

**REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**EVALUATION OF PROSPECTIVE ENGLISH TEACHERS' SELF-EFFICACY
PERCEPTIONS AND ATTITUDES TOWARDS CONSTRUCTIVIST
LEARNING ENVIRONMENTS**

**THESIS BY
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MASTER OF ARTS

MERSİN / JUNE 2019

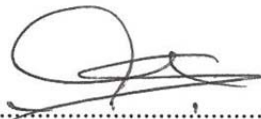
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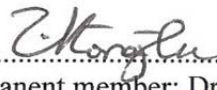
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DEDICATION

Dedicated to the ones who learn and teach with passion.



ETHICS DECLARATION

Student's Name& Surname: Hatice DELİBAŞ
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I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

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I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

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13/06/2019

Hatice DELİBAŞ

ACKNOWLEDGEMENTS

There are too many names to thank in this thesis as I am inspired and enlightened by so many people from the day I started to Master's degree till today. First of all, I am really grateful to my supervisor, Dr. Figen YILMAZ since she really guided and encouraged me whenever I need support and motivation since the first day. I also want to thank her for her kindness and her unending professional care. She never got tired of my questions and enhanced this study with her critical comments and useful suggestions. Moreover, I would like to thank to Dr. Seden TUYAN and Dr. Zehra KÖROĞLU for being members of jury and monitoring the study with their valuable comments.

I also am indebted to my family and to my friends for their infinite support and love.

Finally, I want to thank to the participants of the study.

13/06/2019

Hatice DELİBAŞ

ABSTRACT**EVALUATION OF PROSPECTIVE ENGLISH TEACHERS' SELF-EFFICACY
PERCEPTIONS AND ATTITUDES TOWARDS CONSTRUCTIVIST
LEARNING ENVIRONMENTS****Hatice DELİBAŞ****Master Thesis, Department of English Language Education****Supervisor: Dr. Figen YILMAZ****June 2019, 136 Pages**

The purpose of the study is to investigate self-efficacy perceptions and attitudes of prospective English teachers to clarify if there is a relationship between senior and junior prospective English teachers towards constructivist learning environments (CLE) by taking into account their gender and year of study. This quantitative study was carried out at Ondokuz Mayıs University in 2018-2019 academic year with the participation of 146 prospective English teachers. 86 of the participants are senior prospective English teachers while 60 of them are junior prospective English teachers.

The study was conducted as a survey-based research by using two questionnaires as data gathering tools. One of the questionnaires is “Self-Efficacy Beliefs Scale for the Implementation of the Constructivist Approach” developed by Evrekli, Ören and Inel (2009) which is a five-point Likert scale. The other one is a “Teacher Attitude Scale towards Constructivism” developed by Evrekli, Inel, Balım and Kesercioglu (2009) which is also a five-point scale. The data acquired through scales were computerized with Statistical Package for the Social Sciences (SPSS 23) through descriptive statistics to find out self-efficacy perceptions and attitudes of prospective English teachers. Besides, t-test and Mann-Whitney U test were used to discover if there was a significant difference between senior and junior prospective teachers in terms of their gender and year of study towards CLEs. Lastly, Spearman’s Correlation test was used to discover whether there was a relationship between self-efficacy perceptions and attitudes of prospective English teachers.

The findings of the study revealed that senior and junior prospective English teachers had high self-efficacy perceptions and positive attitudes towards CLEs. The

findings also revealed that there was a significant difference between junior male and female prospective English teachers with regards to their self-efficacy perceptions in favour of female prospective English teachers in terms of gender variable even though there was not any significant difference in terms of their attitudes. As for senior prospective English teachers, the findings demonstrated that there was not any significant difference between female and male senior prospective English teachers in terms of self-efficacy perception towards CLEs. However, there was a significant difference between male and female senior prospective teachers in terms of their attitudes in favour of females according to the findings of the study. With regard to year of study variable, the findings indicated that there was not any significant difference in terms of prospective English teachers' self-efficacy perception towards CLEs. On the other hand, it was discovered that there was a significant difference between junior and senior prospective teachers in terms of their attitudes towards CLEs in favour of junior prospective teachers. Lastly, no significant relationship was found between self-efficacy perceptions and attitudes of prospective English teachers towards CLEs.

In the light of the research, it can be concluded that the study contributes to the English language and teaching by helping raise the awareness regarding prospective English teachers' self-efficacy perceptions and attitudes towards constructivist learning environments.

Key words: Constructivist Learning Environment, Self-efficacy, Attitude, Prospective English Teachers

ÖZET

İNGİLİZCE ÖĞRETMEN ADAYLARININ YAPILANDIRMACI ÖĞRENME ORTAMLARINA YÖNELİK ÖZ-YETERLİLİK ALGILARININ VE TUTUMLARININ DEĞERLENDİRİLMESİ

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Haziran 2019, 136 Sayfa

Bu çalışmanın amacı, İngilizce öğretmen adaylarının yapılandırımcı öğrenme ortamlarına yönelik öz-yeterlik algılarını ve tutumlarını belirleyerek, cinsiyet ve okudukları yıl gibi değişkenler ışığında 3. Sınıf ve 4. Sınıf İngilizce öğretmen adayları arasında anlamlı bir ilişki olup olmadığını bulabilmektir. Nicel bir çalışma olan bu çalışma 2018-2019 eğitim-öğretim yılında Ondokuz Mayıs Üniversitesi yabancı diller İngilizce öğretmenliği öğrencileri olan 146 aday İngilizce Öğretmeni ile gerçekleştirilmiştir. Çalışmaya katılan öğrencilerin 86'sı 4. sınıf, 60'ı ise 3. Sınıf İngilizce öğretmen adayıdır.

Ankete dayalı bir araştırma olan bu çalışmada Evrekli, Ören ve İnel (2009) tarafından geliştirilen “Yapılandırımcı yaklaşıma yönelik öz-yeterlilik ölçeği” ve Evrekli, İnel, Balım ve Kesercioglu (2009) tarafından geliştirilen “Yapılandırımcılığa yönelik tutum ölçeği” adında iki adet ölçek kullanılmıştır. Ölçekler yoluyla elde edilen verilen SPSS (23) kullanılarak analiz edilmiştir. Verilerin analizi sırasında, Mann-Whitney U test ve T-test cinsiyet ve sınıf değişkenleri arasında anlamlı bir fark olup olmadığını bulmak için kullanılırken, Spearman korelasyon testi 3. Sınıf ve 4. sınıf İngilizce öğretmen adayları öz yeterlilikleri ve tutumları arasında herhangi bir ilişki olup olmadığını belirlemek için kullanılmıştır.

Araştırmadan elde edilen bulgular ışığında, İngilizce öğretmen adaylarının yapılandırımcı öğrenme ortamlarına yönelik tutumlarının pozitif, öz-yeterliliklerinin ise yüksek olduğu ortaya çıkmıştır. Ayrıca, 3. Sınıf kız öğrenciler ile 3. Sınıf erkek öğrenciler arasında öz-yeterlilik bakımından kız öğrencilerin lehine anlamlı bir farklılık tespit edilmiştir. Ancak, 3. Sınıf öğrencilerinin tutumları arasında cinsiyet değişkeni

bakımından anlamlı bir fark tespit edilememiştir. 4. Sınıf öğrenciler arasında ise, cinsiyet değişkeni göz önüne alındığında, öz-yeterlilik bakımından anlamlı bir farka rastlanmazken, tutumları arasında kız öğrenciler lehine anlamlı bir farklılığa rastlanmıştır. Bu sonuçlara ek olarak, İngilizce öğretmeni adayları okudukları sınıf değişkenine göre değerlendirildiklerinde, öz-yeterlilikleri arasında anlamlı bir farka rastlanmazken, tutumları arasında 3. Sınıf öğrencilerin lehine anlamlı bir fark tespit edilmiştir. Son olarak, araştırma bulgularına göre İngilizce öğretmen adayları arasında öz-yeterlilik ve tutum bakımından herhangi bir korelasyona rastlanmamıştır.

Sonuç olarak, çalışmanın sonuçları göz önüne alındığında, İngilizce Öğretmen adaylarının yapılandırmacı öğrenme ortamlarına yönelik öz-yeterlilik ve tutumlarını ortaya çıkararak İngilizce dil öğretimi alanına katkı sağladığı söylenebilir.

Anahtar Kelimeler: Yapılandırmacı öğrenme ortamları, Öz-yeterlilik, Tutum, İngilizce Öğretmen Adayı

FOREWORDS

Constructivism as the latest education trend has been used in the national curriculum since 2004 in Turkey. In addition to its effect in education, constructivism has also affected language learning and teaching pedagogy deeply as constructivist learning environments provide learner and learning focused, action-oriented and process-based language learning environments. Besides, constructivism has also shifted learner and teachers' roles. Learners shifted from passive receiver of knowledge to active participants who construct the knowledge creating connections between prior experiences and present knowledge. As for teachers and prospective teachers, they are facilitators and mentors who provide necessary guidance and encouragement for learners when they need. In the light of constructivism, this study is expected to contribute to language learning and teaching field by discovering self-efficacy perceptions and attitudes of prospective English teachers towards constructivist learning environments.

13/06/2019

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ABBREVIATIONS

CEFR	: Common European Framework of Reference for Languages
CBLL	: Content-Based Language Learning
CLE	: Constructivist Learning Environments
CLT	: Communicative Language teaching
SD	: Standard Deviation
SPSS	: Statistical Package for the Social Sciences
MALL	: Mobile- Assisted Language Learning
PBLL	: Project-Based Language Learning
TBLL	: Task- Based Language Learning
TELL	: Technology-Enhanced Language Learning

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CHAPTER I

1. INTRODUCTION

1.1. Introduction

In this part of the research, background of the study, statement of the problem, purpose of the study, research questions, significance and limitation of the study are presented. Besides these, some definitions of the relevant terms are added.

1.2. Background of the Study

Recently, constructivism has been getting increasing attention and investment in language learning and teaching. Especially, it is possible to see the effect of constructivism on many present-day language learning and teaching trends such as Task-Based language learning, Technology-Enhanced language learning, Project-Based language learning and Content-Based language learning. However, constructivism as an originating idea has roots dating back to significant thinkers of our time such as Socrates, Kant, Dewey, Descartes and Montessori. Besides these names, Piaget shaped the theory by emphasizing cognitive development while Vygotsky reinforced the theory by highlighting the sociocultural effect of constructivism

Constructivist approach supports an action-oriented, dynamic, learner-centred language learning environment where learners take responsibility of their own learning by creating connections between present and prior knowledge and being part of the language learning process. Therefore, the roles of learners and teachers are interwoven to each other. Namely, learners are not passive receivers of the knowledge, as teachers are not any more the only source of the knowledge. Instead, teachers are “guide on the side” rather than “sage on the stage” while learners shift their roles from passive to active. Hence, constructivist language learning environments “are places in which students learn rather than being mainly places in which teachers teach” (Cohen, Morrison & Manion, 2004, p. 167). Within this framework, language learning and teaching carried out in a constructivist learning environment raise learners’ learning awareness as it strengthens learner autonomy and reshape the teacher role from instructor to facilitator.

The core point in constructivist learning environments is to provide opportunities to create a learner model who is aware of his/her capabilities to organize and perform a language learning task on his/her own effectively with the assistance of a facilitator. Considering this, it is highly important to shape foreign language teachers' beliefs regarding their teaching capabilities and attitudes towards constructivist learning environments starting from prospective English teachers in teacher education programs to be able to support opportunities in language learning environments for language learners. This is one of the reasons why self-efficacy concept is important since it can change and affect beliefs and judgements resulting from teachers' motivation, skills, personal differences as well as affecting learners' behaviours and success in language learning and teaching process. Besides self-efficacy, another factor can affect teachers' beliefs and judgements are affective factors such as attitude, motivation or anxiety as it was stated "the myth that emotions are only a minor part of learning is one of the most amazing confabulations of all time" (Oxford, 2013 p. 67). In this regard, it is crucial to highlight the fact that having high self-efficacy perceptions and positive attitudes towards constructivist learning environments can affect prospective English teachers' judgements and beliefs positively and increase their self-efficacy by affecting their beliefs, motivation and enthusiasm towards teaching English (Hall, Villeme & Brockmeier, 1992). However, having low self-efficacy and negative attitudes towards constructivist learning environments can decrease self-efficacy and this can create burnout problem resulting from emotional exhaustion or less job satisfaction. Therefore, early years in teacher education programs have a vital importance as "once efficacy beliefs are established, they appear to be somewhat resistant to change" (Hoy & Spero, 2005, p. 346). In addition to self-efficacy perceptions, it is also difficult to change the feelings once prospective teachers acquire them during practicum (Pajaras, 1992).

Considering the effect of self-efficacy perceptions and attitudes in early years, practicum can be effective to help prospective English teachers to shape their self-efficacy perceptions and develop positive attitude towards constructivist learning environments since "good teachers are made, not born; and, the making of a teacher is a complex process. Reflection is a crucial part of that process and it cannot be expected to be developed without training, modelling and structured experience" (Selinger 1991, p. 1).

1.3. Statement of the Problem

From past to present, psychologists and scientists have explored how individuals can learn and use information more easily and effectively. In particular, the views of behavioural psychologists who were dominant until the 1960s left their place to cognitivists in 1970s and then to constructivists in 2000s. Since 2004, new curriculums have been theoretically based upon the construction of knowledge. One of the current theories that try to explain the learning process and raise various opinions about it is constructivist-learning theory (Brooks & Brooks, 1999).

The recent studies have brought a new dimension to constructivism based on the ideas of Piaget, Bruner and Vygotsky. This dimension helps learner not only construct the knowledge but also combine knowledge with the existing one as well as transferring the knowledge to the future learning process. In such an environment, the constructivist learning process can be considered as dynamic process of bringing together recent knowledge with the prior one in learners' minds (Jones & Araje, 2002). The expression of process demonstrates that it has been focused on the learning process rather than learning output in constructivist language learning environment. It is the learning process that is fundamental when the matter is the evaluation of learning. The process is also regarded as bringing together newly learned information with prior knowledge. However, the quality and credibility of prior knowledge are extremely significant since if the preliminary knowledge given by the individual is wrong, the knowledge of the individual at the end of the process will be wrong no matter what knowledge will be added on them. Therefore, teachers should be able to guide to learners and redirect them if it is necessary since teachers' guidance "is the unique capacity invested in the teacher (as an influential member of the classroom social microcosm) to develop her students' critical awareness of the very barriers, constraints and ideologies in the surrounding social context that limit their autonomy and motivation" (Ushioda, 2006, p. 159).

Constructivism is to help learners to teach how to learn and make newly acquired knowledge meaningful through previously learned knowledge since teaching in constructivism "is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning" (Brown, 2007, p. 15). Within this line of the thought, the new goal of teaching is to create a human model that knows how and where to use the knowledge, recognizes his own learning methods, uses them effectively and produces knowledge by utilizing the knowledge that has already learned (Abbott &

Ryan, 1999). Besides these, learning is formed by the active efforts of the individuals and is structured in the mind of them (Güneş, 2007). What teachers should do is to form a basis to construct the knowledge in the language learners' minds, guide them in addition to facilitating learning. Prospective English teachers who have such a sensitivity regarding structuring knowledge can provide language learners constructivist learning environment by considering the needs of learners as well as their prior learning. In this respect, this study is an attempt to explore self-efficacy perceptions and attitudes of prospective English teachers to find out whether there is any difference between senior and junior prospective teachers towards constructivist learning environments by taking into account their gender and year of study.

1.4. Purpose of Study

This study aims to investigate self-efficacy perceptions and attitudes of prospective English teachers towards constructivist learning environments to clarify whether there is any significant difference between senior and junior prospective English teachers by taking into account their gender and year of study. Additionally, the study also aims to explore if there is a relationship between prospective English teachers' attitudes and self-efficacy perceptions towards constructivist learning environments.

1.5. Research Questions

The present study seeks answers for the questions below related to the aim of the study.

1. What are the self-efficacy perceptions and attitudes of prospective English teachers towards constructivist learning environments?
2. Is gender an effect on prospective English teachers' self-efficacy perceptions and attitudes towards constructivist learning environments?
3. Is year of study an effect on prospective English teachers' self-efficacy perceptions and attitudes towards constructivist learning environments?
4. Is there any correlation between self-efficacy perceptions and attitudes of prospective English teachers towards constructivist learning environments?

1.6. Significance of the Study

This study aims to contribute to English language learning and teaching by exploring self-efficacy perceptions and attitudes of prospective English teachers. It also provides insight regarding how prospective English teachers' genders and year of study variables can affect their self-efficacy and attitudes towards constructivist learning environments. Besides, the present study can promote the understanding regarding the relationship between self-efficacy and attitudes of prospective English teachers towards constructivist learning environments.

When related literature was observed, it was found out that the studies attempted to discover self-efficacy and attitudes of prospective English teachers towards constructivist learning environments were limited. Hence, this study also can be helpful to provide insight to English language practitioners and program development specialists since the study provides valuable results regarding probable reasons about the differences between senior and junior prospective teachers' self-efficacy perceptions and attitudes towards constructivist learning environments.

Lastly, based on the aim of the present study and related literature, this study is meaningful in terms of helping develop the learning in a more effective and permanent way by fostering learners and teachers' awareness regarding constructivist learning environments through reflecting self-efficacy perceptions and attitudes of prospective English teachers.

1.7. Assumptions

It is assumed that the participants who attended the study answered the scales truly and sincerely.

1.8. Limitations

This study is limited to 146 prospective English teachers at Ondokuz Mayıs University in 2018-2019 academic year. Besides, it is limited to the data obtained through scales based on the variables. Thus, the results of the study cannot be generalized to all prospective English teachers in Turkey and the results of the study might change in different settings with different sample and population. Besides, in order to get more detailed understanding regarding self-efficacy and attitudes of prospective English teachers, a study with more participants could be implemented by

being reinforced through qualitative data such as interviews or observation since this study relied on only quantitative data.

1.9. Definitions

Self-efficacy: “Beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3).

Teacher-efficacy: “The teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (Tschannen-Moran & Woolfolk-Hoy, 2001, p. 223).

Attitude: Attitudes reflect an emotional tendency and readiness to accept or refuse any idea, a group of people, a situation or a person (Özgüven, 1994).

Constructivist Approach: It is a learning approach supporting that individuals create their own understanding of knowledge based on their own experiences and mental processes (M. E. B., 2005).

CHAPTER II

2. LITERATURE REVIEW

In this chapter of the study, main concepts shaping the theoretical framework are highlighted. Within the scope of the research, the present study makes up for three main sections. In the first section, constructivism as one of the major school of thoughts in language learning and teaching is presented in depth analysis of related literature. After that, self-efficacy perceptions towards constructivist learning environments (CLEs) are incorporated in the study in a detailed way. Lastly, attitude towards CLEs is introduced by being elaborated with previous studies.

2.1. Major Schools of Thought in Language Learning

When second language learning continuum are taken into consideration, three main schools of thoughts become prominent: behaviourism known as stimulus response theory, cognitivism focusing on knowledge process in mind and constructivism highlighting the process of knowledge construction through internalizing past and present experiences. The following table (Brown, 2007, p. 15) below sheds lights on the major schools of thought illustrating distinctive points regarding three of them.

Table 1 indicates a clear and short summary about three schools of thought in second/foreign language learning and teaching process. Information that is more detailed is presented under the titles below.

Table 1.

Schools of Thought in Second Language Acquisition (Brown, 2007)

Time Frame	Schools of Thought	Typical Themes
Early 1900s and 1940s and 1950s	Structural Linguistics and Behavioural Psychology	Description Observable Performance Scientific Method Empiricism Surface Structure Conditioning Reinforcement
1960s, 1970s, and 1980s	Generative Linguistics and Cognitive Psychology	Generative Linguistics Acquisition, innateness Interlanguage Systematicity Universal Grammar Competence Deep Structure
1980s, 1990s, and 2000s	Constructivism	Interactive Discourse Sociocultural Variables Cooperative Learning Discovery Learning Construction of Meaning Interlanguage Variability

(Brown, 2007, p. 15)

2.1.1. Behaviourism

Behaviourism, the prominent figures of which are Pavlov, Skinner, Watson and Thorndike, puts emphasis on change in behaviour. Therefore, behaviourists perceive learning as behaviouristic change by emphasizing habit formation, repetitive drills and rote learning. According to Brown (2007), behaviouristics regards language as a structure including phonemes, morphemes, clauses etc. Audio-lingual method combining psychology and structural linguistics could be the best example for behaviourism in which stimulus, response and reinforcement are used for habit formation in second language learning.

2.1.2. Cognitivism

Cognitivism was born as a reaction to behaviourism ignoring mental process in language learning. This theory highlights the importance of mental process in language learning by putting away the habit formation. Some of the significant figures of cognitivism are Chomsky, Bruner and Ausubel who consider language learning as a change in learners' mind through mental activities contrary to as a change in behaviours. Language learners in cognitivism are expected to analyse and acquire language in their minds and deduce rules through mental strategies. Language learning in cognitivism is more than stimuli and response process; therefore, with the contributions of Chomsky, cognitivism contributed language learning by improving a phase in which terms such as competence-performance and acquisition-innateness appeared (Brown, 2007). However, after 1980s, the dominion of constructivism through which every learner creates his or her unique learning way has begun.

2.1.3. Constructivism

In recent years, there have been growing interest and research on constructivist learning environments all over the world as well as in Turkey. As a result of these academic trends, the curriculum in Turkey has been prepared by taking into account constructivist learning theory. This theory, which is the basis of national curriculum framework, has both theoretical and experimental backgrounds. When literature is reviewed, it has been realized that theoreticians handle the constructivist theory both as an individual cognitive constructivism and social constructivism separately while practitioners take the constructivism as a whole (Aljohani, 2017).

In the light of both theoreticians' and practitioners' view, Jones and Araje (2002) emphasize that constructivism considered as a whole is the process of bringing together the previous knowledge with recently acquired knowledge in minds of learners. This process focuses on learning rather than teaching since "constructivism is based on the belief that knowledge is not something that can be simply given by the teacher in the classroom. Rather, knowledge is constructed by learners through an active, mental process of development" (Lyngdoh & Sungoh, 2017, p. 84).

2.1.3.1. Philosophical Background of Constructivism

Constructivism idea is combination of philosophy, sociology, psychology and educational sciences even though it is difficult to guess how or by whom it was first introduced to the realm of theories. In terms of psychology, Piaget, Vygotsky, Bruner and von Glasersfeld are the ones who played important roles to develop the idea of constructivism while in terms of sociology, Berger and Luckman are the important figures who support the idea of constructing knowledge instead of giving it directly. However, in the originating idea of constructivism, it is possible to find the names such as Socrates, Vico, Goodman, Rousseau, Kant, Dewey, Montessori and Descartes. For instance, Socrates emphasizes that knowledge can only be acquired through perceptions in his sayings (Murphy, 1997). In this context, it is clear that the theory of constructivism shows itself in the cognitive development of a person by internalizing the knowledge.

Constructivism is a theory blending past and present learning in an active process by making learner responsible from her/his own learning. Considering this description, it is possible to say that constructivism theory was also inspired by Piaget's concept in which learner construct the knowledge in his/her mind by combining the past knowledge with the present one and Vygotsky's philosophy where cooperation and learning through discovery with the help of a facilitator are important as well as Rousseau's philosophy of education (Duffy & Cunningham, 1996; Huang 2002; Matthews, 1992; Ünver, 2010). Besides these, Piaget and Vygotsky argue that human nature is also affected by cognitive, cultural, social and common values of society in a postmodernist way since there is also individualism in the theory (Piaget, 1964; Vygotsky, 1978).

There are also some notable figures such as Bruner, Dewey and Ausubel who contribute to the learner's own regulating of his/her learning with the idea of constructivism which covers the periods such as 1980, 1990s and 2000s. For that reason, as Bruner (2003) argued the learner is active but the teacher is fairly passive in constructivism. Instead of teachers' instructing the knowledge, s/he encourages learner to reach and construct his/her own knowledge with his/her own effort. Besides, Bruner (1991) first planted his thought by arguing learning can occur in the mind of learner only with the way of discovery and he developed his idea by adding learning through

discovery have a strong effect on learners to increase their self-esteem and self-efficacy perception.

The belief that learning environment should reflect the society in constructivism is also another significant point. One of the most fundamental figures of that point is Dewey, a very important one for 20th century. Dewey adopts the idea of learning environment should reflect the community outside the classroom (cited in Eyring, 2001) and he is also in favour of the idea of classrooms should reflect real life and should be part of the society in which we live. At that context, Dewey (1987) points out that authoritative learning environments do not reflect the democratic society but instead, so as to develop a fair classroom setting, it is considerably important to constitute classroom and learning content through which learners feel valuable and equal.

Ausubel, the developer of “expository teaching” is also one who is supporting the idea of previous learning experiences are important factors to construct the new knowledge. According to Ausubel (1968), the most important single factor influencing learning is what learner already knows. From his point of view, in constructivism as a theory of knowledge and learning, it is necessary to understand what learner already knows. From the knowledge learner already had, it is possible to create and construct more knowledge. Considering this point of view, it is significantly worth creating learning environments in which learners can construct their own learning with the help of materials combining past and present knowledge and guidance of teachers.

At last but not least, the dominion of constructivism covers an extended period of time starting from 1980s to 2000s. It is briefly “a theory which regards learning as an active process where learners construct and internalise new concepts, ideas and knowledge based on their own present and past knowledge and experiences” (Cohen, Manion, & Morrison, 2004, p. 167).

2.1.3.2. Learning in Constructivism

Constructivist learning is essentially to construct knowledge in mind. The foremost aim in the theory is to provide learning environment where learner is the one who has the ability of taking charge of his/her learning with the scaffolding of teacher in an active process. According to Yurdakul (2005), constructivist learning is to reconstruct the knowledge personally in a social cultural context. In other words, it is to create an internalization bridge through which learner brings together his/her prior learning along with the new knowledge via assimilation and accommodation process in

mind. Considering these, it is possible to say that learning is created with two different ways as Piaget (1964) mentioned in his theory of cognitive development. The first one is assimilation. When learner encounters with a new knowledge, if the knowledge is matching with the prior knowledge, learner constructs the new knowledge in his/her schema easily. However, when there is a dilemma between the prior and new knowledge, what learner does in his/her mind is accommodation which is to change and adapt the new knowledge to the suitable schema or to create new schemas so that knowledge is constructed mentally. In line with these explanations, Güneş (2007) went beyond of how learning is created in mind and proposed five stages of constructivist learning. These are:

- Activating prior knowledge
- Perceiving new knowledge
- Constructing new knowledge in mind
- Implementing acquired knowledge
- Evaluation of the knowledge

In agreement with those stages, it is possible to say that constructivist learning is an internalizing process rather than being result-oriented as human mind is not an empty vessel. On the contrary, it is like a bridge through which learner can make connections between previous learning and new knowledge mentally. In this sense, learning process in constructivist learning is kind of mental activities chain in which the knowledge acquired before and new knowledge get together in a dynamic way. Parallel to Güneş (2007), Fox (2001) summarizes the features of constructivist learning:

1. Learning is an active process.
2. Knowledge is constructed with an internalizing process rather than being memorized by learner in a passive way.
3. Knowledge is created rather than discovering.
4. Knowledge is contextual.
5. Knowledge is constructed in social settings.
6. Learning is a personal process that learner put effort to make it meaningful.
7. Learning requires difficult, open-ended and meaningful problems.

As Fox (2001) and Güneş (2007) stated in the characteristics of constructivist learning, the central part in all processing of knowledge process is individual because learner is the one constructing and then reflecting the knowledge based on his/her prior experiences. For this reason, it can be said that new knowledge gained through past experiences and new learning can differ person to person and it is possible to find out different conclusions during learning process. At this point, when related literature was investigated, it can be inferred that constructivist learning has four main characteristics (Loyens, Rikers & Schmidt, 2009). These can be listed below:

1. Construction of knowledge through past experiences and new learning.
2. Learning should occur via cooperative learning.
3. Cognitive change should happen at the end of learning.
4. Learning tasks should be conducted towards meaningful learning.

In addition to these characteristics of constructivist learning, according to Sasan (2002, p. 50), there are also three features of Constructivist learning. The first one is to search, interpret and analyse the knowledge. Secondly, while acquiring the knowledge, learner should develop the way of his/her thinking as well as the process of getting the knowledge. Lastly, learner should integrate the past learning experience with the new knowledge.

Constructivist learning is also important in terms of its implications on education because learning and education are interwoven in constructivism. While constructivist learning is basically a theory in which how learner construct his/her own learning in his/her mind in an active process, education concept in constructivism refers to all kinds of learning activities creating a new knowledge from the knowledge learner already had from past learnings.

According to constructivist learning theory, learner should transfer new learning to any possible problem they faced during her/his education process. From that point, it can be said that constructivist learning is improving learners' problem-solving skills by helping learner to transfer his new skills to problematic areas in his/her education (Akinoğlu, 2004; Aydın, 2007; Perkins, 1999; Sönmez, 2005). According to Cınar, Teyfur and Teyfur (2006), there are four main functions of education in the lights of constructivist theory.

1. Every student should attend the education system and society should provide the suitable conditions to make the students stay in the education system.
2. The relationship between education and democracy should be set by making students socialized.
3. Educational needs should be in balance with the demand of society.
4. Education should create equality of opportunities as a way of vertical mobility in society.

As Cınar, Teyfur and Teyfur mentioned (2006), the role of constructivist education in society has an indisputable significance in terms of creating a democratic community to form a learner who is critical, autonomous, efficacious and has positive attitudes towards improving society in which s/he lives. Based on this, it can be inferred that it is wise to incorporate constructivist learning theory in education system in terms of creating a developed society where learners are actually responsible for forming a democratic and equal society.

In line with these points, learners in constructivist learning have a process where they are blending past experiences and new knowledge they encountered. In this way, they develop a new point of view and gain a different worldview. In other words, learners do not gain knowledge as not only it is but also, they develop a connection between past and present knowledge. Thus, learner creates his/her own way of perceiving the world through his/her lens. This reality leads constructivist learning to include critical, learner centred, creative, process-driven tasks and activities improving learners' self-efficacy and lead them to be autonomous (Akinoğlu, 2004; Demirel, 2005; Erdem & Demirel, 2002; Neo & Neo, 2009; Sasan, 2002; Sönmez, 2005). Within this frame, the ultimate aim of constructivist learning is to create efficacious and confident individuals who take part in social life actively and are willingly help to constitute a democratic environment in which people live in harmony and respectful to each other.

2.1.3.3. Types of Constructivism

According to the literature review of constructivism, there are three types in constructivist learning theory. The first one is cognitive constructivism, which is mostly attributed to Piaget. The second one is social constructivism that was influenced by Vygotsky and last one is radical constructivism which is related to Von Glasersfeld.

2.1.3.3.1. Cognitive Constructivism

Piaget who is one of the most important figures in cognitive constructivism suggests the idea that knowledge can be gained through past experiences rather than behavioural perspective. The focal point in cognitive constructivism is individual who constructs and makes the knowledge meaningful with mental process such as schemas and adaptation processes of knowledge that are accommodation and assimilation (Piaget, 1964).

According to Piaget (1964), learners interact with their environments and making meaningful connections by using either the schemas they already have or making new schemas according to the new knowledge they encountered. When learners have no difficulty in incorporating the new knowledge into the framework they already have, this is the assimilation process which means that learner use the knowledge without making any difference in the present schemes. However, when learners experience any contradiction with the new knowledge, at that point, the accommodation process occurs and a new schema exists to fit the learning into the existing one. In this way assimilation, accommodation and equilibration processes repeat in every new knowledge occurrence in the mind.

2.1.3.3.2. Social Constructivism

Vygotsky who contributed to developing another dimension of constructivism named social constructivism points out the importance of social environment in leaning process. Therefore, constructing a new knowledge provides to constitute new social knowledge webs (Brooks & Brooks, 1993). According to Vygotsky's social cognitive theory, it is hard to understand the nature of learning without figuring out the nature of social environment where learner shapes his/her mental development. Besides the social cooperation and interaction in social cognitive theory, Vygotsky also mentions zone of proximal development (ZPD) notion which refers to the gap between what a learner can succeed by himself/herself and with the guidance of a peer or a teacher (Brown, 2007; Ellis, 2008). Another important term related to zone of proximal development in social cognitive theory is scaffolding which basically means the assistance of the teacher to the learners during their learning process (Ellis, 2008). At that point, the role of teacher is a like mentor or a guide who helps the learner until he does not need any external help and be autonomous. Hence, it is also important to have teachers who have self-efficacy

and are qualified to help learners improve their awareness on self-regulation skills so that they can also learn efficiently and independently.

2.1.3.3.3. Radical Constructivism

Radical constructivism suggests that individuals construct the knowledge by himself/herself actively since the knowledge is not passive or independent from learner. Even though it sounds like cognitive constructivism in terms of constructing the knowledge actively by learner, it also separates from cognitive constructivism in that radical constructivism holds the idea that only reality is subjective reality. According to Von Glasersfeld (1995, p. 51), radical constructivism has two important principles:

1. Knowledge cannot be gained through only experiences and senses, instead knowledge is constructed by individual actively.
2. Cognition has the feature of adaptation. It has the characteristics of liveability and conformity in terms of biological terms. Cognition provides organization in the experimental world and it does not reveal ontological, objective truth.

In line with these principles, it can be said that individual has the right to determine the knowledge they will gain and they can also get the new knowledge through their experiences. That's to say learner can decide on which knowledge he will get and how s/he will construct it. In this regard, based on types of constructivism, constructivist theories can be summarized below (Cholewinski, 2009)

Table 2.

Summary matrix of constructivist theories (2009)

Concepts	Cognitive Constructivism	Social Constructivism	Radical constructivism
Principle Theorists	Piaget, Perry, Bruner	Vygotsky, Dewey	Von Glasersfeld
Concept of Knowledge	Knowledge is actively constructed by individuals through a series of internal intellectual stages or steps.	Knowledge is a product of social interaction (authentic tasks in meaningful, realistic settings)	A reconstruction of the concept of knowledge (von Glasersfeld, 1985).
Concept of Learning	Learning is an ongoing effort to adapt to the environment through assimilation and accommodation. Emphasis on identifying prerequisite relationships of content.	Understandings are created by 'assembling' knowledge from diverse sources appropriate to the problem at hand. Learners build personal, situation-specific interpretations of the world based on experiences and interactions, with the potential for development limited to the ZPD.	Learning is conceptual activity (Von Glasersfeld, 1985).
Instructional Strategies	•Links to prior knowledge •Explanations, demonstrations, examples • Schema Theory •Outlining& Concept Mapping •Generative Learning • Repetition • Interactivity •Corrective feedback	• Modelling •Problem-based learning • Scaffolding • Coaching •Collaborative learning	• Conversations • Problem solving examples • Interactivity • Collaborative learning
Concept of Motivation	Motivation is intrinsically driven	Motivation is intrinsically and extrinsically driven	Motivation is intrinsically and extrinsically driven

(Cholewinski, 2009)

2.2. Constructivist Learning Environments

As a learning theory, constructivism the roots of which are based on 18th century prominent philosopher Giambattista Vico who points out that people can only understand correctly and thoroughly what they did on their own has a profound effect on improving 21st century learner (as cited in Arslan, 2007). This valid effect on 21st century learner has caused constructivist learning environments unavoidable in education system. Learners have the opportunity of generating the knowledge by themselves in a dynamic way in constructivist learning environments (CLE) since the century we are in today make necessary to have individuals who construct the knowledge and share it with others. Within these lines of thoughts, CLE can be described as a complex, dynamic micro community in which learner generate the knowledge actively together with a facilitator who guides and gives scaffolding during learning process.

CLEs are different from traditional learning environments as teachers have other roles rather than transferring and presenting knowledge in front of a bunch of passive learners. Instead, teachers are mediators of the knowledge who take into consider individual differences of learners, organising suitable learning environments to the learners as well as being autonomous learners who actually learn while they are offering assistantship in CLEs. As for learners in CLEs, they are aware of being in a self-directed classroom setting and take the responsibility of their own learning actively. Within this context, Saban (2004) presents the difference between CLEs and traditional learning environments below.

Table 3.

Comparison of traditional and constructivist learning environments

Traditional learning environments	Constructivist learning environments
Education programs include to gain basic skills and bottom-up process are used.	Education programs include concepts and top-down methods are used.
A firm, previously prepared program is used in learning process.	Learners' needs, requests, interests are involved in learning process.
Activities are limited to the course books.	Activities include rich primary sources.
Learners are considered as empty vessels.	Learners are individuals who are in charge of their learning and self-directed.
Teachers are the only sources who transfer knowledge in classrooms.	Teachers are facilitator and organize the learning environment by taking into account learners' needs.
Teachers expect only one true answer to the questions they directed to learners during learning process.	Teachers put effort to understand different points of views of learners on any certain topic.

(Saban, 2004)

As illustrated in the Table 3, the focal point of CLE is the epitome of individual. Therefore, CLEs should provide favourable learning atmosphere for learners where learners can discover their way to learn efficiently and develop their problem-solving skills since the learner is the one who actualize his/her learning. In addition, the content should be designed according to individual differences with a great variety of different materials so that the learning setting can provide an opportunity for learners to create their own learning environments by strengthening their self-efficacy perceptions and developing their attitudes towards CLEs. This, as a result, not only helps learners choose the most suitable methods and learning strategies but also construct their own learning settings. Within these lines of CLEs characteristics, so many significant studies have performed by researchers on the necessity of implementing CLEs (Aldridge, Fraser & Taylor, 2000; Brooks & Brooks, 1993; Fosnot, 1996; Taylor, Fraser & Fisher, 1997; Yager, 1991). Related to the literature mentioned, Honnebein (1996), Doğanay and Sarı (2007) have summarized the common characteristics and instructional goals of CLEs.

- CLEs presents authentic problems to the learners
- CLEs help learners develop problem-solving skills by using high order thinking skills
- CLEs provide learners to combine their prior knowledge with their present knowledge
- There are tasks and activities in CLEs which develop learners' questioning skills, help internalize different point of views
- CLEs help learner to construct their own learning
- CLEs affect learner to develop a holistic view to point out the relationship between the prior knowledge and new acquired knowledge
- CLEs causes to understand the concept deeply
- CLEs encourage cooperative learning
- CLEs supports the usage of technology
- Assessment process are also a part of learning in CLEs
- In the process of learning, experience is supplied to learners to generate the knowledge in CLEs. Learning process is in the domain of learners and teacher assists when it is only necessary with guidance
- CLE provides multiple ways to find solutions to the problems during learning process along with experience since there are many different problems in real life environments and CLE reflects the real-life environment with its problems and solutions from different point of views
- CLEs are rich in terms of authentic material and relevant content regarding real life so this gives learners to the opportunity of embedding real life issues with classroom and related topics
- CLEs are individual oriented. Therefore, learners have the chance to determine what they will learn and how the process will be. That's to say having learners' voice matters a lot and teachers' role is to be a facilitator who mentors during the learning process
- CLEs help learners be in interact with their peers and teachers and let them be in a social environment
- CLEs supports learning environments in which curriculum is supported with photographs, video, audio and any kind of rich multiple knowledge transmitting settings

- CLEs supports learners' autonomy and self-awareness in learning. Hence, it is encouraged self-directed learning and let learners take responsibility of their own learnings' responsibility

As a result of these characteristics and goals, CLEs are significant in terms of meeting the needs of 21st century learner since learning in CLEs is interactive, dynamic and changing process. At this point CLEs are worth taking account since they are learning settings leading learners to be autonomous by providing them meaningful learning environments in which learners construct knowledge with the help of prior experience and guidance of facilitator by attending the process actively.

2.3. The Implications of Constructivism in English Language Teaching

English as lingua franca have a constructive role connecting countries, nations briefly all world people to each other like a universal bridge. Therefore, constructivism which is a recent academic trend has getting attention in English language learning and teaching pedagogy since it is crucial to learn and teach English due to its global role in an environment where learners are active and having more responsibility to learn by themselves with a guidance. Hence, it is possible to see the effects of constructivism in language learning and teaching since as Wang (2014, p. 1552) mentioned "language is not only transmitting knowledge but also a media of constructing meaning and creating reality". In this sense, language learners create their own meaning out of knowledge rather than being passive receivers of the knowledge since constructivism points out construction of knowledge but not memorizing or collecting with the active engagement of learners.

Constructivism represents a language learning and teaching shift since in contrast to behaviourism, it motivates learners' cognitive development in a social setting by helping learners to be active during the learning process as being active lets learners construct their own learning and meaning. In this regard, according to Reinfried (2000, p. 1) the elements of constructivism in language learning are below.

- Language learning is an action-oriented process in constructivism. Hence, it is required to create environments where cooperative learning and learning via teaching are supported

- Language learning is learner-centred. Thus, learner should be in charge of his/her learning and be autonomous during learning process
- Process-related awareness should be supported and learners should be motivated in terms of language awareness and intercultural awareness
- It is necessary to constitute a holistic language environment, and the environment should be related to content and materials should be authentic and complex to help learner be active in language learning

In the light of implication of constructivism in language classes, some principles of constructivism are below.

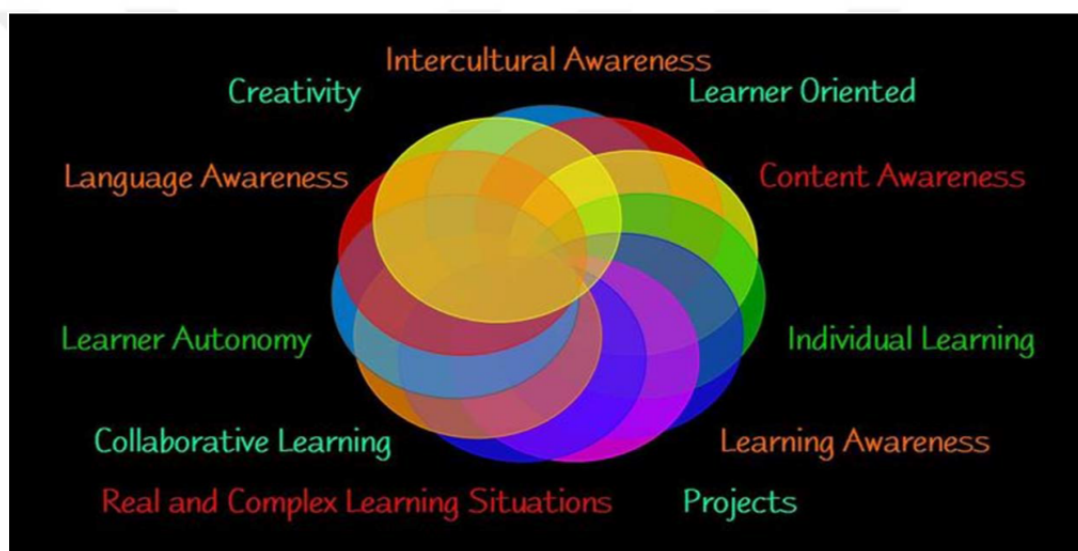


Figure 1. Principles of constructivist foreign language teaching (Aljohani, 2017, p. 104).

As illustrated in Figure 1 principles regarding constructivism in language classes are related to many elements such as creativity, intercultural awareness, collaboration between learner and teacher, language awareness, creating real life experiences, leading learner to autonomy by being learner oriented. Hence, individual is the key point in constructivist language learning since “learning begins with learner” (Nyiko & Oxford, 1993, p. 11) in constructivist learning environments. Within this context, changing learners and teachers’ roles in language teaching and language learning environments which have been redesigned in the light of constructivism should be taken into consideration.

2.3.1. Constructivism Paradigm Shift in English Language Teaching

In recent years, constructivism, which is a dominant paradigm in language learning and teaching has a vital role in English language pedagogy. This paradigm in English language and teaching has initiated a rich array of instructional shift embedded in learner-centred language pedagogy such as learner autonomy, action research, cooperative learning environments in which learners interact with each other, alternative assessment system as well as increasing importance of meaning in learning process related to curriculum by changing thinking skills of learners and the role of teachers in constructivist learning environments (Benson, 2001; Brown, 2004; Burns, 1999; Edge, 1996, 2002; Freeman & Richards, 1996; Gebhard & Oprandy, 1999; Graves, 1996; Murphy & Byrd, 2001; Nunan & Lamb, 1996; Richard-Amato, 2003; Shohamy, 2001; Van Lier, 1996; Zamel & Spack, 2002). Therefore, the paradigm shift in language learning and teaching process created a diversity in English language teaching in terms of learning environments, learning activities, roles of learners and teachers that are all considered as a common point in language teaching methods.

One of the reasons regarding paradigm shift in language teaching and learning is related to learners since learners are the focal point in constructivism. In this regard, Content-Based Language Learning (CBLL) emerged so as to increase the success of learners in language learning by making content relevant and meaningful in an interdisciplinary pedagogy. Besides CBLL, Communicative Language teaching (CLT) with its communication oriented, Task- Based Language Learning (TBLL) with its learner centred, Action-Oriented Method considering learners as social actors (CEFR, 2001, p. 6), Project-Based Language Learning (PBLL) with its being holistic can be listed as contributions of constructivism to the language learning. Furthermore, Mobile-Assisted Language Learning (MALL), Computer-Assisted Language Learning and Technology-Enhanced Language Learning (TELL) are also learner-centred and enhance learner autonomy as recent constructivist learning trends. Besides these approaches and methods which reflect constructivism and lead to a shift in language learning and teaching pedagogy, learners also have the chance to decide on which activities or tasks can be applied in language classes to foster language learning. Within this context, according to Aljohani (2017), constructivist activities for language teaching can be presented as below.



Figure 2. Constructivist activities for language teaching (Aljohani, 2017, p. 105).

Based on the constructivist activities in Figure 3, it is apparent that the activities for language teaching reflect action-oriented, learner-centred, holistic and process-based nature of constructivist learning. Hence, language learning settings should let learners be active and free through activities such as role playing, oral presentations, and research projects rather than making learners spoon-fed so that teachers can guide learners and organize learning environments according to learners' individual differences by preparing contextual and real-life themed tasks in their journey to discover themselves as self-regulated language learners.

2.3.2. Changing Roles of English Teachers in CLE

Teachers are indispensable part of language learning pedagogy since they are bridges between learners and education system by helping learners construct the knowledge. As building blocks in education system, it is expected from teachers to meet 21st century learners' needs since learners in this era are expected to be the ones who are actively participating in their learning and taking responsibility in language learning continuum. At this point, teachers should turn into a role who is sometimes facilitator helping learners, sometimes a coach motivating learners or sometimes a guide helping learners explore learning environment or a gardener planting learner with their truth and

wisdom unlike being a traditional one who controls the learning setting with instruction and discipline. Considering these, constructivism ensures teachers a different perspective in which teachers' agency is taken into consideration and a role who creates an efficient and positive learning environment where learners have the responsibility of organizing classroom and meaningful learning content along with teacher. Within this frame, a constructivist language teacher is not someone who is on the cartoon below. Instead a constructivist teacher is the one that creates a new level of learning environment engaging learners socially.

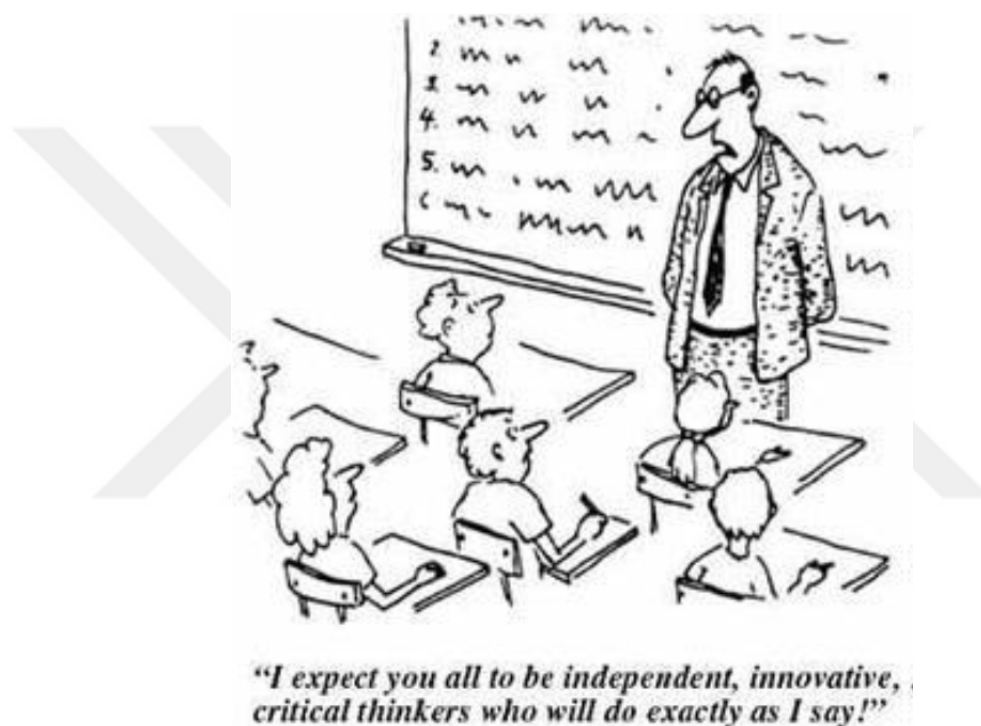


Figure 3. Cartoon on Constructivism¹

The cartoon in Figure 3 represents a pseudo constructivist teacher who has traditional way of acting rather than being a real constructivist. Yet, a real constructivist teacher has some qualities reflecting a paradigm shift from traditional way of instructing. In the light of the literature review, the constructivist teachers' traits are below. (Akpınar, 2010; Aydın, 2007; Brooks & Brooks, 1993, Saban, 2005, Taber, 2000; Wilson, 1997)

¹ (<http://constructivismint.wikispaces.com/Constructivism+and+language+teaching>)

- s/he organizes classroom according to constructivist learning where learners are active and construct new knowledge out of prior knowledge by using techniques such as role-play, brain storming, drama, mind maps as well as Task- Based learning, Project-Based learning, Action research, Content Based learning
- s/he corrects the prior knowledge that might affect learners present knowledge negatively
- s/he helps learners acquire different perspectives through arguments and discussions
- s/he collects learners' answers to the questions so that learners can construct the knowledge by realizing their mistakes
- s/he gives enough time learners to acquire the knowledge
- s/he asks open-ended questions to deepen the meaning of learning
- s/he encourages learners to cooperate with their peers and teachers
- s/he lets learners to organize the content and organize the language learning environment
- s/he uses primary sources and interactive teaching methods
- s/he supports and encourages learners in learning process to be autonomous and develop positive attitudes towards language learning

Considering these traits above, today's teachers should be the ones who have commitment of ensuring a new version of teaching as changing their roles from traditional to constructivist considering 21st century learners' diverse needs.

2.3.2.1. Constructivist English Teachers in Post-Method Pedagogy

In constructivist settings, the role of English teachers has revitalized with post method pedagogy since learners in 21st century are active, more collaborative, reflective and autonomous. Therefore, it is essential to have reflective practitioners of language who are capable of providing language learning environments according to changing roles and diverse needs of language learners. Besides that, in constructivism, teachers are expected to be the ones who create desire and need in learners to go on learning more by facilitating learning continuum. In order to manage that aim, it is critically important to develop skill of learning to teach efficiently since constructivism is a theory about how to learn to learn. In line with these, Jin (2011, pp. 15-16) recommends

how to apply constructivism in English language teaching within post-method pedagogy. These are:

- Arouse the students' intense interest in learning the language: Learners' attention should be drawn into learning language. In order to manage that, learners can be motivated through engaging tasks or activities
- Student-centred class with teachers' guidance: Role of teacher in constructivism is to be a facilitator and co-discoverer. Hence, learner authority in learning process should be taken into consideration. Teachers should help only if it is necessary
- Accumulate the students' vocabulary to help with their speaking of the language. Teachers should help learners to get vocabulary by making them active and let them speak by fostering their self-esteem and self-efficacy
- Make full use of the time in class and extend language learning after class. The ultimate aim in constructivist language climate is to support learner to be autonomous and be independent. Hence, language learning should be in not only classrooms but also out-of-classrooms
- Enhance the students' awareness of the target country's culture. Learning language requires learning the culture of the language since culture is indispensable part of the language. Therefore, language makes learners global citizen of the world

Considering these, it is vital to reconceptualize English language teaching system to construct necessary skills, knowledge and attitudes for English Language teachers. Within this line of the thought, it is important to raise the awareness of being enlightened eclectic language teachers who have the autonomy of deciding which methods or strategy is more useful in classroom environment rather than being teachers who are in captivity of language learning methods. According to Kumaravadivelu (2003), teachers can go beyond of their steps through post method pedagogy by leaving behind method-based pedagogy. Post-method pedagogy gives the freedom of choosing suitable methods and language techniques according to needs of learners and aim of language content by making teacher autonomous since one-size-fits-all solution is not valid for each language learner as there was not any best method which is suitable for

every learning environment or learner in practice (Brown, 2007; Kumaravadivelu, 1994; Nunan, 2000; Pennycook, 1997). In line with these ideas, Kumaravadivelu (1994) proposed three parameters regarding the shift towards post-method pedagogy in English language teaching. These are *Particularity*, *Practicality*, *Possibility* (Kumaravadivelu, 1994).

Firstly, concerning with *particularity* parameter, it is related to local context which means second language and foreign language politics should be compatible with local needs of learners and the environment in which language learning is carried out. Secondly, the purpose of *practicality* parameter is to focus on local teachers' insight and experiences rather than following another teacher's intuition or prior experience since any language setting is a unique one. Thirdly, as for the parameter of *possibility*, this parameter enables learners and teachers to understand the world through another lens by making global and local together so language learning turns into globalization process and gains another meaning as lingua franca.

Constructivist teacher in post method era can create a language environment in which teachers are empowered learners and autonomous as well as being facilitators who guide learners to be active and taking responsibility of their learning in language learning process. With regard to teacher autonomy and creating an efficient learning environment Kumaravadivelu (1994) proposes a key framework of macro strategies. These are:

- Maximizing learning environments: Both teachers and learners are responsible for fostering learning environment as co-partners
- Facilitating negotiated interaction: As the centre of language learning process, learners interact with their peers and teachers during language learning process
- Minimizing perceptual mismatches: Teachers should be aware of false prior learning of learners and should try to minimize them
- Promoting learner autonomy: Teachers as empowered learners should create suitable learning environments for learners to foster their self-directed learning
- Fostering language awareness: Teachers help learners to raise their language awareness
- Activating intuitive heuristics: Teachers should stimulate learners' insight on language to get the knowledge intuitively

- Contextualizing linguistic input: All linguistic input should be integrated with each other to create an efficient learning environment
- Integrating language skills: Writing, reading, listening and speaking skills should integrate with each other
- Ensuring social relevance: Teachers should engage with language with social and daily life to make the linguistic input meaningful
- Raising cultural consciousness: Teachers should raise the cultural awareness to empathize with native speakers' point of views and build a respectful understanding towards target language

As a result of reconceptualization of English language teaching, it is possible to mention that there is a considerable shift towards post methodology in which learners and teachers are co-partners and hand in hand in language learning continuum (Akbari, 2008; Bell, 2003; Larsen-Freeman, 2005; Liu, 1995). Thus, constructivist English teachers in post method pedagogy can create an efficient and meaningful language learning setting by using macro strategies as well as taking into account the parameters of practicality, possibility and particularity.

2.3.2.2. Teacher Autonomy in CLE

In constructivist language learning environments, learners are the ones who are the owners of their own learning continuum. That is the reason why they need to raise their voice to decide on which methods, strategies will be used and how language learning process will be implemented since language learners are obviously the ones affected by the whole process. Within this framework, it is inevitable not to question how learners' autonomy can be carried out with traditional minded teachers in old-fashioned learning environments where learners are only passive receivers and teachers are the only source of transmitting knowledge (Brooks & Brooks, 1999). Based on the necessity of enhancing learner autonomy in CLE, it is also vital to have autonomous teachers who are responsible for giving the awareness of being autonomous to language learners in CLE (Little, 2000).

Autonomy in learning basically means "taking charge of one's own learning responsibility (Holec, 1981), "willingness to get more responsibility" (Little, 1995), "recognizing learners' right" (Pennycook, 1997) and "precondition for effective

learning: when learners succeed in developing autonomy, they not only become better language learners but they also develop into more responsible and critical members of the communities in which they live” (Benson, 2001, p. 1). Concerning the meanings of autonomy, it is pivotal to understand the existence of teacher autonomy who are role models for learners and practitioners of language in CLEs as it is stated by Little:

(...) the development of learner autonomy depends on the development of teacher autonomy. By this I mean two things: (i) that it is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner; and (ii) that in determining the initiatives they take in the classrooms, teachers must be able to exploit their professional skills autonomously, applying to their teaching those same reflective and self-managing processes that they apply to their learning (2000, p. 45).

As Little (2000) mentioned, teacher autonomy is a means of awareness for learners to show the path to be self-initiated and a professional skill for teachers to take charge of their teaching and briefly “right to freedom from control” (Benson, 2000, p. 111). As a result, gaining freedom from the feeling of supervised all the time can contribute to increasing teacher self-efficacy and more teacher engagement for needs of learners as well as preventing them from feeling burnout resulting from less job satisfaction or emotional exhaustion.

With regard to how autonomy can be implemented to language learning process Nunan (2000) proposed four criterions. The first one is to combine language content with learning skills by taking into account learners’ needs. Secondly, teachers need to include language classes into their teaching by being reflective. Thirdly, teachers should use learner diaries and lastly, they can prepare an agreement between teachers and learners to determine the content and classroom management hand-in-hand.

Considering the role of autonomy in language learning and teaching continuum in the light of constructivism, it is essential to create a new model of language learning environment in which learners’ role is to be independent and help them “raising the learners’ awareness of their present state of knowledge; self-setting of feasible and worthwhile objectives; selection of materials; self-assessment” (Council of Europe, 2001) as it is mentioned in the Common European Framework of Reference for

Languages (CFRL). Besides the self-initiative role of learner, teachers' autonomy has also vital importance to raise the awareness of learners about being self-directed in language learning environments. In order to manage this, teacher education programs should be designed to foster the awareness about learner autonomy as the ultimate aim in CLEs is to have lifelong independent learners having high self-efficacy and positive attitudes towards English language learning and teaching.

2.3.2.3. Prospective English Teacher in CLE

Constructivism is to teach learners how to learn knowledge and make it meaningful. According to Abbott and Ryan (1999), the new goal of teaching is to create a human model that knows how and where to use the knowledge, recognizes his/her own learning methods, uses them effectively and produces knowledge by utilizing the knowledge that has already learned. Besides this line of the thought, learning is formed by the active efforts of the individual and is structured in their minds (Güneş, 2007). What teachers should do is to form a basis to construct the knowledge in the learners' minds, guide them in addition to facilitating learning. Prospective English teachers who have such a sensitivity regarding structuring knowledge can provide learners with constructivist learning environment by considering the needs of learners as well as their prior learning. Therefore, prospective English teacher education system should offer a constructivist learning environment in which teacher educators have the roles of mentors and facilitators helping learners to understand reflective, inquiry-based, collaborative nature of constructivist learning so that prospective teachers can employ the same strategy to implement principles of constructivism in their own classrooms.

The shift from traditional instruction to constructivist pedagogy starts with teacher education programs. The more constructivist pedagogy is implied in teacher education programs by being reinforced especially with practicum to offer real life experience, the more likely it is to implement constructivism in language classes. Hence, reconceptualization of existing teacher education programs is necessary to have empowered, autonomous, critical teachers in language learning system who will be mentors to learners responsible for their own learning through inquiry, involvement, reflection. Within these lines of the thoughts, having such an awareness regarding prospective English teachers' self-efficacy perceptions and attitudes towards constructivist learning environment is valuable to provide a dramatic impact so as to

create real learning settings in which teachers' and learners' roles are evolved to even beyond constructivism and contribute to language learning continuum by navigating it into another level which we need to discover someday.

2.4. Prospective English Teachers' Self-Efficacy Perceptions towards Constructivist Learning Environments

Prospective English teachers' personal judgements regarding their performances in language learning environments especially during practicum is a significant sign which can affect their future classroom performances as well as shaping their attitudes (Bandura, 1997). In this sense, discovering self-efficacy perceptions of prospective English teachers can help them raise their awareness and increase their sense of efficacy towards constructivist learning environments. In order to manage that, it is crucial to highlight the role of self-efficacy in CLEs and how it affects prospective English teachers' perceptions.

2.4.1. Self-Efficacy

Recently, discovering language learners' and teachers' perceptions based on their performances and abilities have been increasingly important. In other words, self-beliefs, agency, identity and environmental factors have a role in people's behaviour and affect their learning and teaching process. This is one of the main reasons why self-efficacy concept which was first introduced in Social Cognitive theory by Bandura (1977) has been receiving attention in language learning and teaching process. According to Bandura, self-efficacy means "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). On the other hand, Haverback and Parault (2008) point out that self-efficacy is a concept regarding future which means the perception of it is much more important than the real level of it because individuals have tendency of perceiving their self-efficacy less or more than how much they actually have. More simply, self-efficacy refers to a person's judgements and beliefs about their performances to manage a certain task or activity. Therefore, as Hoy and Spero (2005) emphasize, people generally prefer studying or learning things according to their perception level of self-efficacy about themselves. In line with these thoughts, Bandura (1997) and Schunk (1991) claim that self-efficacy beliefs and judgements of learners about themselves can affect their

success. That's to say, these beliefs and judgements resulting from learners' motivation, skills, personal differences can affect how individuals behave and act in language learning and teaching process. In the same regard, when the role of self-efficacy for teachers considered, it means "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran & Woolfolk-Hoy, 2001, p. 223). Namely, it is possible to say that a teacher's high or low self-efficacy perception to his/her teaching abilities can affect his/her success in future.

According to Bandura (1997), there are four sources of feeding self-efficacy perception. These are *mastery experiences*, *vicarious experiences*, *verbal persuasion* and *affective indicators*. The first one is mastery experiences which are performance outcomes resulting from past experiences. They are the most significant trait of sense of self-efficacy since positive or negative outcome of any learning or teaching experience can affect or rearrange the way learner perceive tasks and even help learner develop a positive or negative attitude towards future tasks (Bandura, 1977). For instance, a prospective teacher who manages any task or activity in the process of learning can develop positive attitude and feels himself/herself enough and this can affect her future attitude towards teaching language. This strengthens teachers' self-efficacy perception towards himself/herself in that certain task and this outcome is likely to result in high self-efficacy beliefs and encourage the teacher to struggle harder for further tasks or activities. On the other hand, when a novice teacher fails to manage any task during teaching process, this outcome also can affect his/her attitude towards the certain tasks and it is likely to lower self-efficacy perceptions of her/his. As Bandura mentioned:

"The most effective way of creating a strong sense of efficacy is through mastery experiences. They provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success build a robust belief in one's personal efficacy. Failure undermines it, especially if failures occur before a sense of efficacy firmly established" (1997, p. 3).

The second source of self-efficacy are vicarious experiences gained through observation (Bandura, 1997). A prospective English teacher who observes his/her peer accomplishment of a task is possible to develop a positive effect on his perception about his/her self-efficacy even though vicarious experiences are not as strong indicator as

mastery experiences as Shunk mentioned in one of his work “information acquired vicariously typically has a weaker effect on self-efficacy than performance-based information; a vicarious increase in efficacy can be negated by subsequent failures” (Shunk, 1991, p. 208). Thirdly, verbal persuasion is about the effect of positive power of feedback gained through managing an activity or task. The effect of encouraging someone by giving him direct positive feedback has a contagious effect to increase the degree of self-efficacy; however, “this increase will be temporary if subsequent efforts turn out poorly” (Shunk, 1991, p. 208). Therefore, it is more meaningful to encourage learners in a credible way not to let them feel suspicious for the feedback they get. Bandura (1997, p. 101) supports this by claiming “it is easier to sustain a sense of efficacy, especially when struggling with difficulties, if significant others express faith in one’s capabilities than if they convey doubts”. Affective indicators come last and refer to emotions on enhancing or lowering the degree of self-efficacy. Whereas having or developing positive feelings towards performances can raise self-efficacy, having anxiety, tiredness and high level of stress can reduce self-efficacy of learners as well as teachers. Bandura (1997, p. 108) adds that “it is not the sheer intensity of emotional and physical reactions that is important but rather how they are perceived and interpreted”. In this sense, it is vital to develop prospective teachers’ self-efficacy perception in teacher education programs to promote their teaching and help them to create a language learning environment where learners are active and self-directed and teachers are mediator or facilitator who guide learners to construct language from prior knowledge in the light of constructivism.

As a result, these basic sources of self-efficacy beliefs of learners and teachers coming from their past experiences have a vital role to define the future role of their self-efficacy perceptions to manage a future goal. Therefore, having high self-efficacy on any task in language learning and teaching process can help prospective English teachers increase their motivation to do better for future goals by fostering positive beliefs whereas having low self-efficacy on any task or activity during the teaching process can make prospective teachers less enthusiastic and lower their motivation by making them anxious and less autonomous as it was also stated in various studies (Dembo & Gibson, 1985; Gibson & Dembo, 1984; Hoy & Spero, 2005).

2.4.2. The Effect of Self-Efficacy towards CLE

The importance of self-efficacy in the academical realm has become increasingly popular for more than three decades since learners and teachers' motivation, beliefs and acts intertwine with each other. In relation to this context, Pajares and Schunk's (2001) article reveal that the level of self-efficacy has a significant role on prospective teachers' predicted success. While teachers with low self-efficacy are more anxious and stressed about their predicted achievement, teachers with strong self-efficacy perceptions have higher level of motivation and more enthusiastic about dealing with any problem they faced in language learning settings as articulated in many studies (Demir, Önen & Şahin, 2012; Eskici, 2013; Özenc & Doğan, 2012; Kaya, 2013; Kasapoğlu & Duban, 2012).

Concerning the effect of self-efficacy towards constructivism, a study by Temiz and Topçu (2013) was carried out regarding teachers' efficacy beliefs towards constructivist teaching practice. In this study, it was aimed to find out the relationship between pre-service teachers' self-efficacy beliefs and their pedagogical implementations towards constructivist teaching. The study was conducted with 101 participants through using both qualitative and quantitative methods. At the end of the study, it was discovered that pre-service teachers' efficacy perceptions are highly correlated with their constructivist-based teaching way. As a result, it was concluded that pre-service teachers having high level of teaching efficacy had tended to use constructivism more than the ones who have less teaching efficacy. The study also showed that the ones using constructivist methods in their teaching were more motivated and risk takers with less stress while traditional minded ones were more anxious and having difficulty managing stress.

Besides, based on the related literature, it is apparent that there are some dichotomies regarding prospective teachers' self-efficacy perceptions, genders and year of study in the light of constructivist theory. For instance, in line with the study by Temiz and Topcu (2013), a study by Evrekli, Ören and Inel (2011) was carried out on prospective teachers' self-efficacy beliefs to apply constructivism, it was revealed that self-efficacy perceptions of females were remarkably higher than male prospective teachers. The study was also significant since there was not any significant difference in terms of year of study. That is, senior and junior students had the same level of self-efficacy perceptions regarding constructivist learning environments.

Additionally, when the related literature is reviewed, it is apparent that the effect of self-efficacy towards constructivism on language learning and teaching is still underrepresented since the studies tend to focus on mostly fields such as science or maths (Bednarski, 1997; Inel, Turkmen & Evrekli, 2010; Jancic & Hus, 2017; Ünal & Akpınar, 2006; Vanichokorn, 2003; Yılmaz, 2006). However, considering the effect of self-efficacy perceptions of English teachers, the studies demonstrate that there is also a strong and positive relationship between English teachers' self-efficacy beliefs and English language teaching (Chacón, 2005; Ghasembohlani & Hashim, 2013; Sabokrouh & Barimani-Varandi, 2013). Yet, the question considering the prospective English teachers' self-efficacy perceptions and attitudes towards constructivist learning environments remains unclear and needs to be answered since constructivism is the latest trend applied in education programs in Turkey since 2004.

Within this frame, since constructivist learning environments are supporting learners' self-confidence, self-worth and self-regulation in language learning settings, it is crucial to improve prospective English teachers' self-efficacy in order to improve learners' self-efficacy through teaching education programs and qualified practicum experience since they are the real actors who will apply the constructivist approach into their classroom environments.

2.4.3. Prospective English Teachers' Self-Efficacy Perceptions towards CLE

Self-efficacy is the judgement of someone's belief to himself to manage any task or activity. In this context, self-efficacy perception for a prospective teacher means his/her belief to himself/herself to perform teaching job by activating learners and making them involve in the tasks and activities. The belief of self-efficacy for a teacher is also related to his/her perception about how effective s/he will handle any problem in the process of teaching in classroom setting since learners differ from each other in terms of their beliefs, needs, motivation and enthusiasm towards learning (Bandura, 1997).

Teacher self-efficacy perception is also significant in terms of figuring out how teachers are actually going to face with difficulties during their language teaching process as well as taking into consideration whether they are going to try something to enhance classroom conditions or not. This actually can be dependent on teachers' self-efficacy levels since teachers with high self-efficacy level have tendency to take risks

and challenge with the problems faced in classrooms. On the other hand, teachers with low self-efficacy can be shier and less open to change. In order to give the awareness of self-efficacy, teacher education programs are good opportunity since “once efficacy beliefs are established, they appear to be somewhat resistant to change” (Hoy & Spero, 2005, p. 346). That is, if strong self-efficacy beliefs are once settled into prospective teachers, it can be difficult to change and this can contribute and affect positively prospective teachers’ teaching career. According to some studies related to the effects of self-efficacy on prospective teachers, the results of those illustrate that prospective teachers who have high self-efficacy on their abilities have tendency develop a positive attitude towards the problems they faced and this helps them overcome burnout and enjoy their teaching by learning from the process. (Burley, Hall, Villeme & Brockmeier, 1991; Hall, Villeme & Brockmeier, 1992).

Regarding prospective teachers’ changing efficacy beliefs in their early years, a study conducted by Hoy and Spero (2005) was carried out with the participation of 53 prospective teachers. The aim of the study was to explore changing role of self-efficacy on prospective teachers since early years of prospective teachers are important in terms of increasing teachers’ efficacy and develop positive attitudes towards teaching as Bandura (1977) stated self-efficacy perceptions of prospective teachers in their early years of teaching are open to change and reshape. Therefore, induction years are significant to support teachers in terms of increasing prospective teachers’ efficacy. The results of the study demonstrated that prospective teachers’ self-efficacy level was high when they are supported in their student teaching experience. The same study also revealed that fluctuation in prospective teachers’ efficacy depends on the support they got during their first year. Parallel to Hoy and Spero (2005), Şahin and Atay (2010) revisited the same subject to discover English prospective teachers’ self-efficacy perception. The results of the study were similar with the study by Hoy and Spero (2005) in that both studies demonstrated that prospective teachers supported with practicum experience were more motivated and their self-efficacy perceptions were also significantly high.

Based on these results, it is apparent that early years are really important to shape self-efficacy perception of prospective teachers. In this regard, it is crucial to raise the awareness about self-efficacy through practicum in teacher education programs in the light of constructivism. Besides this, prospective teachers who have high self-efficacy can create a language learning environment in which learners feel safe,

motivated and encouraged through mastery experiences, vicarious experiences, verbal persuasion and affective indicators (Bandura, 1997). Above all, they can also cope with problems efficiently. This, as a result; can help prospective teachers not only develop positive attitudes but also get enough job satisfaction and less emotional exhaustion related to burnout.

2.5. Prospective English Teachers' Attitudes towards CLE

Attitude that is one of the other factors affecting prospective English teachers as well as sense of efficacy has an indisputable role on language learning and teaching as it was also highlighted by Oxford with her saying “the myth that emotions are only a minor part of learning is one of the most amazing confabulations of all time” (2013, p. 67). In this sense, it is essential to discover prospective English teachers' attitudes towards constructivist learning environments in order to raise the awareness regarding the effect and role of emotions on prospective English teachers.

2.5.1. Attitudes

Attitudes, which are as significant as self-efficacy concept in CLE has a special dimension since attitudes reflect feelings and have a vital role to reveal the reasons behind human beings' behaviours. Attitudes reflect an emotional tendency and readiness to accept or refuse any idea, a group of people, a situation or a person as Özgüven (1994) expressed. Besides Özgüven (1994), Krech and Crutchfield (1948) define attitudes as permanent concepts consisting of an emotional, perceptual, cognitive and motivational process for individual. Likewise, Oskamp and Schultz (2005) emphasize that attitudes can be observed through new and prior experiences even if they cannot be observed directly. In this regard, attitudes can be described as one of the affective factors towards someone, an idea, a view, an object or an activity affecting feelings positively or negatively. Attitudes also have some common traits as demonstrated below (Tavşancıl, 2006).

- Attitudes are gained through experiences.
- Attitudes are permanent for some time or can be temporary after some time.
- Attitudes can help people to discover and understand their feelings towards their environments.

- Attitudes can be subjective.
- In order to create any attitude, it is necessary to make comparisons between things, ideas or people.
- There are also social attitudes just like personal ones.
- Attitudes are means of showing reaction.
- Attitudes can affect behaviours negatively or positively.

As it is mentioned in the traits of attitudes, attitudes can be dependent on anything affecting feelings negatively or positively. On the other hand, any attitude towards any object, idea or person can be dependent on the level of its value a person ascribes as Holland, Verblanken and Knippenberg (2002) mentioned individuals have tendency to be acceptive or rejectionist to the things they like or do not like. In this regard, attitudes also have an impact on language learning since learning can stimulate feelings such as anxiety, excitement, happiness, stress, encouragement or failure. Hence, affective factors can enhance or impede language learning according to what kind of feelings language learning process aroused on learners since learners are also individuals who are in need of to be accepted, safe and feel valuable during language learning process.

2.5.2. The Effect of Attitudes towards CLE

Constructivism is a theory reinforcing the idea learners learn a second or foreign language through their prior experiences. Namely, learners construct new language through their previous knowledge by reflecting upon their perception of understanding the language. Since learning is considerably personal process, it cannot be something which can be taught by only teachers. That's why, learners should play an active role during language learning process in constructivism so that they construct language in their mind through mental processes.

Considering the role of constructivism of teachers' attitudes, Sthapak and Singh (2017) carried out a study with the participation of 100 teachers in India. The result of the study reinforced that teachers applying constructivism in their classrooms have more positive attitudes towards learning environments. On the other hand, Lyngoh and Sungoh (2017) who revisited the same subject to discover the attitudes of teachers towards the constructivist approach found out that teachers were not willing to apply

constructivism in their classrooms. Besides this, there was not any difference in their attitudes in terms of gender in their research carried out with the participation of 524 student teacher in Meghalaya. In line with the study by Lyngoh and Sungoh (2017, Ünal and Akpınar (2006) contribute to constructivist research field by investigating to what extent teachers have attitudes and perceptions towards constructivist learning environments. In the study, fifteen teachers were observed during their classes to get data by being applied an observation form reflecting the constructivist learning environments. At the end of the study, it was discovered that none of the teachers were using constructivist principles in their classes even though they have positive attitudes towards constructivism.

In the light of the results of previous studies, it seems that the attitudes towards constructivism change depending on participants and settings. Therefore, it is also vital to highlight the significance of affective domain in teacher education programs in order to get a deeper understanding of changing attitudes towards constructivism. Within this line of the thought, Richardson (1996) stated that prospective teachers come to teacher education programs with a diverse range of feelings, attitudes, thoughts and beliefs. Furthermore, it is difficult to change their feelings once they are acquired them rigidly (Pajaras, 1992). Therefore, teacher education programs and the role of teachers in these programs can either ignite prospective teachers' feelings towards teaching in constructivist language learning environments or blow out the fire once they start teaching since it is highly possible for them to teach as they once taught (Grootenboer, 2003). Hence, a qualified practicum can be a changemaker experience for prospective teachers as “teacher identities, roles, and responsibilities begin to be shaped during the days of their practicum (aka teaching practice or practice teaching) as part of their teacher education program” (Kumaravadivelu, 2012, p. 108).

Based on the previous studies related to constructivist learning environments and in the light of core role of affective domain in language learning and teaching, it can be inferred that there is a need to explore attitudes of future practitioners of language teaching seeing that they are the real actors who conduce learners to develop positive or negative attitudes towards constructivism. Accordingly, such an attempt can also contribute to understand real feelings of prospective English teachers regarding practicum towards constructivist learning environments and can provide valuable knowledge for personal and social development of prospective English teachers.

2.5.3. The Relationship between Self-Efficacy and Attitudes in CLE

Nowadays, using traditional methods in language learning environment is still common among teachers who do not keep abreast of constructivist trend in Turkey. According to Ministry of National Education in Turkey, teaching curriculum was redesigned by taking the requirement of constructivism into consideration. In 2004, the new curriculum which shifts from traditional to constructivism was started to be implemented in learning materials. However, the teachers were not informed enough about how to implement constructivism in learning environment. In this regard, the only way to help teachers embrace the latest challenge in education system is to raise their awareness towards constructivism through teacher education programs, trainings, workshops or seminars as the teachers are the ones who implement constructivism into their classrooms.

As widely believed, teacher training programs have a crucial role to raise the awareness of prospective English teachers towards CLEs and this awareness created by means of practicum provides positive attitudes which have a very vital role in language learning and teaching continuum. In order to manage this aim, starting from prospective teacher's education programs, it is recommended that the teachers or practitioners to give the control and responsibilities of learning to learners by aiding, mentoring or being a coach in CLEs.

The relationship between learner and teacher is like a comparison between signifier and signified (Saussure, 1985). According to Saussure, it is impossible to "cut one side of paper without at the same time cutting the other" (1985). That means it is impossible to change learner role by not affecting teacher role. This is a two-way street on which the learner and teacher agreed by collaborating. This also aids to create positive feelings in teachers and learners by shaping their attitudes and promoting their self-efficacy perceptions, if a teacher/learner feels himself less stressed and more motivated, s/he can easily develop a language learning environment where both learners and teachers are in cooperation. Besides, such type of learning environments can lead teachers to be facilitators who act with their learners by means of socially oriented action as it is pointed out in European Framework (2001). This can be regarded as a common point in CLE and European Framework adopted learner as a social agent "who has tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action" (CEFR,

2001, p. 9). In line with this thought, Ryan and Deci (2017, p. 351) stated that “autonomy-supportive versus controlling teaching strategies foster more autonomous forms of motivation in students and the higher quality engagement, performance, and the positive experience associated with it”. Within this frame, in CLE, it can be argued that there is an interwoven relationship between learners and teachers in terms of their self-efficacy perceptions and attitudes which takes learning and teaching process beyond constructivism towards autonomy. The relationship between self-efficacy and attitudes towards autonomy in CLEs is below.

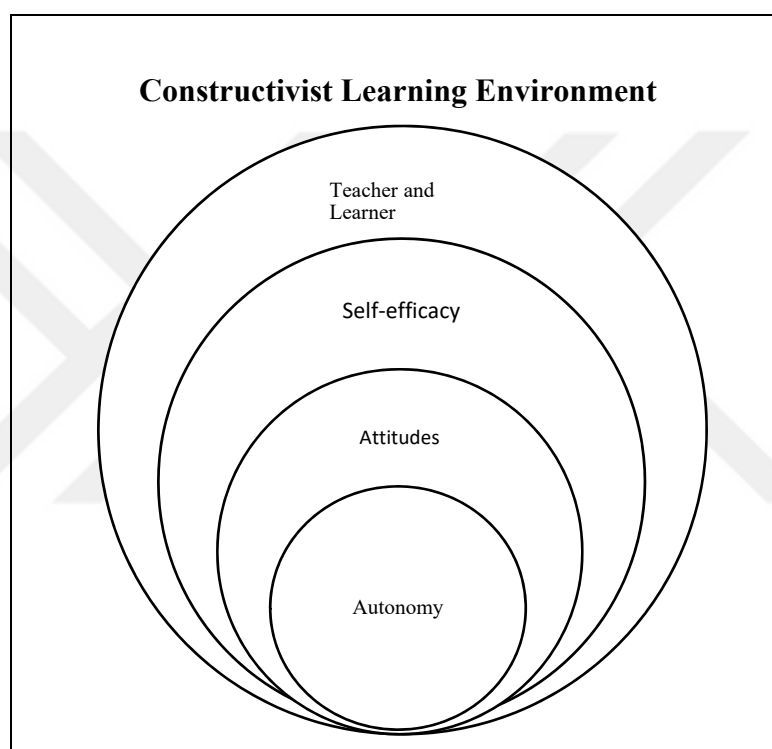
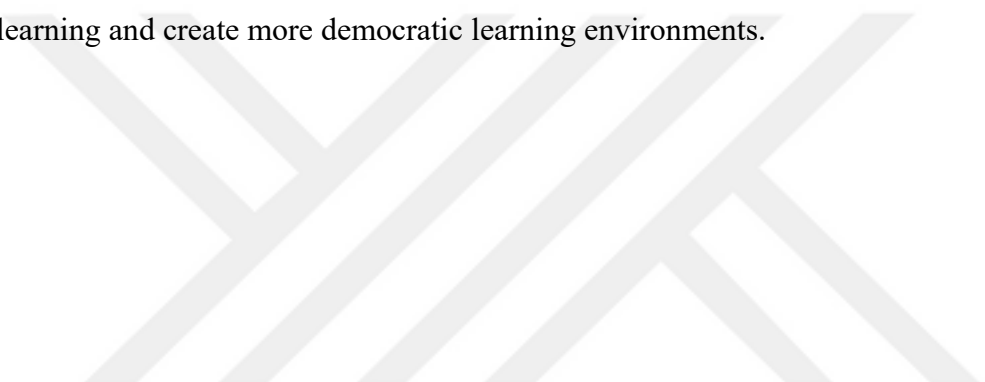


Figure 4. The relationship circle between self-efficacy and attitude towards autonomy in CLEs

As it is illustrated in Figure 4, there is an interwoven relationship between self-efficacy and attitudes which is leading teachers and learners to acquire autonomy in CLEs. In this sense, teachers should guide them to be better language learners by giving them freedom of choice through reflection instead of being spoon-fed as “globalized society is demanding new ways of analysing and understanding learner needs, learner motivation, and learner autonomy, and their intricate relationships” (Kumaravadivelu, 2012, p. 52).

Considering these, innermost circle in Figure 4 reflects autonomy since the ultimate aim in CLEs is to have a new type of learner who regulate their language

learning with the aid of teachers who are also autonomous learners as well as being reflective practitioners since teachers are both role models and implementers of constructivism. The second and third circle illustrate the effect of attitudes and self-efficacy perceptions of learners and teachers towards CLEs. In this sense, this new type of language learning climate is also possible to affect self-efficacy perceptions and attitudes of prospective teachers since they will be future practitioners of constructivism in their classrooms. Therefore, it is worth discovering prospective English teachers' self-efficacy perceptions and attitudes towards constructivist learning environments. Besides, teachers who are aware of their self-efficacy perceptions and beliefs towards constructivist learning environments may develop a positive attitude towards constructivism and they can guide their students to take the responsibility of their own learning and create more democratic learning environments.



CHAPTER III

3. METHODOLOGY

The primary purpose of the current study is to explore self-efficacy perceptions and attitudes of prospective English teachers towards constructivist learning environments to reveal whether there is any significant difference between senior and junior prospective teachers considering some variables such as gender and year of the study. Additionally, the study also investigates if there is any relationship between senior and junior prospective teachers in terms of their self-efficacy perceptions and attitudes.

In the section of the research, there is detailed information about the study and how it was conducted. It provides elaborated knowledge related to the components of methodology such as research design, participants, instruments, data analysis, procedure of the study, reliability and validity. At the beginning of the research, the context of the study, research design and participants were introduced. After that, the instruments, data collection procedures and data analysis process were presented.

3.1. Context of the study

The present study aims to investigate prospective English teachers' self-efficacy and attitudes towards CLEs whether there is a relationship between senior and junior prospective teachers with regard to variables such as gender and year of study at Ondokuz Mayıs University. Hence, the study was carried out at Ondokuz Mayıs University, in English language teaching department in Samsun. Ondokuz Mayıs University is a state university. The English language teaching department at Ondokuz Mayıs University presents four-year English language education as well as a-year preparation class for the ones who are in need of improving basic skills such as reading, writing, listening and speaking. The ones who are successful at the end of the preparation class start their four-year English language teaching education.

Prospective English teachers in their first year take classes such as advance reading and writings skills, speaking and listening skills as well as a course named an introduction to teaching profession. In their second year, they take linguistics, English language and literature, critical reading and writing in addition to approaches and methods in English language teaching as well as a foreign elective language. In their

third year, the classes such as classroom management, language learning strategies for children, teaching language skills are presented to junior prospective English teachers. In their last year, it is expected from prospective English teachers to be in practicum to get a real-life experience in addition to the classes such as assessment and evaluation, creating language teaching materials, language teaching content development.

The main objective of the practicum offered by Ondokuz Mayıs University is to provide an insight for prospective English teachers to prepare them to transfer their teaching skills acquired during their teaching education program into real language learning environments. Within this line of the thought, according to Toprakçı (2003) practicum have two main aims. The first one is to make prospective teachers to be aware of their field and make them gain experience about curriculum, school and learning environment. The second is to transfer what student teachers acquire theoretically into practice. In this sense, the teaching education programs match senior prospective English teachers with suitable supervisors and predetermined schools. Then senior prospective teachers take part in practicum for two semesters. In their first semester, they observe language learning environments, teacher and students. However, in second semester, they are one step closer to be an English teacher by teaching English with the help of materials they prepare and evaluate their teaching process with the guidance of their mentors.

Considering these, 146 prospective English teachers were taken part in the research in order to investigate self-efficacy and attitudes of prospective English teachers. 86 of them were senior students who take theoretical language teaching classes as well as practicum experience for two semesters and 60 of them were junior students taking only theoretical language teaching classes but do not have any practicum experience. Two questionnaires were used in this study to explore prospective English teachers' self-efficacy perceptions and attitudes towards Constructivist learning environments. The first questionnaire is "Self-Efficacy Beliefs Scale for Implementation of the Constructivist Approach" developed by Evrekli, Ören and Inel (2010) and the second one is "Teacher Attitude Scale towards Constructivism" developed by Evrekli, Inel, Balım and Kesercioglu (2009). Statistical Package for the Social Sciences (SPSS 23) was used to analyse the data obtained from the research. The data obtained at the end of implementing questionnaires were analysed and described through descriptive statistics.

3.2. Research Design

The present study was designed as a quantitative research to discover prospective English teachers' self-efficacy perceptions and attitudes about constructivist learning environments by taking into account variables such as their year of study and gender. The quantitative research means "explaining phenomena by collecting numerical data that are analysed using mathematically based methods" (Aliaga & Gunderson, 2000, p. 3). Among the quantitative research methods, survey-based research was used in the study "to provide a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell, 2009, p. 12) by using two questionnaires as data-gathering tools. The questionnaires were performed to find out prospective English language teachers' self-efficacy perceptions and attitudes towards constructivist learning environments. Kerlinger (1973) defined survey research as "the studies large and small populations by selecting and studying samples chosen from the population to discover relative incidence, distribution and interrelations" (as cited in Jha, 2014, p. 124).

3.3. Participants

The population of this study includes Samsun Ondokuz Mayıs University English language department students. The sample of the study includes junior and senior prospective English teachers in this department. The questionnaires were carried out to 146 junior and senior prospective English teachers in the fall semester of 2018-2019 academic years. Number of participants regarding variables such as gender and year of study is introduced in Table 4 below.

Table 4.

The Number of Participants

Gender	Junior students	Senior Students	Total Participants
Female	40	66	106
Male	20	20	40
Total	60	86	146

As demonstrated in Table 4, 86 of the students were senior prospective English teachers who have practicum experience as a part of their education and 60 of them are junior students who do not have any practicum experience. Practicum experience taken in the last year as a part of teaching education programs is the most significant part of prospective teacher training (Darling-Hammond 2006; Guyton & McIntyre, 1990). Furthermore, a qualified teacher practicum experience can be effective to shape prospective teachers' attitudes and self-efficacy perceptions towards their future classrooms' implementations (Endeley, 2014; O'Shea, Hammite, Mainzer, & Crutchfield, 2000). In this regard, senior students have the opportunity of getting practicum experience for two semesters at a cooperating school where they can observe real classroom environment and start teaching under the guidance of an experienced English teacher working at that school as well as a supervisor at university. Both the supervisor and experienced teacher help and guide prospective English teachers to prepare lesson plans, materials as well as giving feedback regarding their teaching practices.

106 (%72,6) of the participants were females and 40 (%27.4) of them were males. Before the study, consent forms were given to all participants and the aim of the study was explained to the participants by researcher and all of the participants were willing to attend to the research. The participants were selected non-randomly through purposive sampling. The purposive sampling which is a non-random technique is the intentional preference of a researcher on account of the qualities the participant has. Namely, the researcher makes choice of what is necessary to be acquainted and decides the participants through whom information can be supplied (Bernard, 2002).

3.4. Instruments

In order to collect data, two questionnaires were used for the present study with the participation of 146 prospective English teachers during 2018-2019 education year. The first questionnaire is a "Self-Efficacy Perception Scale for the Implementation of the Constructivist Learning Environments" developed by Evrekli, Oren and Inel (2010) (See Appendix 3). The reliability of Cronbach Alpha of the scale is .96. The questionnaire includes four factors along with 40 items regarding self-efficacy towards constructivism. The first factor of the scale including 8 items covers the items of self-efficacy beliefs regarding lesson planning towards constructivism. The second factor

includes 9 items related to self- efficacy beliefs regarding teaching and learning process towards constructivism. The third factor is 12 items regarding self-efficacy beliefs in assessment and evaluation process towards constructivism. The fourth factor covers 11 items of self-efficacy beliefs attempting to create constructivist learning environments. The questionnaire is a five-point Likert scale including respectively strongly agree (1), agree (2), neutral (3), disagree (4), strongly disagree (5).

The second questionnaire which was used in this research is “Teacher Attitude Scale towards Constructivism” developed by Evrekli, Inel, Balım and Kesercioglu (2009) (See Appendix 4). The reliability of Cronbach Alpha of the scale is .93. The scale includes 19 items regarding attitudes of prospective teachers towards constructivism. The factors inside the scale include both positive and negative attitudes. In this regard, 8 items of it are negative and 11 of it contain positive items. Similar to the “Self-Efficacy Beliefs Scale for the Implementation of the Constructivist Approach” questionnaire, a five-point Likert scale including respectively strongly agree (1), agree (2), neutral (3), disagree (4), strongly disagree (5) has been used in “Teacher Attitude Scale towards Constructivism.

3.5. Data Analysis

The data obtained through “Self-Efficacy Beliefs Scale for the Implementation of the Constructivist Approach” and “Teacher Attitude Scale towards Constructivism” were computerized and processed with the Statistical Package for the Social Sciences (SPSS 23). Firstly, the negative items were reversed coded in order to get valid and reliable results in the attitude scale towards constructivism. Then data was described by using descriptive and inferential statistics to determine the distribution of gender and year of study.

In this regard, firstly descriptive values such as mean, median and standard deviation were calculated for both senior and junior prospective English teachers to find out their self-efficacy perceptions and attitudes towards CLEs. After that, Kolmogorov-Smirnov and Shapiro-Wilk normality tests were applied to determine what kind of statistical tests would be suitable for the data (Can, 2018). According to the result of normality tests, t-test which is a parametric test was used when the data were normally distributed so as to determine if there is a significant difference between senior and junior prospective English teachers related to their gender and year of study towards

CLEs. On the other hand, when the data did not have a normal distribution at the end of the normality tests, this time Mann Whitney U test that is a non-parametric test (Creswell, 2009) was used to discover if there was a significant difference between senior and junior prospective teachers in terms of their gender and year of study towards CLEs. Lastly, in order to discover if there is any significant correlation between self-efficacy perceptions and attitudes of prospective English teachers, Spearman's rank-order correlation test was used.

3.6. Procedure of the study

Permission necessary for conducting the current research was taken from Ondokuz Mayıs University by means of written document covering purpose of the study along with the questionnaires. After choosing the sample suitable to methodology of the study, the consent forms were given to participants. Then the questionnaires were distributed to the ones who were willing to participate in the study. It was taken nearly 20 minutes for prospective teachers to answer the questionnaires.

3.7. Reliability and Validity

In order to find out the reliability and validity of items in questionnaires, Cronbach's Alpha coefficient was calculated for each item in the questionnaires separately after the data were collected. The Cronbach's Alpha coefficient for self-efficacy perceptions towards CLEs scale was .96 while teacher attitude scale towards constructivism was .90. The results of Cronbach's Alpha coefficient demonstrate that there was a high consistency of reliability considering that "for research purposes, a useful rule of thumb is that reliability should be at least .70 and preferably higher" (Fraenkel & Wallen, 2009, p. 157).

CHAPTER IV

4. FINDINGS AND RESULTS

4.1. Introduction

In this chapter of research, findings and results of the study acquired from statistical analysis of questionnaires are presented concerning the aim and research questions of the study. Statistical Package for Social Sciences (SPSS 23) was used for analysing the data. Findings acquired through data analysis incorporate descriptive statistics and correlation tests results regarding research questions. All findings are elaborated by tables.

In the present study, it was aimed to investigate prospective English teachers' self-efficacy perceptions and attitudes towards CLEs by taking into consideration independent variables such as gender and year of study. In this context, SPSS was firstly used to find out self-efficacy perceptions and attitudes of prospective English teachers and the results were illustrated through tables. Besides, descriptive statistics of all items were also included so as to elaborate the results. After that, in order to discover whether there was a significant difference in terms of gender and year of study, independent sample T-test and Mann Whitney U test was used. Lastly, Spearman's correlation test was incorporated into the study to find out if there was any relationship between prospective teachers' self-efficacy and attitudes by considering their gender and year of study. Results are below.

4.2. Findings regarding Self-Efficacy Perceptions and Attitudes of Prospective English Teachers Towards Cles. (Research Question 1)

In order to investigate self-efficacy perceptions and attitudes of prospective English teachers, descriptive statistics were calculated through SPSS for both junior and senior English prospective teachers. In this sense, when self-efficacy scale towards CLEs was observed, it was determined that there were 4 main dimensions regarding the scale which are lesson planning, learning and teaching, assessment and evaluation and lastly, creating constructivist learning environments. Therefore, statistical value of each sub-dimension was analysed separately in scale by using SPSS. The following Table indicates comparison of statistical result of self-efficacy perceptions of senior and junior prospective English teachers separately towards lesson planning factor.

Table 5.

Comparison of Statistical Results regarding Self-Efficacy towards Lesson Planning Factor in CLEs

Year of study	N	Mean	St. Deviation
Junior	60	27.73	5.14
Senior	86	28.91	4.56

When the total scores of junior and senior prospective teachers' self-efficacy perceptions towards CLEs in terms of lesson planning factor were analysed, it was found out that the mean value was 24 considering that the maximum value was 40 and minimum value was 8 as there were 8 items regarding lesson planning factor in scale. In this context, it can be inferred that the value between 8-16 is low, the value between 16-24 is average, the value between 24-32 is high and the value between 32-40 is very high as it is demonstrated in Table 5 (Can, 2018).

As presented in Table 5, junior prospective English teachers' mean is 27.73 while senior prospective teachers' is 28.91. This means that both senior and junior prospective teachers have high self-efficacy perceptions towards constructivist learning environments in terms of lesson planning factor as the mean value is 24 for lesson planning dimension in the scale. Besides, in order to elaborate the results of lesson and planning factor in the scale, descriptive statistics of items were added. The Table 6 illustrates the items related to lesson and planning dimension of self-efficacy scale towards CLEs.

Table 6.

Descriptive Statistics of Items regarding Lesson and Planning Dimension of Self-Efficacy Scale towards CLEs

Statements	N	Min	Max	Mean	SD
1. I can prepare lesson plans by using 3E,5E,7E models towards constructivism.	146	.00	5.00	2.93	1.04
2. I can prepare activities to ensure active participation of learners during lesson planning process.	146	1.00	5.00	3.81	.73
3. I believe that I can be successful in the determination of alternative lesson evaluation activities according to constructivist approach during lesson planning process.	146	1.00	5.00	3.63	.77
4. I believe that I am efficacious to prepare activities to prevent misconceptions regarding alternative concepts.	146	1.00	5.00	3.59	.74
5. I feel efficacious to prepare lesson plans considering students' prior knowledge in the lesson planning process.	146	1.00	5.00	3.81	.77
6. I consider myself adequate about planning activities related to the class including method and techniques according to constructivism.	146	1.00	5.00	3.52	.91
7. I feel efficacious about developing lesson plans which improve students' high-level thinking skills.	146	1.00	5.00	3.52	.83
8. I feel competent in the preparation of activities based on the development of scientific process skills of learners.	146	1.00	5.00	3.57	.76

“Note: *N*= Number of the Participants *M*= Mean, *SD* = Standard Deviation”

As illustrated in Table 6, item 2 ($M= 3.81$ $SD=.73$) and item 5 ($M=3.81$ $SD=.77$) have the highest mean scores. In this sense, it is apparent that prospective English teachers consider themselves highly effective about preparing lesson plans through which learners can be active participants of the process. In addition to this, they also feel most efficacious to prepare lesson plans by taking into account learners' prior

knowledge. These results demonstrate that prospective English teachers are aware of core principles of constructivism such as activating prior knowledge of learners and keep them active during language learning process (Güneş, 2007). However, the item 1 regarding preparing lesson plans by using constructivist learning models such as 3E, 5E and 7E is the one that prospective English teachers regard themselves the least effective ($M= 2.93$ $SD=1.04$). These models called 3E, 5E and 7E are constructivist learning models. 5E learning model is one of the most common one used in constructivist learning environments and E in 5E learning model refers to Engage, Explore, Explain, Elaborate and Evaluate (Boddy, Watson & Aubusson, 2003). This result highlighted the fact that prospective English teachers had little knowledge about creating constructivist lesson plans by using 3E, 5E or 7E learning models even though both junior and senior prospective teachers consider themselves effective to prepare lesson plans towards constructivism.

Second dimension of the scale is with regard to prospective English teachers' self-efficacy perceptions about learning-teaching process towards CLEs. The table 7 below demonstrates the comparison of statistical results regarding self-efficacy perceptions of senior and junior prospective teachers towards learning and teaching in CLEs

Table 7.

Comparison of Statistical Results regarding Self-Efficacy towards Learning-Teaching in CLEs

Year of study	N	Mean	St. Deviation
Junior	60	32.83	5.56
Senior	86	33.84	5.39

Considering there are 9 items regarding learning and teaching dimension in Table 7, the mean value is 27 on account of the fact that the maximum value is 45 and minimum value is 9. Hence, when the data was analysed, the lowest value is between 9-18, average value is between 18-27, high value is between 27-36 and lastly, the highest value is between 36-45 (Can, 2018).

As illustrated in Table 7, both junior and senior prospective English teachers have high self-efficacy perceptions towards learning and teaching process in CLEs based on mean values. Besides, so as to comprehend the effect of learning and teaching

dimension on prospective English teachers, descriptive statistics of items were given below in Table 8.

Table 8.

Descriptive Statistics of Items regarding Learning and Teaching Dimension of Self-Efficacy Scale towards CLEs.

Statements	N	Min	Max	Mean	SD
1. I believe that I will be efficacious to encourage students to investigate during constructivist learning process.	146	2.00	5.00	3.73	.78
2. I believe that I can guide learners while they are constructing knowledge during teaching-learning process.	146	2.00	5.00	3.80	.86
3. I think that I am sufficient to enable learners to participate in the class.	146	1.00	5.00	3.86	.79
4. I find myself sufficient to implement activities for students to use scientific process skills in the process of learning-teaching.	146	1.00	5.00	3.58	.86
5. I think that I can provide interaction among learners in the learning environment during the learning-teaching process.	146	2.00	5.00	3.87	.81
6. I consider myself adequate to create necessary learning environments for learners to relate the information they have learned in the course to daily life in the process of learning-teaching,	146	1.00	5.00	3.73	.83
7. I am able to provide examples from daily life that are appropriate for the learners' previous experiences in the learning-teaching process.	146	1.00	5.00	3.85	.87
8. I think I am capable of creating a cognitive conflict climate among learners in the process of learning-teaching,	146	1.00	5.00	3.43	.85
9. I think that I am sufficient to ask students questions about the development of higher-order thinking skills in the process of learning-teaching.	146	1.00	5.00	3.54	.88

“**Note:** N= Number of the Participants M= Mean, SD = Standard Deviation”

According to Table 8, the item with the highest mean score is *I think that I am sufficient to enable students to participate in the class* ($M=3.86$ $SD= .79$) and the second highest mean score is *I believe that I can guide learners while they are constructing knowledge during teaching-learning process* ($M=3.80$ $SD=.86$). On the other hand, item 8 which is related to being capable of creating a cognitive conflict environment among learners during learning and teaching process has the lowest mean score ($M=3.43$ $SD=.85$). Based on the mean scores of striking items in Table 8, prospective English teachers consider themselves highly efficacious regarding encouraging learners to take part in the class while learners are constructing the knowledge. Furthermore, their self-belief in themselves concerning being a guide to the learners in learning and teaching process is another promising finding which supports prospective English teachers' high self-efficacy towards CLEs. Yet, they feel less efficacious regarding creating a cognitive conflict between learners during learning and teaching process. This finding is also important as it revealed that prospective English teachers considered themselves less effective about creating a learning environment including cognitive conflict among learners. As for the third dimension of scale, which is assessment and evaluation part, the mean and standard deviation results reflecting the self-efficacy perception of prospective English teachers towards CLEs are in Table 9.

Table 9.

Comparison of Statistical Results regarding Self-Efficacy Perceptions towards Assessment and Evaluation Sub-category

Year of study	N	Mean	St. Deviation
Junior	60	40.18	8.49
Senior	86	43.55	7.52

According to Table 9, mean results illustrate that both junior and senior prospective teachers have high self-efficacy perception in terms of assessment and evaluation dimension in the scale by considering assessment and evaluation factor's mean value is 36 since there are 12 items in scale regarding this part, that is, the maximum value is 60 whilst minimum one is 12. Within this frame, the value between 12-24 is the lowest, 24-36 is average mean value and 36-48 is the high value and 48-60 can be accepted as very high value (Can, 2018). In addition to high mean scores in assessment and evaluation dimension in the scale, the following Table below reveals some noticeable results towards CLEs regarding items.

Table 10.

Descriptive Statistics of Items regarding Assessment and Evaluation Dimension of Self-Efficacy Scale towards CLEs

Statements	N	Min	Max	Mean	SD
1. I believe that I am efficacious to assess and evaluate learners' learning throughout the process.	146	1.00	5.00	3.55	.86
2. I believe that the students will be active in the evaluation process with the assessment techniques I use.	146	1.00	5.00	3.54	.82
3. I believe that I can evaluate learning activities by using more than one assessment and evaluation techniques.	146	1.00	5.00	3.59	.93
4. I believe that I can encourage learners to take responsibility of their own learning through different assessment and evaluation methods and techniques.	146	1.00	5.00	3.68	.95
5. I find myself efficacious to use different assessment and evaluation methods that are appropriate for the achievement of the course.	146	1.00	5.00	3.60	.96
6. I can use formative and summative assessment together while evaluating learners' learning.	146	2.00	5.00	3.54	.86
7. I am efficacious to provide learners opportunities to evaluate their own learnings.	146	2.00	5.00	3.71	.90
8. I consider myself efficacious to apply assessment-evaluation methods and techniques that require learners to use their thinking skills.	146	1.00	5.00	3.52	.86
9. I consider myself adequate about using different assessment- evaluation skills to support learning.	146	1.00	5.00	3.60	.86
10. I feel myself efficacious to use techniques and methods to evaluate learners cognitive- affective and psychomotor skills.	146	1.00	5.00	3.56	.90
11. I am capable of using assessment and evaluation methods and techniques that allow learners to explore their own abilities.	146	1.00	5.00	3.58	.91
12. I am adequate to use assessment and evaluation skills that will allow learners to evaluate each other.	146	1.00	5.00	3.55	.88

“Note: *N*= Number of the Participants *M*= Mean, *SD* = Standard Deviation”

As illustrated in Table 10, item 7 regarding providing opportunities for learners to evaluate their own learning has the highest mean score ($M=3.71$ $SD=.90$). On the other hand, item 8 concerning being efficacious to apply assessment and evaluation methods and techniques requiring to activate learners thinking skills has the lowest mean score ($M=3.52$ $SD=.86$). These noticeable findings demonstrate that on one hand prospective English teachers were willing to use different assessment and evaluation strategies in learning environments to reinforce language learning process. On the other hand, they feel relatively less efficacious to offer assessment and evaluation methods as well as techniques that can activate learners' thinking skills.

Lastly, the items concerning creating a constructivist learning environment in the scale was examined, the comparison of statistical results regarding creating constructivist learning environments are below in Table 11.

Table 11. *Comparison of Statistics Results regarding Creating Constructivist Learning Environments*

Year of study	N	Mean	St. Deviation
Junior students	60	41.73	6.42
Senior students	86	43.45	6.39

According to data analysis, it was found out that the mean value was 33 as there were 11 items in this factor of the scale. This means that the maximum value is 55 while minimum one is 11. In this respect, between 11-22 is low, 22- 33 is the average and 33-44 is high as well as between 44-55 is the highest value (Can, 2018). Furthermore, Table 11 represents that junior prospective English teachers' mean is 41.73 whereas senior ones' mean is 43.45. In this respect, it reveals that not only junior prospective English teachers but also senior ones have high self-efficacy perceptions towards creating constructivist learning environments. From mean results, it is clear that prospective English teachers are enthusiastic to design their own learning environments in the light of constructivism. These results also provide insight to study in that most of the prospective English teachers have high self-efficacy and self-esteem about creating suitable learning environments towards constructivism. In order to elaborate the results of creating constructivist learning environments, the descriptive statistics of items were given in Table 12.

Table 12.

Descriptive Statistics of Items regarding Creating Constructivist Learning Environments.

Statements	N	Min	Max	Mean	SD
1. I believe that I can create learning environments where students can interact with their environment according to constructivist approach.	146	2.00	5.00	3.84	.83
2. I think that I can create a classroom environment where students can express their thoughts clearly in the learning process.	146	1.00	5.00	3.91	.89
3. I consider myself sufficient to create a classroom arrangement that is suitable for a constructivist approach.	146	2.00	5.00	3.76	.81
4. I believe that I can organize the learning environment in such a way that the students can easily access the related equipment.	146	1.00	5.00	3.80	.89
5. I think that I can use learning tools that can appeal to learners' more than one sensory organ in learning environments.	146	1.00	5.00	3.89	.90
6. I can create a learning environment where learners work and learn in a group comfortably.	146	2.00	5.00	4.09	.76
7. I believe that I can create a multi-dimensional classroom environment supported with materials.	146	1.00	5.00	3.88	.89
8. I think I can create a learning environment where students are given enough time to think about the questions.	146	1.00	5.00	3.93	.78
9. I can create a learning environment where students can direct their own learning	146	2.00	5.00	3.76	.90
10. I can create a learning environment where students can freely ask questions, they are curious about.	146	2.00	5.00	4.02	.86
11. I believe that I can create appropriate learning environments for learners by using school and environmental facilities in accordance with constructivist approach.	146	1.00	5.00	3.81	.80

"Note: *N*= Number of the Participants *M*= Mean, *SD* = Standard Deviation"

As demonstrated in Table 12, item 6 regarding creating a learning environment in which learners can work in a group comfortably has the highest mean score ($M=4.09$ $SD=.76$). Besides this, item 10 has the second highest mean score related to learning environments in which learners can ask questions and explore answers for the questions they have ($M= 4.02$ $SD=.86$). On the other hand, item 9 has the lowest mean score concerning creating a constructivist learning environment where learners can direct their own learning ($M=3.76$ $SD=.90$). Based on the mean scores of striking items in Table 12, the findings indicate that prospective English teachers feel themselves highly efficacious to provide language learning environments where learners can learn in a group by asking questions freely. In addition to these findings, it also revealed that prospective English teachers considered themselves less efficacious in terms of helping learners be self-directed and take the responsibility of their own learning.

Lastly, when the total mean values were examined in Table 13, self-efficacy results indicate that junior and senior prospective English teachers have high self-efficacy towards CLEs.

Table 13. *Comparison of Statistics Results regarding Self-efficacy towards CLEs in Total*

Year of study	N	Mean	St. Deviation
Junior students	60	144.6	2.21
Senior students	86	149.7	2.11

When all data regarding self-efficacy perceptions were analysed, it revealed that junior prospective teachers' mean is 144.6 and senior prospective teachers' mean is 149.7 as illustrated in Table 13. According to mean results, there is a slight difference between senior and junior prospective English teachers in favour of senior prospective teachers in terms of their self-efficacy perceptions towards CLEs. Considering mean scores of both senior and junior prospective English teachers, it is apparent that prospective English teachers consider themselves efficacious and this perception about themselves is possible to affect their performances as future practitioners of language learning and teaching process as well as their future students' self- efficacy perceptions.

4.3. Findings regarding Attitudes of Prospective English Teachers towards Cles (Research Question 1)

As for attitudes of prospective English teachers, SPSS was used to describe the data obtained through attitude scale towards CLEs. The following Table illustrates the attitude results of senior and junior prospective teachers.

Table 14.

Statistical Results regarding Attitudes of Prospective English Teachers towards CLEs

Year of study	N	Mean	St. Deviation
Junior	60	75.75	1.19
Senior	86	71.22	1.26

According to the data analysis results, the mean score for attitude scale is 57. On account of the fact that there are 19 items in the scale, 95 can be accepted as the maximum score whereas 19 could be the minimum score. Within this context, between 19-38 can be accepted low, between 38-57 is average, between 57-76 is high and the score between 76-95 can be the highest value (Can, 2018). In this regard, according to the mean scores in Table 14 above, both junior and senior prospective teachers' attitude scores could be accepted high towards CLEs. This also demonstrates that both senior and junior prospective English teachers have positive attitudes towards CLEs even though junior prospective teachers have higher attitude mean scores in total. In order to highlight the result of attitude scale, descriptive statistics of items were demonstrated below in Table 15.

Table 15.

Descriptive Statistics of Items regarding Attitude Scale towards CLEs

Statements	N	Min	Max	Mean	SD
1. I like reading books on constructivist approach.	146	1.00	5.00	3.51	1.07
2. I like informing people around me about constructivism.	146	1.00	5.00	3.67	.99
3. I like constructivism.	146	1.00	5.00	4.01	.90
4. It was unnecessary to renew English language curriculum according to constructivism. *	146	1.00	5.00	3.70	1.30
5. I would like to use constructivism all the time.	146	1.00	5.00	3.82	1.00
6. I find meaningless the idea that constructivism adopted. *	146	1.00	5.00	3.95	1.09
7. I can make any kind of effort to learn constructivist approach.	146	1.00	5.00	3.36	1.01
8. Constructivist approach does not appeal to me *	146	1.00	5.00	3.93	1.11
9. Constructivism is an approach which should be focused on carefully.	146	1.00	5.00	3.92	1.02
10. Trying to perceive constructivism is a waste of time for me. *	146	1.00	5.00	3.70	1.32
11. Constructivist approach is suitable for my learning style.	146	1.00	5.00	3.74	1.01
12. Constructivist approach has made the language learning program boring. *	146	1.00	5.00	3.96	1.15
13. I would like to use constructivist approach in my lessons in the future	146	1.00	5.00	3.98	.96
14. I would like to do research on constructivist approach.	146	1.00	5.00	3.80	1.03
15. I want to attend symposiums and presentations regarding constructivism.	146	1.00	5.00	3.89	.95
16. I want to learn more about constructivism.	146	1.00	5.00	3.95	.93
17. I do not want to talk about constructivism with others. *	146	1.00	5.00	3.79	1.10
18. I don't think constructivism can teach me anything in English lessons. *	146	1.00	5.00	4.15	1.04
19. I don't think constructivism will be efficient in language learning classes. *	146	1.00	5.00	4.15	1.08

*Negative items were reverse scored during SPSS data processing to get valid results

According to Table 15, item 18 ($M=4.15$ $SD=1.04$) and item 19 ($M=4.15$ $SD=1.08$) have the highest mean scores regarding attitudes of prospective English teachers towards CLEs. Besides these items, the third highest mean score is *I like constructivism* ($M=4.01$ $SD=.90$). These findings provide clear support for prospective English teachers' positive attitudes towards constructivism. The findings are also promising in that prospective English teachers have not only positive feelings to discover more about constructivism but also, they are eager to arrange their future language learning environments in the light of constructivism. However, item 7 ($M=3.36$ $SD=1.01$) has the lowest mean scores regarding making any kind of effort to learn about constructivism. This result demonstrates that prospective English teachers were relatively less willing to make extra effort to learn about constructivism.

4.4. Findings regarding the Effect of Gender on Prospective English Teachers in terms of Their Self-Efficacy Perceptions and Attitudes towards Constructivism (Research Question 2)

In this part of the study, so as to shed light on whether there is any significant difference between genders with regard to the self-efficacy perceptions and attitudes of prospective English teachers, firstly, Kolmogorov-Smirnov and Shapiro-Wilk tests were used to test the normality of the data disturbance. After that when the data had a normal distribution, T-test was applied to both senior and junior prospective teachers separately. When the data did not have a normal distribution, Mann-Whitney U test was carried out to find out if there was any significant difference between senior or junior prospective teachers in terms of their attitudes or self-efficacy perceptions towards CLEs. Within this context, the results regarding junior and senior prospective teachers' genders are presented through tables and explanation of them.

4.4.1. Findings regarding the Effect of Gender on Junior Students' Self-Efficacy Perceptions and Attitudes

Before analysing, data related to junior students' self-efficacy perceptions was examined through Kolmogorov-Smirnov and Shapiro-Wilk tests to reveal whether the distribution of data had a normal distribution or not. The results of Kolmogorov-Smirnov and Shapiro-Wilk tests are below.

Table 16.

Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality

Kolmogorov-Smirnov					Shapiro-Wilk		Skewness Kurtosis	
Year of study	Statistic	Df	Sig.	Statistic	Df	Sig.	Statistics	Statistic
Junior	.079	60	.200*	.977	60	.318	-.459	.687

According to the results Kolmogorov-Smirnov and Shapiro Wilk tests in Table 16, data had a normal distribution in terms of coefficient of skewness and coefficient of kurtosis. This result means that parametric tests could be used in the research. After that, since the data had a normal distribution, t-test which is a parametric test was used to find out if there was any significant difference or not between genders. The table below presents the results.

Table 17.

Comparison of Junior Prospective English Teachers' Self-Efficacy Results in terms of Gender Variable

Gender	N	Mean	St. Deviation	T	Significance
Female	40	151.68	19.03	3.850	.000
Male	20	130.7	21.56	3.691	.001

*p<0.05

As demonstrated in Table 17, there is a statistically significant difference between genders in favour of females ($.000 < 0.05$) according to the result of independent samples t-test. This evidently indicates that female junior prospective teachers have higher self-efficacy perceptions compared with male prospective teachers. In addition to this, based on mean values between females (151.68) and males (130.7), the difference between genders become more evident.

In order to investigate whether there is any significant difference between junior prospective English teachers' attitudes towards CLEs in terms of genders of participants, firstly Kolmogorov-Smirnov test and Shapiro-Wilk test of normality was applied. The following table represents the results.

Table 18.

Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality

Kolmogorov-Smirnov					Shapiro-Wilk		Skewness	Kurtosis	
Year of study	Statistic	Df	Sig.	Statistic	Df	Sig.	Statistic	Statistic	
Junior	.125	60	.021	.977	60	.016	-.810	.422	

According to the result of Kolmogorov-Smirnov and Shapiro-Wilk in Table 18, it was observed that data did not have a normal distribution in terms of values of skewness and kurtosis. This means that parametrical tests could not be used in the research. Therefore, the data was analysed through Mann Whitney U test which is a non-parametrical test. The Table below hosts the result with regard to attitude of junior prospective teachers in terms of gender variable.

Table 19.

Comparison of attitude results of junior prospective teachers in terms of gender

Gender	N	Mean rank	U	Z	P
Female	40	32.19	332.500	-1.059	.289
Male	20	27.12			

*p>0.05 significance level

According to Mann Whitney U test in Table 19, the results suggest that there is not any significant difference (.289>0.05) between junior prospective English teachers' attitudes towards CLEs in terms gender variable even though female mean rank is 32.19 and male mean rank is 27.12.

4.4.2. Findings regarding the Effect of Gender on Senior Students' Self-Efficacy Perceptions and Attitudes

Prior to analysing, data with regard to senior prospective English teachers' self-efficacy perceptions was examined through Kolmogorov-Smirnov and Shapiro-Wilk tests to find out if the data had a normal distribution or not. The Table below presents the results.

Table 20.

Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality

Kolmogorov-Smirnov				Shapiro-Wilk			Skewness Kurtosis		
Year of study	Statistic	Df	Sig.	Statistic	Df	Sig.	Statistic	Statistic	Statistic
Junior	.125	60	.021	.977	60	.016	-.066	-.377	

According to Kolmogorov-Smirnov and Shapiro-Wilk tests in Table 20, data had a normal distribution with regard to skewness and kurtosis values. After that, t-test was applied to see whether there is a significant difference between genders with regard to self-efficacy perceptions of senior prospective English teachers. Following Table represents t-test results.

Table 21.

Comparison of Senior Prospective Teachers' Self-Efficacy Results in terms of Gender Variable

Gender	N	Mean	St. Deviation	T	Significance
Female	66	151.21	19.27	1.145	.255
Male	20	145.05	26.31	.971	.341

*p>0.05

The findings in Table 21 above present that there was not any significant difference between female and male senior prospective English teachers in terms of self-efficacy perception towards CLEs. As for attitudes of senior prospective English teachers, Kolmogorov-Smirnov and Shapiro-Wilk tests was carried out whether the data had a normal distribution or not. The following table shows results.

Table 22.

Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality

Kolmogorov-Smirnov				Shapiro-Wilk			Skewness Kurtosis		
Year of study	Statistic	Df	Sig.	Statistic	Df	Sig.	Statistic	Statistic	Statistic
Senior	.068	86	.200*	.986	86	.468	-.205	-.481	

According to Table 22, it was observed that the data had a normal distribution. After that, t-test was applied to compare the results in terms of gender. The table 23 reflects the results.

Table 23.

Comparison of senior prospective teachers' attitude results in terms of gender variable

Gender	N	Mean	St. Deviation	T	P
Female	66	72.8333	12.39427	2.195	.031
Male	20	65.9000	12.29848	2.205	.035

* $p < 0.05$

As it is demonstrated in Table 23, there is a significant difference ($p < 0.05$) between male and female senior prospective teachers in favour of female ($.031 < 0.05$). Besides this, mean results (females=72.83 and males=65.90) are another clear support reinforcing senior female prospective teachers have more positive attitudes than senior male prospective teachers.

4.5. Findings regarding the Effect of Year of Study on Prospective English Teachers in terms of Their Self-Efficacy Perceptions and Attitudes towards Cles. (Research Question 3)

Before analysing the data obtained through scales concerning the year of study variable, Kolmogorov-Smirnov and Shapiro-Wilk tests was used to determine whether the data had a normal distribution or not. The results are below.

Table 24.

Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Attitude	.080	146	.024	.975	146	.010
Self-efficacy	.056	146	.200	.992	146	.611

The results in Table 24 suggest that while self-efficacy total points had a normal distribution, attitude points did not have a normal distribution according to Kolmogorov-Smirnov and Shapiro-Wilk tests. Hence, t-test was used for self-efficacy perceptions for prospective English teachers as total points of self-efficacy had a normal distribution and Mann-Whitney U test was applied for attitude since attitude total points did not have a normal distribution. In this respect, t-test was carried out in order to determine if there is any significant difference between senior and junior prospective teachers' self-efficacy perceptions towards CLEs. The following table demonstrates t-test results of prospective English teacher with regard to year of study variable.

Table 25.

Comparison of senior and junior prospective teachers' self-efficacy perceptions results in terms of year of study

Year of St.	N	Mean Dif.	St. Dev. Dif.	T	P
Senior	86	-5.09574	3.62085	1.407	.161
Junior	60	-5.09574	3.65064	1.396	.165

*p>0.05

The Table 25 means that there is not any significant difference related to year of study variable ($p>0.05$) in terms of prospective English teachers' self-efficacy perception towards CLEs. This result also indicates that self-efficacy perceptions of junior and senior prospective teachers might be similar.

As for attitudes, Mann-Whitney U test was carried out since attitude results according to Kolmogorov-Smirnov and Shapiro-Wilk tests did not have a normal distribution. Mann Whitney u test results are below.

Table 26.

Comparison of Attitude Results of Junior and Senior Prospective Teachers in terms of Year of Study

Year of St.	N	Mean rank	U	Z	P
Junior	86	83.28	1993.000	-2.336	.020
Senior	60	66.67			

*p<0,05

According to the Table 26, there is a significant difference between junior and senior prospective teachers ($.020 < 0.05$) in terms of attitudes towards CLEs in favour of junior students as mean rank of juniors is 83.28 while seniors' mean rank is 66.67. This demonstrates that junior students could have more positive attitudes than senior students towards CLEs.

Based on the data analysis and result of study, it is apparent that both junior and senior prospective English teachers have high self-efficacy perceptions and positive attitudes to implement constructivism in their future classrooms. However, there are also some striking results related to data analysis of the research. With regard to some significant results, the following table presents an overall summary regarding the results obtained through questionnaires.

Table 27.

Comparison of Attitude and Self-Efficacy in terms of Gender and Year of Study

	Year of study	N	Mean	St. Deviation	St. Err. Mean
Attitude	Junior female	40	76.87	11.83	1.87
	Senior female	66	72.83	12.39	1.52
Self-Efficacy	Junior female	40	151.68	19.03	1.00
	Senior female	66	151.21	19.27	2.37
Attitude	Junior male	20	73.50	12.08	2.70
	Senior male	20	65.90	12.29	2.75
Self-efficacy	Junior male	20	130.07	21.56	4.82
	Senior male	20	145.05	26.31	5.88

According to the statistical analysis of data in Table 27, it is apparent that junior female prospective teachers have more positive attitudes and are more willing to implement constructivism in their classrooms when compared to male prospective teachers and senior female prospective teachers. Besides, both male and female junior prospective English teachers have more positive attitudes towards CLEs in comparison

with senior prospective teachers. Considering self-efficacy perceptions, female prospective teachers can be considered more efficacious than male prospective teachers based on mean results.

4.6. Findings regarding Correlation between Self-Efficacy Perceptions and Attitudes towards Cles of All Prospective English Teachers (Research Question 4)

In order to discover if there is a significant relationship between self-efficacy and attitude of prospective English teachers, Spearman's Correlation test was applied. The results are below.

Table 28.

Spearman's Correlation Results of Prospective English Teachers in terms of Self-Efficacy and Attitude

	Attitude	Self-efficacy
Correlation Coefficient	1.000	.141
Sig. (2-tailed)	.	.089
N	146	146

As it was illustrated in Table 28, no significant relationship was found between self-efficacy perceptions and attitudes of prospective English teachers towards CLEs. The fact that there was not any relationship between attitude and self-efficacy perceptions of prospective English teachers suggests that self-efficacy perceptions of prospective teachers did not differ from attitudes of prospective English teachers. This could be result from the data regarding junior and senior prospective teachers' self-efficacy and attitudes was distributed independently from each other.

CHAPTER V

5. CONCLUSION

5.1. Introduction

The core point in constructivism is to activate learners by assisting them to be empowered learners in lifelong learning continuum. In this regard, incorporating constructivism into language learning settings is an effective way to promote language learning since recent trend in language learning and teaching is to make learners active rather than letting them be passive receivers of knowledge. Accordingly, constructivism underpins the shift in language learning and teaching reinforcing learner centeredness rather than teacher-centred pedagogy.

Considering the shift in language learning environments, it is plausible to say that the roles of learners and teachers intermingled with each other as learners are active participants having the responsibility of their own learning and teachers are mentors who facilitate learning and guide learners during learning process. From this point of view, what teachers should perform is to help learners by providing suitable language learning environments where learners construct the knowledge in their minds by being socialized. Prospective English teachers who have such an awareness regarding constructivist learning shift can shape their learning environments according to their learners' needs by taking account of new roles of learners and teachers as aforementioned in the literature review part of the study. In this sense, this study intended to discover self-efficacy perceptions and attitudes of senior and junior prospective English teachers towards CLEs with regards to some variables such as gender and year of study.

Considering these, this thesis has been looking for answers for the research questions below.

1. What are the self-efficacy perceptions and attitudes of prospective English teachers towards constructivist learning environments?
2. Is gender an effect on prospective English teachers' self-efficacy and attitudes towards constructivist learning environments?
3. Is year of study an effect on prospective English teachers' self-efficacy perceptions and attitudes towards constructivist learning environments?

4. Is there any correlation between self-efficacy perceptions and attitudes of prospective English teachers towards Constructivist learning environments?

In order to reveal the answers of these questions above, this study was carried out at Ondokuz Mayıs University, in English language teaching department in Samsun with the participation of 86 senior and 60 junior prospective English teachers. The study was designed as a quantitative research. Therefore, two questionnaires, one of them an attitude scale towards CLEs and other one is a self-efficacy scale towards CLEs were used as instruments. The data obtained via scales was computerized through SPSS 23. The findings obtained at the end of processing the data are discussed and interpreted below by being elaborated and reinforced with related literature. In addition, some implications, limitations and suggestions are given at the end of this chapter.

5.2. Conclusion and Discussion

This part includes discussions regarding the findings and results of the study. Besides, each research question is discussed and elaborated through studies whose results reinforce and support the present study.

5.2.1. Self-Efficacy Perceptions and Attitudes of Prospective English Teachers towards Constructivist Learning Environments

The main point of departure for this study was to discover self-efficacy perceptions and attitudes of prospective English teachers towards CLEs. In this sense, the first research question was “What are the self-efficacy perceptions and attitudes of prospective English teachers towards constructivist learning environments?” This research question also involved investigating to what extent senior and junior prospective English teachers have self-efficacy perceptions and attitudes towards using constructivism in learning environments. Within this frame, main data forming the basis of following discussion are the self-efficacy perception and attitude scales’ findings and results towards CLEs.

According to the findings and results of self-efficacy perceptions and attitude scales towards CLEs, it was revealed that both senior and junior prospective English teachers consider themselves efficacious and feel motivated to arrange their classrooms

according to principles of constructivist approach. In addition, they have positive attitudes towards CLEs.

The fact that prospective English teachers consider themselves efficacious towards CLEs is important since they are the real actors who will implement constructivism in their classrooms. When related literature regarding self-efficacy perceptions towards CLEs was observed, it was revealed that the results obtained at the end of the study were in line with so many previous studies (Coskun, 2012; Clarkson, 2010; Karadağ, Deniz, Korkmaz & Deniz, 2008; Kasapoğlu & Duban, 2012; Özenc & Doğan, 2012, Savascı & Berlin 2012). For instance, in line with the result of this study, Kasapoğlu and Duban (2012) found that prospective teachers had high self-efficacy perceptions towards CLEs regarding the sub-dimensions such as lesson and planning, assessment and evaluation and creating constructivist learning environments. Parallel to Kasapoğlu and Duban (2012), what Savascı and Berlin (2012) found in their research was equivalent with the study carried out by Özenc and Doğan (2012). In their research, they both shed the light on that prospective teachers considered themselves competent enough to use constructivism and were eager to create constructivist learning environments.

In a similar vein to these results, Sariçoban (2013) entered the debate to find out foreign language student teachers' opinions about constructivist learning environments. The results showed that students in foreign language teaching department viewed constructivist learning environments helpful considering the principles of constructivism such as alternative evaluation methods and planning how to learn. On the other hand, a research by Ocak (2012) undermined the positive perceptions on implementing constructivism in learning environments. In this research, even though teachers consider themselves effective enough to create learning environments towards constructivism, prospective teachers who observed those teachers' classrooms in their practicum experience found that teachers were not efficacious to arrange their learning settings towards constructivism.

Considering sub-dimensions of self-efficacy perceptions scale towards CLEs, the findings of the study revealed some notable results regarding sub-dimensions of the scale that are lesson planning, learning and teaching, assessment and evaluation and lastly, creating constructivist learning environments. For example, according to the results of lesson planning part in the scale, both junior and senior prospective teachers have high self-confidence to prepare lesson plans related to constructivism. Besides,

prospective English teachers especially consider themselves highly effective related to preparing activities which enable learners to be active with regards to lesson planning towards CLEs. This result of the current study also ties well with some other previous studies concerning lesson planning factor of the scale (Luft, Roehrig, & Patterson, 2003; Üredi & Akbaşlı, 2015). However, according to result of the study, there are also some prospective teachers who regard themselves less efficient regarding preparing lesson plans towards CLEs as it was also supported through a large group of study (Koc, 2013; Lim & Chai, 2008; Mellado, 1999; Ogan-Bekiroglu & Akkoc, 2009; Savascı & Berlin, 2012; Uzuntiryaki, Boz, Kırbulut & Bektas, 2010). For example, in the present study some of the prospective teachers especially consider themselves least productive on preparing lesson plans by using constructivist learning models such as 3E, 5E and 7E. These models are constructivist learning cycles to implement constructivism into learning environment. For instance, 5E learning model is one of the most common one used in CLEs (Balci, Çakıroğlu & Tekkaya, 2006). The E in 5E model refers to Engage, Explore, Explain, Elaborate and Evaluate (Boddy, Watson & Aubusson, 2003). The fact that prospective teachers considered themselves least effective to use these models in their classrooms revealed that prospective English teachers had limited knowledge about creating constructivist teaching models according to 3E, 5E or 7E lesson planning models. Therefore, prospective teachers can be assisted and supported about how to prepare lesson plans by using constructivist lesson planning models such 3E, 5E and 7E.

The findings on self-efficacy perceptions of prospective English teachers towards learning-teaching sub-dimension demonstrate that prospective English teachers feel highly effective about encouraging learners to be involved in learning process by helping them to be active participants of language learning process. This result is a significant finding in terms of understanding prospective English teachers perceptions towards constructivist learning theory as “constructivism is a theory which regards learning as an active process in which learners construct and internalise new concepts, ideas and knowledge based on their own present and past knowledge and experiences” (Cohen, Manion & Morrison, 2004, p. 167). In addition to this, that prospective teachers’ having high self-efficacy to encourage learners to participate in learning process could mean that they adopted a learner-centred pedagogy which might be a clear support for the fact that prospective English teachers are willing to create learning environments in the light of constructivism.

In line with the results regarding learning and teaching dimension in the self-efficacy perception scale, the results in assessment and evaluation dimension highlighted the fact that prospective English teachers find themselves sufficient regarding providing opportunities to learners so as to assess their learning process by themselves. When related literature observed in terms of assessment and evaluation sub-dimension, similar results were also found out by other researchers (Aktas & Aktas, 2012; Anıl & Acar, 2008; Cerçi & Semerci, 2004; Gömleksiz, 2005; Gözütok, Akgün & Karacaoğlu, 2005; Korkmaz, 2006; Özdemir, 2005; Yapıcı & Leblebiciler, 2007). Yet, the results also disclosed the fact that prospective English teachers considered themselves less efficient to offer a learning environment where learners can improve their cognitive skills. This could be due the fact that prospective English teachers need encouragement to use various strategies and methods including authentic, problem solving activities which can improve thinking skills of learners by creating cognitive conflict between learners.

In the section of creating constructivist learning environments, both junior and senior prospective English teachers have the highest mean scores. From mean results, it is clear that prospective English teachers are enthusiastic to design their learning environments according to constructivism. These results provide evidence to study in that prospective English teachers have high self-efficacy and self-esteem about creating suitable learning environments towards constructivism by cooperating with learners within the bounds of possibility. In addition to these, an interesting result also uncovered the fact that prospective English teachers need guidance concerning self-directed learning through which learners can take the initiative and responsibility of their own learning since constructivism supports independent learning (Brooks & Brooks, 1993).

The study also revealed that both senior and junior prospective English teachers have positive attitudes to use constructivism in their language learning settings even though junior prospective teachers are more enthusiastic to create constructivist learning environments than senior prospective English teachers. The fact that prospective English teachers have positive attitudes is an important finding in that it can lead prospective teachers to design their future classrooms according to constructivism. This result may also be because of the fact that constructivism has been used in current English language learning and teaching curriculums for a very long time in Turkey. Comparison with prior studies, the results of the study are parallel to most of the studies

in related literature (Balım, Kesercioglu, Inel & Evrekli, 2009; Çınar, Teyfur & Teyfur, 2006; Damlapınar, 2008; Eskici, 2013; Gürdal, 2007; Kasapoğlu & Duban, 2012; Ocak, 2010; Özbay, 2009; Sthapak & Singh, 2017).

Considering the related studies; for instance, a research by Balım, Kesercioglu, Inel and Evrekli (2009) found out that prospective teachers had positive attitude towards constructivism. Similarly, another research carried out by Kasapoğlu and Duban (2011) discovered that prospective teachers had positive attitudes towards constructivist learning environments and were motivated to use constructivist learning principles in their classrooms. On the other hand, Lyngoh and Sungoh (2017) and Unal and Akpınar (2006) found that student teachers had negative attitudes towards CLEs unlike the results of this study. The results of these studies also provided evidence student teachers were familiar with traditional roles of teachers and considered teachers are only authority in classrooms. For instance, Lyngoh and Sungoh (2009) found that student teachers who participated in their research supported traditional teacher-centred learning environments rather than learner-centred ones. Besides, the results of the study revealed that they were resistant to change their attitudes towards CLEs. Therefore, it could be crucial to create learning environments where prospective teachers can develop positive attitudes towards constructivism as it is difficult to change an attitude once it was acquired (Pajares, 1992)

To sum up, it was revealed that prospective English teachers have high self-efficacy perceptions towards CLEs and motivated to create their future classrooms by using principles of constructivism. Therefore, that prospective English teachers have high self-efficacy towards CLEs provides a significant evidence about their performance in future as Bandura (1997) and Schunk (1991) stated that self-efficacy beliefs and judgements of individuals about themselves could affect their future success. Besides, it was also discovered that prospective English teachers had positive attitudes towards CLEs. This highlights the fact that prospective English teachers are willing to apply constructivism into their future classrooms.

5.2.2. The Effect of Gender on Prospective English Teachers' Self-Efficacy and Attitudes towards Constructivist Learning Environments

The second research question of this study was “Is gender an effect on prospective English teachers' self-efficacy perceptions and attitudes towards constructivist learning environments?” In order to answer this question, this study

attempted to find out if there was a statistically difference between junior and senior prospective English teachers in terms of their self-efficacy perceptions and attitudes towards constructivist learning environments by taking into account their genders.

According to the results of the study, it was discovered that there was a statistically significant difference between junior male and female prospective teachers in favour of female prospective teachers in terms of their self-efficacy perceptions towards CLEs. In addition, the study also revealed that there was not any statistically significant difference between junior male and female prospective teachers in terms of their attitudes towards CLEs even though female mean ranks are higher than male prospective English teachers.

As to senior prospective English teachers, contrary to the findings of junior prospective teachers' gender results, it was found out that there was not any statistically significant difference between female and male senior prospective English teachers in terms of their self-efficacy perceptions towards CLEs despite female prospective teachers' higher mean results. However, the results also demonstrated that there was a significant difference between female and male senior prospective teachers in favour of senior female prospective teachers in terms of their attitudes towards CLEs.

As a result of general interpreting and investigating of data analysis, female prospective English teachers' mean scores could be regarded as higher than male prospective English teachers in terms of their self-efficacy perceptions even though there was not any statistically significant difference between senior female and male prospective English teachers with regard to their self-efficacy. Considering the overall attitude scores of prospective teachers, it could be concluded that female prospective English teachers have more positive attitudes towards CLEs than male prospective teachers even if there was not any statistically significance difference between junior female and male prospective teachers.

When related literature was viewed, it was discovered that the studies the result of which were in favour of female teachers' high self-efficacy perceptions towards CLEs were in line with this research (Cheung; 2008; Gürbüzürk & Şad, 2009; Kahyaoğlu & Yangın, 2007; Yaman, Koray & Altunçekiç, 2004) along with the studies in which female teachers had more positive attitudes towards CLEs than male teachers (Akpınar, Yıldız & Ergin, 2006; Baykara-Pehlivan, 2008; Baykara-Pehlivan, 2010; Çapri & Celikkaleli, 2008). In addition to these, Evrekli, Ören and İnel (2009) discovered that female prospective teachers had more positive attitudes towards

constructivism. Also, Balım, Kesercioğlu, İnel, and Evrekli (2009) revealed that female prospective teachers were feeling themselves more competent to arrange their classroom by using constructivist learning principles. In the same vein, Özbay (2009) revisited the subject to investigate English teachers' views and attitudes towards constructivism and it was revealed that female English teachers were feeling more adequate to use constructivist learning principles than male English teachers in English language learning settings.

The fact that female prospective English teachers had higher self-efficacy perceptions and more positive attitudes towards CLEs could be due to the fact that female teachers in Turkey are tended to be seen more suitable for teaching profession as a socio-cultural concept (Evrekli et al., 2011; Karadag, Deniz, Korkmaz & Deniz, 2008). Therefore, it can be assumed that female prospective teachers considered themselves more competent and motivated towards CLEs than male prospective teachers. In agreement with this perception, a research conducted by Cheung (2008) investigated male and female teachers' views towards teaching profession. At the end of the study, the results reinforced the idea that there was a conception regarding female teachers being considered more successful in teaching profession. In line with Cheung (2008), Acat and Yenilmez (2004) revealed that men were resistant to learn new skills and they were not enthusiastic about getting new learning and teaching skills compared to women. Based on the result of the previous studies in literature, it is apparent that the findings of the study are compatible with related literature and it can be concluded that gender had an effect on prospective English teachers' self-efficacy perceptions and attitudes towards CLEs.

5.2.3. The Effect of Year of Study on Prospective English Teachers' Self-Efficacy Perceptions and Attitudes towards Constructivist Learning Environments

The third research question of the study was "Is year of study an effect on prospective English teachers' self-efficacy perceptions and attitudes towards constructivist learning environments?" In order to reveal the answer of this question, the first step was to uncover whether there was a statistically significant difference between senior and junior prospective teachers in terms of their self-efficacy perceptions and attitudes towards CLEs with regard to their year of study variable.

According to the findings of the study, it was revealed that there was not any statistically significant difference between junior and senior prospective English

teachers in terms of their self-efficacy perceptions even though senior prospective teachers have slightly higher self-efficacy perceptions towards CLEs. Contrary to self-efficacy perception results of prospective English teachers, it was discovered that there was statistically significant difference between junior and senior prospective teachers in terms of attitude in favour of junior prospective teachers towards CLEs. This result suggests that junior prospective teachers have more positive attitudes than senior prospective teachers towards CLEs.

When previous studies were examined, it was found out that some researches had similar results with the present study. On the other hand, there was also some other ones whose results were in contrast with the study. For instance, in line with the attitude results of the study, Evrekli, Inel and Türkmenli (2010) discovered that junior prospective teachers had more positive attitudes and views towards CLEs than senior prospective teachers. Contrary to Inel, Evrekli and Türkmenli (2010), Evrekli et al. (2009) and Balım et al. (2009) found that senior prospective teachers had more positive attitudes and views towards constructivism than junior prospective teachers. In agreement with the result of self-efficacy perception of the study, Şahin and Ersoy (2009) revisited the same subject with a narrower scope to investigate prospective teachers' self-efficacy beliefs related to assessment and evaluation dimension towards constructivism. The researchers found out that senior prospective teachers considered themselves more competent than junior prospective teachers.

As a result of overall interpreting of the result of the study, the core reason why senior prospective English teachers had slightly higher self-efficacy perceptions than junior prospective English teachers and why junior prospective English teachers had significantly positive attitudes towards CLEs could be explained with the classes they were getting as well as practicum experience. In this sense, when the curriculum was observed in English language department at Ondokuz Mayıs University, it was realized that junior prospective teachers were taking face-to-face theoretical classes such as special teaching methods, foreign language teaching for children, language teaching skills while senior prospective English were taking training classes such as preparing language teaching material, assessment and evaluation skills in addition to practicum experience. Based on the curriculum, while junior prospective teachers were getting some teaching skills, language teaching methods theoretically in classroom environment, senior prospective English teachers had the chance to observe real language learning environments for first semester. Then, they also had the opportunity

to teach English in a real English teaching setting for the second semester. In other words, practicum experience might have affected senior prospective English teachers' attitudes and self-efficacy perceptions as teacher practicum experiences can be effective to shape prospective teachers' attitudes and self-efficacy perceptions (Endeley, 2014; O'Shea, Hammite, Mainzer, & Crutchfield, 2000). Thus, practicum experience taken in the last year as a part of teaching education programs is the most significant part of prospective teacher training (Guyton & McIntyre, 1990).

The fact that senior prospective teachers had slightly higher self-efficacy perceptions than junior prospective teachers also highlighted the effect of practicum experience on prospective English teachers is like a bridge between prospective English teachers' future profession success and preparing themselves for that profession (Atay, 2006; Broadbent, 1998; Stanulis & Russel, 2000). Hence it is highly crucial to help prospective teachers to get a practicum experience through which they can develop their self-efficacy perceptions as well as improving their attitudes towards CLEs. On the other hand, the fact that junior prospective teachers had more positive attitudes towards CLEs compared to senior prospective teachers is another significant result. This result could be due the fact that junior prospective teachers had no real-life experience except theoretical classes they get. Therefore, they have not confronted diverse and complex nature of a real language classroom yet. Simply put, it means that they did not have enough experience regarding real constructivist learning environments so it might have affected their attitudes more positively by comparison with senior prospective teachers who experience the "reality shock" in real language learning classrooms through practicum.

Considering the effect of practicum experience on senior prospective English teachers, these results provide evidence to the mastery experiences acquired in an authentic learning environment could be possibly effective to shape the perceptions of prospective teachers (Bandura, 2004). Within this context, some unpleasant past experiences regarding practicum experience might have affected senior prospective teachers' attitudes towards CLEs and resulted in less positive attitudes by comparison with junior prospective teachers. Since mastery experiences are the most important signs of having a high self-efficacy as Bandura (2004) stated, teacher education programs with qualified practicum experience could help prospective teachers have higher self-efficacy perceptions and more positive attitudes towards CLEs. Based on the result of the current study and related literature, the study demonstrated that year of

study variable had an effect on prospective English teachers' self-efficacy and attitudes towards CLEs.

5.2.4. The Correlation between Self-Efficacy Perceptions and Attitudes of Prospective English Teachers towards Constructivist Learning Environments.

The last research question of this study was "Is there any correlation between self-efficacy perceptions and attitudes of prospective English teachers towards Constructivist learning environments?" So as to reveal if there was a correlation between self-efficacy perceptions and attitudes of prospective English teachers towards CLEs, Spearman's correlation test was applied. According to results, there was not any significant relationship between self-efficacy and attitudes of English teachers towards CLEs. This can be interpreted as self-efficacy perceptions and attitude of prospective English teachers had no effect on each other. This perhaps is the reason why senior prospective teachers had relatively higher self-efficacy perceptions than junior prospective teachers even though they had less positive attitude towards CLEs than junior prospective teachers.

When related studies were examined, it was found that the studies which investigate the relationship between attitude and self-efficacy perceptions towards CLEs revealed mostly positive relationship between self-efficacy and attitudes towards CLEs (Demirtaş, Cömert & Özer, 2011; Eskici, 2013; Guskey, 1988; Kasapoglu & Duban, 2011; Morgil, Seçgen & Yücel, 2004; Kus, 2005; Kutluca & Ekici, 2010; Rimm-Kaufman & Sawyer, 1994). Even though there is a considerable amount of educational research about the positive relationship between self-efficacy and attitude towards CLEs, there is a very limited research finding in which there was not any direct relationship in terms of self-efficacy perceptions and attitudes based on the literature review. A study, with a slightly different focus, carried out by Aslan and Köksal-Akyol (2006) had relatively similar results with this study. In this study, it was examined if there was any relationship between attitudes and self-respect of prospective teachers towards CLEs. It was discovered that there was no significant relationship between attitudes and self-respect of prospective teachers in terms of their grade level.

The fact that there was not any significant relationship between self-efficacy perceptions and attitudes of prospective teachers can mean that senior and junior prospective teachers' self-efficacy perceptions and attitudes did not have any effect on each other. This also suggests that self-efficacy perceptions and attitudes of prospective

teachers were distributed independently. Based on the results, current study highlighted that little is known about the relationship between self-efficacy and attitudes of prospective English teachers. Hence, the study could be meaningful in terms of providing some insight regarding the relationship between self-efficacy and attitudes of prospective English teachers towards CLEs.

5.3. Implication of the Study

The ultimate aim of this thesis is to contribute to English language teaching field by trying to help prospective English teachers have a self-awareness on constructivism by discovering their self-efficacy perceptions and attitudes towards constructivist learning environments. In this regard, the starting point of the study was to investigate prospective English teachers' self-efficacy and attitudes towards CLEs. According to the result of the study, it was revealed that prospective English teachers were aware of constructivism and they were eager to create language learning environments in the light of constructivism. The results also indicated that prospective English teachers considered themselves most efficacious with creating constructivist learning environments in the sub-dimension of the self-efficacy scale. However, they need support and guidance about assessing and evaluating process towards CLEs. Moreover, another striking result was that they need more guidance about self-directed learning, learner autonomy and teacher autonomy in CLEs as well as constructivist lesson plans such as 3E, 5E and 7E. Considering these noticeable results, it can be encouraging to create more opportunities for prospective English teachers to construct their own understanding of constructivist learning environments especially regarding the issues such as preparing lesson plans, learner and teacher autonomy in language learning settings and assessing language learning process according to constructivism.

When the findings of the study examined in depth, it was found out that the study had some other implications regarding findings of the study. Firstly, the study revealed that gender had an effect on self-efficacy perceptions and attitudes of prospective teachers. According to the findings of the study, female prospective teachers had higher self-efficacy and more positive attitudes towards constructivism. On the other hand, the study also uncovered the fact that male prospective English teachers needed some support and encouragement to increase their self-efficacy perceptions and reshape their attitudes towards CLEs.

Secondly, it was discovered that year of study also had an effect on prospective English teachers. The results of the study increased the awareness regarding the reality of practicum since there was a notably significant difference between senior and junior prospective teachers in terms of their self-efficacy and attitudes towards CLEs. According to the results, while senior and junior prospective English teachers had relatively similar self-efficacy perceptions, their attitudes were significantly different from each other. The results demonstrated that junior prospective teachers had more positive attitudes towards CLEs. This result demonstrated that practicum experience could have an effect on decreasing attitudes of senior prospective English teachers towards CLEs. Since it can be difficult to change attitudes once they were acquired, teacher education programs should provide qualified practicum schools for prospective teachers along with mentors who will support prospective teachers with constructive feedback as Bandura (1997) stated that verbal persuasion and mastery experience are the two very important self-efficacy sources shaping future performances and attitudes. Hence, the practicum schools and mentors should be chosen with care in order to promote language teaching in CLEs. Additionally, if it is necessary, teacher education programs should be revised and reconstructed according to the changing needs of prospective English teachers if the aim is to have “language teaching professionals who are strategic thinkers, exploratory researchers and transformative intellectuals” (Kumaravadivelu, 2012, p. 11). Considering these, prospective English teachers could also be supported through awareness raising activities providing guidance and encouragement as well as practicum. In order to manage this, designing a support program aiming to increase self-efficacy perceptions and improving attitudes towards language learning and teaching could be effective (Yılmaz, 2004).

Lastly, the study provided insight regarding the correlation between self-efficacy and attitudes of prospective teachers. According to the results, no significant relationship was found between self-efficacy and attitudes of prospective English teachers. This result is important and unique since there is limited research which attempted to investigate self-efficacy and attitudes of prospective English teachers towards CLEs. Therefore, this gap in English language learning and teaching field could be another starting point for further researches.

5.4. Limitation of the Study

The present study aiming to discover self-efficacy perceptions and attitudes of prospective English teachers towards CLEs has some limitations as all other quantitative studies. One of main limitations of the current study is that findings of the study were not reinforced with qualitative data because of the time constraint. Yet, open-ended questionnaires or interviews towards CLEs could have been efficient in order to get more reliable results about the variables such as gender and year of study and the relationship between self-efficacy and attitude of prospective English teachers. Therefore, researcher made assumptions about the results based on the quantitative results of the study.

Another limitation of the study is that the study is limited to 146 prospective teachers at Ondokuz Mayıs University. Thus, the study can be repeated so as to get various results with a larger group of participants from different universities of Turkey.

5.5. Suggestions for Further Research

1. Considering the limitations of the current study, a follow-up study reinforced with qualitative data can be carried out to find out prospective English teachers views regarding the result of the present study to gain more insight.
2. A case study could be carried out to discover senior prospective teachers' self-efficacy and attitudes towards CLEs to get a deeper understanding about practicum.
3. A mixed research could be conducted to discover self-efficacy perceptions and attitudes of prospective English teachers towards CLEs through a pre-test and post-test related to practicum.
4. In order to generalize the findings of the study, similar studies can be repeated with a wide range of participants in different universities.
5. This study attempted to find out the relationship between self-efficacy and attitudes of prospective English teachers towards by using variables such as year of study and gender. Studies including other variables such as age and GPA can be used to deepen the result of this study.
6. Studies investigating the effect of motivation or self-esteem on prospective English teachers' self-efficacy perceptions and attitudes towards CLEs might be another research topic.

6. REFERENCES

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7. APPENDICES

Appendix 1. Ethics Committee Approval

T.C. ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ TEZ / ARASTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NO'SU	05114377310
ADI VE SOYADI	HATİCE DELİBAŞ
ÖĞRENCİ NO	20178011
TEL. NO' LARI	
E-MAIL ADRESLERİ	hdelibasi@gmail.com
ANA BİLİM DALI	İngiliz Dili Eğitimi
PROGRAM ADI	İngiliz Dili Eğitimi Programı
BİLİM DALININ ADI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez Aşamasında
İSTEDİĞİ BULUNDUĞU DÖNEME AİT DÖNEMİN KAYDINI YAPILIP YAPILMADIĞI	2018 / 2019- EĞİTİM DÖNEMİ KAYDINI YENİLEDİM
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	The Evaluation of Prospective English Teachers' Self-Efficacy Perceptions and Attitudes Towards Constructivist Learning Environments
TEZİN AMACI	The study aims to explore prospective English teachers' self-efficacy perceptions and attitudes to clarify whether there is any difference between senior and junior students towards Constructivist learning environments by taking into account variables such as their gender and year of study.
TEZİN TÜRKÇE ÖZETİ	Bu tez, İngilizce Öğretmen adaylarının Yapılandırmacılık Öğrenme ortamlarına yönelik öz yeterlilik ve tutumlarını konu edinir. Tezin amacı üniversite 3. ve 4. sınıflı İngilizce Öğretmen adaylarının cinsiyetleri ve ikinci sınıfta oldukları yıl değişkenleri göz önünde bulundurularak Yapılandırmacılık öğrenme ortamlarına yönelik öz yeterlilik ve tutumlarını ortaya çıkarmaktır. Tezin evreni Samsun 19 Mayıs Üniversitesi, örnekleme 186 (üçüncü ve dördüncü sınıf İngilizce öğretmen adayı öğrencileri) olup, 4. sınıf İngilizce öğretmen adayları okulu deneyimli ders için stajya göderlerken, 3. sınıf öğrencilerinin staj deneyimleri yoktur. Bu sebeple araştırmanın alt amaçlarından bir diğeri de 3. ve 4. sınıf öğrencilerinin Yapılandırmacılık öğrenme ortamlarına yönelik öz yeterlilik algı ve tutumları arasındaki ilişkiyi ortaya çıkarmaktır. Öğretmen adaylarının yapılandırmacılık öğrenme ortamlarına ilişkin öz yeterlilik ve tutumlarını tespit etmek için Evrekli, Ören and İnel (2010) tarafından geliştirilen "Yapılandırmacılık Yaklaşım Öz Yeterlilik Ölçeği" ve Evrekli, İnel, Balım and Kesericioglu (2009) tarafından geliştirilen "Yapılandırmacılık Yaklaşım Öğretmen Tutum Ölçeği" kullanılmaktadır. Tez analizi SPSS programı ile yapılacak ve gerekli değerlendirme sonuçları kullanılacaktır. Alanyazın taramasında yapılandırmacılık yaklaşım, öz yeterlilik ve tutum çalışmalarına rastlanmıştır fakat özellikle İngilizce aday öğretmenlerine yönelik bu alanda çalışmaların ele alınacak boyutlarıyla incelenmesine rastlanmamıştır. Bu sebeple, çalışmanın alana katkı sağlayacak olması beklenmektedir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURULMLARIN ADLARI	19 Mayıs Üniversitesi
İZN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - JÜ - İLÇESİ)	19 Mayıs Üniversitesi, Eğitim Fakültesi, Yabancı Diller Bölümü - İngilizce Öğretmenliği prog.
YAPILACAK İSTENEN ÇALIŞMAYI İZN ALINMAK İSTENEN KURUMUN HANGİ İLÇESİNDE (HANGİ KURUMUNA HANGİ BÖLÜMÜNDE, HANGİ AKADEMİK HANGİ KÖRÜMLERİNE HANGİ ÖZELLİKLERİNE NE UYGULANACAK) GİBİ AYRINTILI BİLGİLER	19 Mayıs Üniversitesi Eğitim Fakültesi Yabancı Diller Bölümü Başkanlığı, İngilizce Öğretmenliği bölümü 3. ve 4. sınıf öğrencilerine Yapılandırmacılık yaklaşımı yönelik öz yeterlilik ve tutum ölçeği uygulanması.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN ÖLÇÜMLERİNİN BAŞLIKLARI HANGİ ANKETLERİN ÖLÇÜMLERİNİN UYGULANACAK	Yapılandırmacılık Yaklaşım Öz Yeterlilik Ölçeği Evrekli, Ören and İnel (2010), Yapılandırmacılık Yaklaşım Öğretmen Tutum Ölçeği Evrekli, İnel, Balım and Kesericioglu (2009).
BAKILAN ANKETLER, ÖLÇÜMLER, FORMLAR GİBİ UYGULANAN BİLGİLERİ BİRLİKTE SAĞ ADDET SAYFA OLUŞTURULAN AIT BİLGİLER İLE AYRINTILI YAZILACAKTIR	1) Yapılandırmacılık Yaklaşım Öz Yeterlilik Ölçeği Evrekli, Ören and İnel (2010), 2 sayfa Yapılandırmacılık Yaklaşım Öğretmen Tutum Ölçeği Evrekli, İnel, Balım, Kesericioglu (2009) 1 sayfa
ÖĞRENCİNİN ADI - SOYADI: HATİCE DELİBAŞ	ÖĞRENCİNİN İMZASI: <i>Yekaterina Elif Peker</i> 12/10/18
TEZ / ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU	
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.	
2. Anılan konu faaliyet alanı içerisine girmektedir.	
1. TEZ DANIŞMANININ ONAYI	
Adı - Soyadı: <i>Prof. Dr. Aygün Uzun</i>	Adı - Soyadı: <i>Prof. Dr. Aygün Uzun</i>
Unvanı: <i>Prof. Dr.</i>	Unvanı: <i>Prof. Dr.</i>
İmzası: <i>Aygün Uzun</i>	İmzası: <i>Aygün Uzun</i>
2. TEZ DANIŞMANININ ONAYI (VARSA)	
Adı - Soyadı: <i>Prof. Dr. Aygün Uzun</i>	Adı - Soyadı: <i>Prof. Dr. Aygün Uzun</i>
Unvanı: <i>Prof. Dr.</i>	Unvanı: <i>Prof. Dr.</i>
İmzası: <i>Aygün Uzun</i>	İmzası: <i>Aygün Uzun</i>
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNÜN ONAYI	
Adı - Soyadı: <i>Murat KOL</i>	Adı - Soyadı: <i>Murat KOL</i>
Unvanı: <i>Doç. Dr.</i>	Unvanı: <i>Doç. Dr.</i>
İmzası: <i>Murat KOL</i>	İmzası: <i>Murat KOL</i>
A.B.D. BASKANININ ONAYI	
Adı - Soyadı: <i>Prof. Dr. Aygün Uzun</i>	Adı - Soyadı: <i>Prof. Dr. Aygün Uzun</i>
Unvanı: <i>Prof. Dr.</i>	Unvanı: <i>Prof. Dr.</i>
İmzası: <i>Aygün Uzun</i>	İmzası: <i>Aygün Uzun</i>
ETİK KURULU ASİL ÜYELERİNE AİT BİLGİLER	
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN
Unvanı: <i>Prof. Dr.</i>	Unvanı: <i>Prof. Dr.</i>
İmzası: <i>Mustafa BAŞARAN</i>	İmzası: <i>Yücel ERTEKİN</i>
Adı - Soyadı: Deniz AYRUR GÜLER	Adı - Soyadı: Ali Engin OBA
Unvanı: <i>Prof. Dr.</i>	Unvanı: <i>Prof. Dr.</i>
İmzası: <i>Deniz AYRUR GÜLER</i>	İmzası: <i>Ali Engin OBA</i>
Adı - Soyadı: Mustafa TAVUK ODMAN	Adı - Soyadı: Mustafa TAVUK ODMAN
Unvanı: <i>Prof. Dr.</i>	Unvanı: <i>Prof. Dr.</i>
İmzası: <i>Mustafa TAVUK ODMAN</i>	İmzası: <i>Mustafa TAVUK ODMAN</i>
Adı - Soyadı: <i>Prof. Dr. Aygün Uzun</i>	Adı - Soyadı: <i>Prof. Dr. Aygün Uzun</i>
Unvanı: <i>Prof. Dr.</i>	Unvanı: <i>Prof. Dr.</i>
İmzası: <i>Aygün Uzun</i>	İmzası: <i>Aygün Uzun</i>
ETİK Kurulu Jüri Başkanı - Asıl Üye	ETİK Kurulu Jüri Asıl Üyesi
ETİK Kurulu Jüri Asıl Üyesi	ETİK Kurulu Jüri Asıl Üyesi
ETİK Kurulu Jüri Asıl Üyesi	ETİK Kurulu Jüri Asıl Üyesi
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Adı - Soyadı: <i>Prof. Dr. Aygün Uzun</i>	Adı - Soyadı: <i>Prof. Dr. Aygün Uzun</i>
Unvanı: <i>Prof. Dr.</i>	Unvanı: <i>Prof. Dr.</i>
İmzası: <i>Aygün Uzun</i>	İmzası: <i>Aygün Uzun</i>
ETİK Kurulu Jüri Yedek Üyesi	ETİK Kurulu Jüri Yedek Üyesi
ETİK Kurulu Jüri Yedek Üyesi	ETİK Kurulu Jüri Yedek Üyesi
ETİK Kurulu Jüri Yedek Üyesi	ETİK Kurulu Jüri Yedek Üyesi
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ETİK Kurulu Jüri Yedek Üyesi	ETİK Kurulu Jüri Yedek Üyesi
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.	
EKLER: 1. Yapılandırmacılık Öz Yeterlilik Ölçeği (2 sayfa) 2. Yapılandırmacılık Öğretmen Tutum Ölçeği (1 sayfa)	
3. Sayfa 4. Sayfa 5. Sayfa 6. Sayfa 7. Sayfa 8. Sayfa 9. Sayfa 10. Sayfa 11. Sayfa 12. Sayfa 13. Sayfa 14. Sayfa 15. Sayfa 16. Sayfa 17. Sayfa 18. Sayfa 19. Sayfa 20. Sayfa 21. Sayfa 22. Sayfa 23. Sayfa 24. Sayfa 25. Sayfa 26. Sayfa 27. Sayfa 28. Sayfa 29. Sayfa 30. Sayfa 31. Sayfa 32. Sayfa 33. Sayfa 34. Sayfa 35. Sayfa 36. Sayfa 37. Sayfa 38. Sayfa 39. Sayfa 40. Sayfa 41. Sayfa 42. Sayfa 43. Sayfa 44. Sayfa 45. Sayfa 46. Sayfa 47. Sayfa 48. Sayfa 49. Sayfa 50. Sayfa 51. Sayfa 52. Sayfa 53. Sayfa 54. Sayfa 55. Sayfa 56. Sayfa 57. Sayfa 58. Sayfa 59. Sayfa 60. Sayfa 61. Sayfa 62. Sayfa 63. Sayfa 64. Sayfa 65. Sayfa 66. Sayfa 67. Sayfa 68. Sayfa 69. Sayfa 70. Sayfa 71. Sayfa 72. Sayfa 73. Sayfa 74. Sayfa 75. Sayfa 76. Sayfa 77. Sayfa 78. Sayfa 79. Sayfa 80. Sayfa 81. Sayfa 82. Sayfa 83. Sayfa 84. Sayfa 85. Sayfa 86. Sayfa 87. Sayfa 88. Sayfa 89. Sayfa 90. Sayfa 91. Sayfa 92. Sayfa 93. Sayfa 94. Sayfa 95. Sayfa 96. Sayfa 97. Sayfa 98. Sayfa 99. Sayfa 100. Sayfa 101. Sayfa 102. 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Appendix 2. Ethics Committee Permit Document

Appendix 3: Self-efficacy scale towards CLEs

Değerli öğretmen adayı arkadaşım,

Bu çalışmanın amacı, sizlerin yapılandırmacı yaklaşıma yönelik öz yeterlik algıları ile tutumları arasındaki ilişkiyi belirlemektir. Lütfen aşağıdaki her maddeyi okuduktan sonra maddelerde yer alan önermelere katılma derecenizi “Tamamen Yeterliyim(5)” den “Tamamen Yetersizim (1)”e doğru belirtiniz. Vereceğiniz içten cevaplar ve araştırmaya yapmış olduğunuz katkıdan ötürü teşekkür ederim.

GENEL BİLGİ FORMU

Size uygun seçeneği (X) şeklinde işaretleyiniz.

1. **Cinsiyet:** Kadın () Erkek ()
2. **Kaçıncı sınıf:** 3. Sınıf () 4. Sınıf ()

YAPILANDIRMACI YAKLAŞIMA YÖNELİK ÖZYETERLİLİK İNANÇ ÖLÇEĞİ

Yapılandırmacı yaklaşıma dayalı ders planlamaya yönelik öz yeterlilik inancı	Tamamen yeterliyim	Yeterliyim	Orta düzeyde yeterliyim	Yetersizim	Tamamen yetersizim
1. Yapılandırmacı yaklaşımı temel alan modellere (3E-5E-7E) uygun etkinliklerin hazırlanmasında kendimi yeterli görüyorum.	5	4	3	2	1
2. Derse hazırlık sürecinde öğrencilerin derse aktif katılımlarını sağlamaya yönelik etkinlikler planlayabileceğime inanıyorum.	5	4	3	2	1
3. Ders planlanmasında yapılandırmacı yaklaşıma uygun alternatif değerlendirme etkinliklerinin belirlenmesinde başarılı olacağıma inanıyorum.	5	4	3	2	1
4. Öğrencilerin alternatif kavramalarını-kavram yanılgılarını gidermeye yönelik etkinliklerin planlanmasında yeterli olduğuma inanıyorum.	5	4	3	2	1
5. Dersi planlama sürecinde etkinliklerin, öğrencilerin ön bilgileri göz önüne alarak oluşturulması konusunda kendimi yeterli görüyorum.	5	4	3	2	1
6. Derse ilişkin etkinlikleri planlamada, yapılandırmacı yaklaşıma uygun yöntem-tekniklere yer verilmesi konusunda yeterli olduğumu düşünüyorum.	5	4	3	2	1

7. Derse hazırlık sürecinde öğrencilerin üst düzey düşünme becerilerini temel alan etkinlikler geliştirebilme konusunda kendimi yeterli görüyorum.	5	4	3	2	1
8. Dersin planlanmasında öğrencilerin bilimsel süreç becerilerinin gelişimini temel alan etkinliklerin hazırlanmasında yeterli olduğumu düşünüyorum.	5	4	3	2	1
Yapılandırmacı yaklaşıma ilişkin öğrenme-öğretme sürecine yönelik öz yeterlilik inancı					
1. Yapılandırmacı öğrenme sürecinde öğrencileri araştırmaya teşvik etme konusunda yeterli olacağıma inanıyorum.	5	4	3	2	1
2. Öğrenme-öğretme sürecinde öğrencilerin bilgilerini yapılandırmalarında onlara rehberlik edebileceğime inanıyorum.	5	4	3	2	1
3. Öğrenme-öğretme sürecinde öğrencilerin derse katılımlarını sağlama konusunda yeterli olduğumu düşünüyorum.	5	4	3	2	1
4. Öğrenme-öğretme sürecinde öğrencilerin bilimsel süreç becerilerini kullanmalarına yönelik etkinlikleri uygulayabilme konusunda kendimi yeterli buluyorum.	5	4	3	2	1
5. Öğrenme-öğretme sürecinde sınıf ortamında öğrenciler arası etkileşimi sağlayabileceğimi düşünüyorum.	5	4	3	2	1
6. Öğrenme-öğretme sürecinde öğrencilerin derste öğrendikleri bilgileri günlük yaşamla ilişkilendirebilmeleri için gerekli ortamların oluşturulması konusunda kendimi yeterli görüyorum.	5	4	3	2	1
7. Öğrenme-öğretme sürecinde öğrencilerin önceki yaşantılarına uygun günlük yaşamdan örnekler sunabilme konusunda yeterli olduğumu düşünüyorum.	5	4	3	2	1
8. Öğrenme-öğretme sürecinde, öğrenciler arasında bilişsel çatışma ortamı oluşturabilme konusunda yeterli olduğumu düşünüyorum.	5	4	3	2	1
9. Öğrenme-öğretme sürecinde öğrencilere üst düzey düşünme becerilerinin gelişimine yönelik sorular yöneltebilme konusunda yeterli olduğumu düşünüyorum	5	4	3	2	1
Yapılandırmacı yaklaşıma ilişkin ölçme-değerlendirme sürecine yönelik öz yeterlilik inancı					
1. Öğrencilerin öğrenmelerini süreç boyunca ölçme-değerlendirebilme konusunda yeterli olduğuma inanıyorum.	5	4	3	2	1
2. Kullandığım ölçme-değerlendirme teknik ve araçlarıyla öğrencilerin değerlendirme sürecinde aktif olmalarını sağlayabileceğimi düşünüyorum.	5	4	3	2	1
3. Öğrenme etkinliklerini birden fazla ölçme-değerlendirme yöntem-teknik araçları kullanarak değerlendirebileceğime inanıyorum	5	4	3	2	1
4. Farklı ölçme-değerlendirme yöntem-teknik-aracıları yardımıyla öğrencilerin kendi öğrenmelerinde sorumluluk almaları konusunda onları cesaretlendirebileceğime inanıyorum.	5	4	3	2	1
5. Dersin kazanımlarına uygun ölçme-değerlendirme yöntem-teknik araçlarını kullanabilme konusunda kendimi yeterli buluyorum.	5	4	3	2	1
6. Öğrencilerin öğrenmelerinin değerlendirilmesinde ürün ve süreç değerlendirmelerini birlikte kullanabileceğimi düşünüyorum.	5	4	3	2	1

7. Öğrencilere kendi öğrenmelerini değerlendirmeleri için gerekli fırsatları sunabilme konusunda yeterli olduğumu düşünüyorum.	5	4	3	2	1
8. Öğrencilerin düşünme becerilerini kullanmalarını gerektiren ölçme değerlendirme yöntem-tekniklerini uygulama konusunda kendimi yeterli görüyorum.	5	4	3	2	1
9. Farklı ölçme-değerlendirme yöntem-tekniklerini ‘öğrenmeyi destekleme’ amaçlı kullanabileceğim konusunda yeterli olduğumu düşünüyorum.	5	4	3	2	1
10. Öğrencileri bilişsel-duyuşsal ve devinışsel boyutlardan değerlendirebilecek yöntem-teknik-araçları kullanma konusunda kendimi yeterli görüyorum.	5	4	3	2	1
11. Öğrencilerin kendi yeteneklerini keşfetmelerine olanak tanıyan ölçme değerlendirme yöntem-teknik-araçlarının kullanımı konusunda yeterli olduğumu düşünüyorum.	5	4	3	2	1
12. Öğrencilerin birbirlerini değerlendirmelerine imkân sağlayacak değerlendirme yöntem-teknik-araçlarını kullanma konusunda yeterli olduğumu düşünüyorum.	5	4	3	2	1
Yapılandırmacı yaklaşımda öğrenme ortamı oluşturmaya yönelik öz yeterlilik inancı					
1. Yapılandırmacı yaklaşıma uygun olarak öğrencilerin çevreleriyle etkileşim içinde bulunabilecekleri öğrenme ortamları oluşturabileceğime inanıyorum.	5	4	3	2	1
2. Öğrenme sürecinde öğrencilerin düşüncelerini açıkça ifade edebilecekleri bir sınıf ortamı oluşturabileceğimi düşünüyorum.	5	4	3	2	1
3. Yapılandırmacı yaklaşıma uygun sınıf düzeni kullanabilme konusunda kendimi yeterli görüyorum.	5	4	3	2	1
4. Öğrenme ortamını öğrencilerin konuya ilişkin araç-gereçlere kolayca ulaşabilecekleri şekilde düzenleyebileceğime inanıyorum.	5	4	3	2	1
5. Öğrenme ortamında öğrencilerin birden fazla duyu organına hitap edecek araç gereçleri etkili bir şekilde kullanabileceğimi düşünüyorum.	5	4	3	2	1
6. Öğrencilerin grup çalışmalarını rahatça gerçekleştirebilecekleri bir öğrenme ortamı oluşturabileceğimi düşünüyorum.	5	4	3	2	1
7. Materyallerle desteklenmiş çok boyutlu bir sınıf ortamı oluşturabileceğimi düşünüyorum.	5	4	3	2	1
8. Öğrencilere yöneltilen soruları düşünmeleri için yeterli zamanın verildiği bir öğrenme ortamı oluşturabileceğimi düşünüyorum.	5	4	3	2	1
9. Öğrencilerin kendi öğrenmelerini yönlendirebildikleri bir öğrenme ortamı oluşturabileceğime inanıyorum	5	4	3	2	1
10. Öğrencilerin merak ettikleri soruları özgürce araştırabilecekleri bir öğrenme ortamı oluşturabileceğime inanıyorum.	5	4	3	2	1
11. Okul ve çevre imkânlarını yapılandırmacı yaklaşıma uygun kullanarak öğrencilerin öğrenmeleri için uygun öğrenme ortamları oluşturabileceğime inanıyorum.	5	4	3	2	1

Appendix 3. Attitude scale towards CLEs

Değerli öğretmen adayı arkadaşım,

Bu çalışmanın amacı, sizlerin yapılandırmacı yaklaşıma yönelik öz yeterlik algıları ile tutumları arasındaki ilişkiyi belirlemektir. Lütfen aşağıdaki her maddeyi okuduktan sonra maddelerde yer alan önermelere katılma derecenizi “Kesinlikle katılıyorum” (5)’dan “kesinlikle katılmıyorum” (1)’a doğru belirtiniz. Vereceğiniz içten cevaplar ve araştırmaya yapmış olduğunuz katkıdan ötürü teşekkür ederim.

GENEL BİLGİ FORMU

Size uygun seçeneği (X) şeklinde işaretleyiniz.

1. **Cinsiyet:** Kadın () Erkek ()
2. **Kaçıncı sınıf:** 3. Sınıf () 4. Sınıf ()
3. **Yaş:**
4. **Yapılandırmacı Yaklaşıma Dair Hiç Eğitim Aldınız mı:**Evet () Hayır ()
5. **E-mail adresi:**

YAPILANDIRMACI YAKLAŞIM TUTUM ÖLÇEĞİ

Tutum Maddeleri	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. Yapılandırmacı yaklaşıma ilişkin kitaplar okumak hoşuma gider.	5	4	3	2	1
2. Çevremdekileri yapılandırmacı yaklaşım hakkında bilgilendirmek hoşuma gider.	5	4	3	2	1
3. Yapılandırmacı yaklaşımı seviyorum.	5	4	3	2	1
4. İngilizce ders programının yapılandırmacı yaklaşıma yönelik olarak yenilenmesi bence gereksizdi.	5	4	3	2	1
5. Yapılandırmacı yaklaşımı hayatım boyunca öğretmenlikte kullanmak isterim.	5	4	3	2	1
6. Yapılandırmacı yaklaşımın benimsediği düşünceyi anlamsız buluyorum.	5	4	3	2	1
7. Yapılandırmacı yaklaşımı öğrenmek için her türlü zahmete katlanırım.	5	4	3	2	1
8. Yapılandırmacı yaklaşımın bana göre ilgi çekici tarafı yoktur.	5	4	3	2	1
9. Yapılandırmacılık önemle üstünde durulması gerekli bir yaklaşımdır.	5	4	3	2	1
10. Yapılandırmacı yaklaşımı anlamaya çalışmak benim için zaman kaybıdır.	5	4	3	2	1
11. Yapılandırmacı yaklaşım benim öğrenme anlayışına uymaktadır.	5	4	3	2	1
12. Yapılandırmacı yaklaşım dil öğretim programını sıkıcı hale getirmiştir.	5	4	3	2	1
13. Yapılandırmacı yaklaşımı ileride derslerimde kullanmak hoşuma gider.	5	4	3	2	1
14. Yapılandırmacı yaklaşıma ilişkin araştırmalar yapmak isterim.	5	4	3	2	1
15. Yapılandırmacı yaklaşıma yönelik sunumların olduğu sempozyumlara ya da kongrelere katılmak isterim.	5	4	3	2	1
16. Yapılandırmacı yaklaşıma ilişkin bilgi edinmek hoşuma gider.	5	4	3	2	1
17. Başkalarıyla yapılandırmacı yaklaşım hakkında konuşmak istemem.	5	4	3	2	1
18. Yapılandırmacı yaklaşımın İngilizce derslerinde bana bir şeyler öğretebileceğini sanmıyorum.	5	4	3	2	1
19. Yapılandırmacı yaklaşımın dil öğretmede etkili olacağını düşünmüyorum	5	4	3	2	1

Evrekli, E.,İnel, D.,Balım, A.G.,& Kesercioğlu, T.(2009) Yapılandırmacı Öğrenme Tutum Ölçeği

Appendix 5. Self-efficacy scale towards CLEs with descriptive statistics of items

<i>Descriptive statistics of items regarding lesson and planning dimension of self-efficacy scale towards CLEs</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
1. I can prepare lesson plans by using 3E,5E,7E models towards constructivism.	146	,00	5,00	2,9315	1,04820
2. I believe that I can prepare lesson plans which can make learners attend the classes actively.	146	1,00	5,00	3,8151	,73347
3. I believe that I can be successful at determining alternative lesson plans towards constructivism.	146	1,00	5,00	3,6301	,77916
4. I believe that I am efficacious to prepare activities to prevent misconceptions.	146	1,00	5,00	3,5959	,74814
5. I feel enough myself to prepare lesson plans considering students' prior knowledge in the lesson planning process.	146	1,00	5,00	3,8151	,77907
6. I consider myself adequate about planning lessons including method and techniques according to constructivism.	146	1,00	5,00	3,5205	,91891
7. I feel efficacious about developing lesson plans which improve students' high-level thinking skills.	146	1,00	5,00	3,5205	,83227
8. I feel sufficient in the preparation of activities based on the development of scientific process skills of students.	146	1,00	5,00	3,5753	,76866

<i>items regarding learning and teaching dimension of self-efficacy scale towards CLEs.</i>	<i>N</i>	<i>min</i>	<i>max</i>	<i>Mean</i>	<i>SD</i>
1. I believe that I will be efficacious to encourage students to investigate during constructivist learning process.	146	2,00	5,00	3,7329	,78161
2. I believe that I can guide learners while they are constructing knowledge in the teaching-learning process.	146	2,00	5,00	3,8014	,86797
3. I think that I am sufficient to enable students to participate in the class.	146	1,00	5,00	3,8699	,79014
4. I find myself sufficient to implement activities for students to use scientific process skills in the process of learning-teaching.	146	1,00	5,00	3,5822	,86906
5. I think that I can provide interaction among learners in the learning environment during the learning-teaching process.	146	2,00	5,00	3,8767	,81275
6. I consider myself adequate to create necessary learning environments for learners to relate the information they have learned in the course to daily life in the process of learning-teaching.	146	1,00	5,00	3,7329	,83287
7. I am able to provide examples from daily life that are appropriate for the learners' previous experiences in the learning-teaching process.	146	1,00	5,00	3,8562	,87091
8. I think I am capable of creating a cognitive conflict climate among learners in the process of learning-teaching.	146	1,00	5,00	3,4384	,85478
9. I think that I am sufficient to ask students questions about the development of higher-order thinking skills in the process of learning-teaching.	146	1,00	5,00	3,5411	,88767

<i>Descriptive statistics of items regarding assessment and evaluation dimension of self-efficacy scale towards CLEs</i>	N	Min	Max	Mean	SD
1. I believe that I am efficacious to assess and evaluate learners' learning throughout the process.	146	1,00	5,00	3,5548	,86328
2. I believe that the students will be active in the evaluation process with the assessment techniques I use.	146	1,00	5,00	3,5411	,82317
3. I believe that I can evaluate learning activities by using more than one assessment and evaluation techniques.	146	1,00	5,00	3,5959	,93646
4. I believe that I can encourage learners to take responsibility of their own learning through different assessment and evaluation methods and techniques.	146	1,00	5,00	3,6849	,95234
5. I find myself efficacious to use different assessment and evaluation methods that are appropriate for the achievement of the course.	146	1,00	5,00	3,6096	,96400
6. I can use formative and summative assessment together while evaluating learners' learning.	146	2,00	5,00	3,5411	,86405
7. I am efficacious to provide learners opportunities to evaluate their own learnings.	146	2,00	5,00	3,7192	,90777
8. I consider myself sufficient to apply assessment-evaluation methods and techniques that require students to use their thinking skills.	146	1,00	5,00	3,5205	,86478
9. I consider myself adequate about using different assessment- evaluation skills to support learning.	146	1,00	5,00	3,6027	,86686
10. I feel myself efficacious to use techniques and methods to evaluate learners cognitive- affective and psychomotor skills.	146	1,00	5,00	3,5616	,90951
11. I am capable of using assessment and evaluation methods and techniques that allow learners to explore their own abilities.	146	1,00	5,00	3,5890	,91479
12. I am adequate to use assessment and evaluation skills that will allow learners to evaluate each other.	146	1,00	5,00	3,5548	,88692

<i>Descriptive statistics of items regarding creating constructivist learning environments.</i>	N	Min	Max	Mean	SD
1. I believe that I can create learning environments where students can interact with their environment according to constructivist approach.	146	2,00	5,00	3,8493	,83329
2. I think that I can create a classroom environment where students can express their thoughts clearly in the learning process.	146	1,00	5,00	3,9178	,89833
3. I consider myself sufficient to create a classroom arrangement that is suitable for a constructivist approach.	146	2,00	5,00	3,7603	,81626
4. I believe that I can organize the learning environment in such a way that the students can easily access the related equipment.	146	1,00	5,00	3,8014	,89919
5. I think that I can use learning tools that can appeal to learners' more than one sensory organ in learning environments.	146	1,00	5,00	3,8973	,90766
6. I think that I can create a learning environment where the learners can perform their group work comfortably	146	2,00	5,00	4,0959	,76410
7. I believe that I can create a multi-dimensional classroom environment supported with materials.	146	1,00	5,00	3,8836	,89835
8. I think I can create a learning environment where students are given enough time to think about the questions.	146	1,00	5,00	3,9384	,78100
9. I believe that I can create a learning environment where students can direct their learning	146	2,00	5,00	3,7671	,90242
10. I believe that I can create a learning environment where students can freely explore the questions, they are curious about.	146	2,00	5,00	4,0205	,86678
11. I believe that I can create appropriate learning environments for learners by using school and environmental facilities in accordance with constructivist approach.	146	1,00	5,00	3,8151	,80519

Appendix 4. Attitude scale towards CLEs with descriptive statistics of items

<i>Descriptive statistics of items regarding attitude scale towards CLEs</i>	N	Min	Max	Mean	SD
1. I like reading books on constructivist approach.	146	1,00	5,00	3,5137	1,07149
2. I like informing people around me about constructivism.	146	1,00	5,00	3,6781	,99610
3. I like constructivism.	146	1,00	5,00	4,0137	,90200
4. It was unnecessary to renew English language curriculum according to constructivism.	146	1,00	5,00	3,7055	1,30341
5. I would like to use constructivism all the time.	146	1,00	5,00	3,8219	1,00127
6. I find meaningless the idea that constructivism adopted.	146	1,00	5,00	3,9589	1,09467
7. I put any effort to learn constructivist approach.	146	1,00	5,00	3,3699	1,01719
8. Constructivist approach does not appeal to me	146	1,00	5,00	3,9315	1,11205
9. Constructivism is an approach which should be focused on carefully.	146	1,00	5,00	3,9247	1,02443
10. Trying to perceive constructivism is a waste of time for me.	146	1,00	5,00	3,7055	1,32440
11. Constructivist approach is suitable for my learning style.	146	1,00	5,00	3,7466	1,01582
12. Constructivist approach has made the language learning program boring.	146	1,00	5,00	3,9658	1,15916
13. I would like to use constructivist approach in my lessons in the future	146	1,00	5,00	3,9863	,96122
14. I would like to do research on constructivist approach.	146	1,00	5,00	3,8082	1,03267
15. I want to attend symposiums and presentations regarding constructivism.	146	1,00	5,00	3,8973	,95938
16. I want to learn more about constructivism.	146	1,00	5,00	3,9521	,93464
17. I do not want to talk about constructivism with others.	146	1,00	5,00	3,7945	1,10121
18. I don't think constructivism can teach me something in English lessons.	146	1,00	5,00	4,1575	1,04840
19. I don't constructivism will be efficient in language learning classes.	146	1,00	5,00	4,1507	1,08496

Appendix 5. Descriptive statistics results regarding self-efficacy scale

.Yapılandırmacı Yaklaşım dayalı ders planlamaya yönelik öz yeterlilik inancına ilişkin sonuçlar

Betimsel				
	sınıf		Statistic	Std. Error
ders planlamaya yönelik	3.sınıf	Mean	27,7333	,66420
		95% Confidence Interval for Mean	Lower Bound	26,4043
			Upper Bound	29,0624
		5% Trimmed Mean		27,8889
		Median		28,0000
		Variance		26,470
		Std. Deviation		5,14491
		Minimum		8,00
		Maximum		40,00
		Range		32,00
		Interquartile Range		6,00
		Skewness	-,754	,309
		Kurtosis	2,813	,608
	4.sınıf	Mean	28,9186	,49185
		95% Confidence Interval for Mean	Lower Bound	27,9407
			Upper Bound	29,8965
		5% Trimmed Mean		28,8928
		Median		29,0000
		Variance		20,805
		Std. Deviation		4,56126
		Minimum		18,00
		Maximum		40,00
		Range		22,00
		Interquartile Range		6,00
		Skewness	,100	,260
		Kurtosis	,231	,514

Yapılandırmacı yaklaşıma ilişkin öğrenme-öğretme sürecine yönelik öz yeterlik inancı sonuçlar

Betimsel					
	sınıf		Statistic	Std. Error	
Öğrenme-Öğretme Süreci yeterlilikyeterlilik	3.sınıf	Mean	32,8333	,71788	
		95% Confidence Interval Lower Bound for Mean	31,3969		
		Upper Bound	34,2698		
		5% Trimmed Mean	32,8333		
		Median	33,0000		
		Variance	30,921		
		Std. Deviation	5,56066		
		Minimum	21,00		
		Maximum	44,00		
		Range	23,00		
		Interquartile Range	7,75		
		Skewness	-,047	,309	
		Kurtosis	-,405	,608	
	4.sınıf	Mean	33,8488	,58211	
		95% Confidence Interval Lower Bound for Mean	32,6914		
		Upper Bound	35,0062		
		5% Trimmed Mean	33,9432		
		Median	34,0000		
		Variance	29,142		
		Std. Deviation	5,39829		
		Minimum	19,00		
		Maximum	45,00		
		Range	26,00		
		Interquartile Range	8,00		
		Skewness	-,223	,260	
		Kurtosis	,102	,514	

Yapılandırmacı yaklaşıma ilişkin öğrenme-öğretme sürecine yönelik öz yeterlik inancı sonuçlar

Betimsel				Statistic	Std. Error
	sınıf				
Öğrenme-Öğretme Süreci yeterlilikyeterlilik	3.sınıf	Mean		32,8333	,71788
		95% Confidence Interval Lower Bound		31,3969	
		for Mean	Upper Bound	34,2698	
		5% Trimmed Mean		32,8333	
		Median		33,0000	
		Variance		30,921	
		Std. Deviation		5,56066	
		Minimum		21,00	
		Maximum		44,00	
		Range		23,00	
		Interquartile Range		7,75	
		Skewness		-,047	,309
		Kurtosis		-,405	,608
	4.sınıf	Mean		33,8488	,58211
		95% Confidence Interval Lower Bound		32,6914	
		for Mean	Upper Bound	35,0062	
		5% Trimmed Mean		33,9432	
		Median		34,0000	
		Variance		29,142	
		Std. Deviation		5,39829	
		Minimum		19,00	
		Maximum		45,00	
		Range		26,00	
		Interquartile Range		8,00	
		Skewness		-,223	,260
		Kurtosis		,102	,514

Yapılandırmacı yaklaşıma ilişkin ölçme değerlendirme sürecine yönelik Öz yeterlik inancı sonuçlar

Betimsel			
Ölçme değerlendirme süreci	Statistic	Std. Error	1,09650
	95% Confidence Interval Lower Bound for Mean	40,1892	
	Upper Bound	44,5774	
	5% Trimmed Mean	42,7222	
	Median	44,0000	
	Variance	72,139	
	Std. Deviation	8,49345	
	Minimum	22,00	
	Maximum	59,00	
	Range	37,00	
	Interquartile Range	10,00	
	Skewness	-,789	,309
	sinif Kurtosis	,229	,608
	4.sinif Mean	43,5581	,81161
	95% Confidence Interval Lower Bound for Mean	41,9444	
	Upper Bound	45,1718	
	5% Trimmed Mean	43,5556	
	Median	43,0000	
	Variance	56,650	
	Std. Deviation	7,52659	
	Minimum	26,00	
	Maximum	60,00	
	Range	34,00	
	Interquartile Range	9,00	
	Skewness	,017	,260
	Kurtosis	-,107	,514

Yapılandırmacı yaklaşımda öğrenme ortamı oluşturmaya yönelik öz yeterlilik inancı sonuçlar

Betimsel			
öğrenme ortamı oluşturma	3.sınıf Mean		41,7333 ,82915
	95% Confidence Interval for Mean	Lower Bound	40,0742
		Upper Bound	43,3925
	5% Trimmed Mean		41,9074
	Median		42,0000
	Variance		41,250
	Std. Deviation		6,42259
	Minimum		19,00
	Maximum		55,00
	Range		36,00
	Interquartile Range		6,50
	Skewness		-,680 ,309
	Kurtosis		1,969 ,608
	4.sınıf Mean		43,4535 ,68931
	95% Confidence Interval for Mean	Lower Bound	42,0830
		Upper Bound	44,8240
	5% Trimmed Mean		43,4612
	Median		43,0000
	Variance		40,863
	Std. Deviation		6,39238
	Minimum		29,00
	Maximum		55,00
	Range		26,00
	Interquartile Range		10,25
	Skewness		-,050 ,260
	Kurtosis		-,786 ,514

Yapılandırıcı yaklaşımda öz yeterlilik inancı sonuçlar

Descriptives				
	sınıf		Statistic	Std. Error
özyeterlilik toplam	3.sınıf	Mean	1,4468E2	2,85353
		95% Confidence Interval for Mean	Lower Bound 1,3897E2 Upper Bound 1,5039E2	
		5% Trimmed Mean	1,4509E2	
		Median	1,4700E2	
		Variance	488,559	
		Std. Deviation	2,21034E1	
		Minimum	74,00	
		Maximum	198,00	
		Range	124,00	
		Interquartile Range	31,50	
		Skewness	-,459	,309
		Kurtosis	,687	,608
	4.sınıf	Mean	1,4978E2	2,27695
		95% Confidence Interval for Mean	Lower Bound 1,4525E2 Upper Bound 1,5431E2	
		5% Trimmed Mean	1,4992E2	
		Median	1,5200E2	
		Variance	445,868	
		Std. Deviation	2,11156E1	
		Minimum	96,00	
		Maximum	200,00	
		Range	104,00	
		Interquartile Range	30,00	
		Skewness	-,066	,260
		Kurtosis	-,377	,514

Appendix 6. Descriptive statistics results regarding attitude scale

Yapılandırmacı yaklaşım tutum ölçeği sonuçları

		Betimsel		Statistic	Std. Error
sınıf					
tutumtoplam	3.sınıf	Mean		75,7500	1,53925
		95% Confidence Interval for Mean	Lower Bound	72,6700	
			Upper Bound	78,8300	
		5% Trimmed Mean		76,3704	
		Median		77,5000	
		Variance		142,157	
		Std. Deviation		1,19230E1	
		Minimum		40,00	
		Maximum		95,00	
		Range		55,00	
		Interquartile Range		17,50	
		Skewness		-,810	,309
		Kurtosis		,422	,608
	4.sınıf	Mean		71,2209	1,36383
		95% Confidence Interval for Mean	Lower Bound	68,5093	
			Upper Bound	73,9326	
		5% Trimmed Mean		71,4522	
		Median		73,0000	
		Variance		159,962	
		Std. Deviation		1,26476E1	
		Minimum		38,00	
		Maximum		95,00	
		Range		57,00	
		Interquartile Range		20,25	
		Skewness		-,205	,260
		Kurtosis		-,481	,514

Appendix 7. Permission to Conduct the Questionnaires



ÇAG UNIVERSİTESİ

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11.12.2018

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ON DOKUZ MAYIS ÜNİVERSİTESİ REKTÖRLÜK MAKAMINA
EĞİTİM FAKÜLTESİNE

SAMSUN

1. İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı olup, programdaki kaydı halen devam etmekte olan ve tez aşamasına geçmiş olan 20178011 numaralı **Hatice DELİBAŞ**, "The Evulation of Prospective English Teachers' Self-Efficacy Perceptions and Attitudes Towards Constructivist Learning Environments" konulu tez çalışmasını Çukurova Üniversitesi öğretim üyesi olan **Dr. Öğr. Üyesi Figen YILMAZ** danışmanlığında halen yürütülmektedir.
 2. Adı geçen öğrencinin bu tez çalışması kapsamında Üniversiteniz Eğitim Fakültesi Yabancı Diller Bölümünün İngilizce Öğretmenliği programı bünyesinde halen ders almakta olan 3. ve 4. Sınıf öğrencileri kapsamak üzere kopyası Ek'te sunulan anketlerin uygulamasının yapılması planlanmıştır.
 3. Bu kapsamda, -adı geçen öğrencinin bu tez çalışması ile ilgili Ek'lerde sunulan anketi uygulayabilmesi için gerekli iznin verilmesi makamlarının tensiplerine maruzdur.
- Arz ederim.

Doç. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü



EKLERİ: 4 (Dört) Sayfa Anket Formu Listesi.

Rifat Günday
Prof. Dr. Rifat GÜNDAY
Yabancı Diller Eğitimi
Bölüm Başkanı

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