT and non-ELT graduate English teachers. ELT graduate teachers were found to have higher levels of self-efficacy compared to English teachers who graduated from other departments. Work experience and self-efficacy were discovered to be unrelated.

Interviews conducted with 8 volunteer EFL teachers suggested that despite facing problems in the early years of teaching, self-improvement, and peer-coaching, gaining experience over time helped them to improve themselves as teachers. Both ELT and non-ELT graduate English teachers remarked that their teacher training experience did not prepare them properly for the actual teaching. EFL teachers who were graduates of 4-year ELT programs stated that their training provided them with enough theoretical knowledge; however, teaching practice given during the senior year was not enough. Similarly, EFL teachers who attended 1-year pedagogical formation training expressed their concerns towards a short period of training time and limited room for practicum.

5.3. LIMITATIONS OF THE STUDY

The number of participants ($n = 110$) in this study was enough; however, an abroad study with a larger number of participants would provide further findings. Since the questionnaire was distributed through Google Forms sampling was not controlled, which somewhat hinders making assumptions in general. Besides, the age of the participants was mostly between 26-20 which did not provide enough data about the relationship between teaching experience and self-efficacy. There were 8 English teachers participating in the questionnaire, which provided limited data on the perceptions of English teachers about their teaching experience and their evaluation towards different teaching training programs.

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APPENDICES

Appendix I

English Language Teacher Self-Efficacy Scale (EL-TSES) (Karas, 2019)

1. Gender

Male

Female

Other _____

2. Age

20-25

26-30

31-35

36-40

41-45

46-50

50+

3. Years of experience as an English teacher

1-5

6-10

11-15

16-20

21-25

26+

4. Education Degree

Bachelor

Master

PHD

Other _____

5. Department of Bachelor Degree

English Language Teaching

English Language and Literature

American Culture and Literature

Translation and Interpretation

English and Linguistics

English Language and Culture

Translation Studies

Other _____

6. Did you attend a pedagogical formation programme?

Yes

No

7. Have you ever participated in any in-service training programme on teaching English?

Yes

No

English Language Teacher Self-Efficacy Scale (EL-TSES) (Karas, 2019)

	Strongly Disagree	Disagree	Disagree Somewhat	Agree Somewhat	Agree	Strongly Agree
Classroom Proficiency (7)						
I can use English as the medium of instruction.						
I can use English for all classroom functions.						
I can use English to provide spoken feedback in class.						
I can use English to provide written feedback.						
I can model natural English use.						
I can use English to manage classroom interactions.						
I can use common phrases/words that frequently occur in English language classrooms.						
Learner-Focused Instruction (3)						
I can make appropriate use of learners' first language skills.						
I can apply my knowledge of the native language(s) spoken by students when teaching.						
I can use my knowledge about learner communities to guide instruction.						
Assessment (6)						
I can design appropriate assessment tasks.						
I can create appropriate tests to assess learners.						
I can connect assessments to stated learning objectives.						
I can make appropriate use of assessment results when teaching.						
I can use appropriate rubrics/rating scales to assess learners' skills.						
I can use various assessment techniques.						

Language Instructions (4)						
I can apply my knowledge of structure of words when teaching.						
I can apply my knowledge of sentence and phrase structure when teaching.						
I can apply my knowledge of words and sentence meaning when teaching.						
I can apply my knowledge of the sound system of English when teaching.						
Culture (3)						
I can use my knowledge of World cultures to guide instruction.						
I can use my knowledge about cultural values and beliefs when teaching.						
I can apply my understanding of the interrelationship of language and culture to inform instruction.						
Materials (3)						
I can use appropriate resources and materials.						
I can design and/or adopt materials for instruction.						
I can incorporate activities and materials that integrate listening, speaking, reading and writing.						

Appendix II

Interview Questions (Turkish)

1. İngilizce öğretmeni olarak çalışmaya başladığınızda kendinizi hangi alanlarda en rahat hissettiniz? Örnek vererek açıklayınız. (Sınıf yönetimi, materyal hazırlama, ders planlama, öğrencilerle etkili iletişim, hedef dil kullanımı ve öğretimi, değerlendirme vb.)
2. İngilizce öğretmeni olarak çalışmaya başladığınızda kendinizi yetersiz hissedip, geliştirmeniz gerektiğini düşündüğünüz alanlar oldu mu? Örnek vererek açıklayınız. (Sınıf yönetimi, materyal hazırlama, ders planlama, öğrencilerle etkili iletişim, hedef dil kullanımı ve öğretimi, değerlendirme vb.) Olduysa, bu alanlarda kendinizi yetersiz hissetmenizin sebebi ne olabilir?
3. Sınıfta dil öğretimine yönelik ağırlıklı olarak ne tür problemler ile karşılaşıyorsunuz? (Etkin İngilizce kullanımı, L1 ve L2 arası denge kurma, yönerge verme, uygun materyal kullanımı, hedef kültür öğretimi, 4 beceriye yönelik aktivitelerin yönetimi vb.) Sizce bu problemlere ne sebep olabilir?
4. Şu an ders içi uygulamalarınızı göz önüne alırsak lisans/formasyon eğitiminde aldığınız dersleri hangi yönlerden faydalı buluyorsunuz? Açıklayınız.
5. Şu an ders içi uygulamalarınızı göz önüne alırsak lisans/formasyon eğitiminde aldığınız dersleri hangi yönlerden yetersiz/eksik buluyorsunuz? Açıklayınız.
6. Sizce aldığınız lisans/formasyon eğitimi sizi bir İngilizce Öğretmeni olarak mesleğe uygun bir şekilde hazırladı mı? Açıklayınız.
7. Aldığınız öğretmen eğitimi programına yönelik düşünce ve önerileriniz nelerdir? Açıklayınız.