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ENHANCING SELF-EFFICACY LEVELS OF EFL TEACHERS: A SUGGESTED MODEL FOR TERTIARY LEVEL

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ENHANCING SELF-EFFICACY LEVELS OF EFL TEACHERS: A SUGGESTED MODEL FOR TERTIARY LEVEL

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ABSTRACT

The aim of this study is to investigate the self-efficacy levels of EFL teachers in terms of three subdimensions which are management, planning and instruction. Conducted with quasi-experimental research design, it is also aimed to explore the effects of an intervention program to enhance the self-efficacy levels of EFL teachers, and therefore suggest an intervention model for self-efficacy development for tertiary level. For these purposes, the current study was conducted with forty teachers at the beginning, and seven teachers during the intervention. The participants were EFL instructors currently teaching in English preparatory school of a state university in Turkey during 2021-2022 academic year. Regarding the quantitative data for descriptive purposes, the EFL Teacher Efficacy Scale (ETES), which was developed by Chiang (2008) was used to find out the self-efficacy levels of EFL teachers. Later, an intervention program was implemented to increase the self-efficacy levels of EFL instructors including seven teachers. At the end of the implementation process, a comparison analysis was conducted with the use of the pre-test and post-tests scores obtained from the ETES to see whether the intervention program was effective or not. The qualitative data was gathered from the semi-structured interviews conducted at the end of the implementation and the online entries obtained during the intervention program. SPSS 22.0 was used to analyze the quantitative data while content analysis was used for the analysis of the qualitative data. The results revealed that the self-efficacy levels of EFL teachers were high, meaning that the teachers perceived themselves efficacious in their teaching abilities. Furthermore, the results showed that the teachers in the experimental group scored higher that the control group. A statistically significant difference was also found between the self-efficacy levels of the teachers participating in the intervention program and those of the control group after the implementation. The qualitative data also

illustrated that the intervention model positively affected the teachers in terms of gaining self-confidence, increasing self-awareness and efficacy in their teaching abilities. Finally, the findings indicated that the EFL instructors in the study attributed the greatest importance to mastery experiences as the most influential source of self-efficacy. In line with those findings, the study ends with further recommendations and implications in the self-efficacy development programs.

Key Words : Self-efficacy, teachers' self-efficacy, social cognitive theory, professional development, in-service teacher training

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İNGİLİZCE ÖĞRETMENLERİNİN ÖZ-YETERLİK DÜZEYLERİNİN ARTIRILMASI: ÜNİVERSİTE HAZIRLIK DÜZEYİ İÇİN BİR MODEL ÖNERİSİ

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ÖZ

Bu çalışmanın amacı, İngilizce öğretmenlerinin öz-yeterlik düzeylerini yönetim, planlama ve öğretim olmak üzere üç alt boyut açısından incelemektir. Yarı-deneysel araştırma tasarımıyla yürütülen bu çalışma, aynı zamanda, İngilizce öğretmenlerinin öz-yeterlik düzeylerini artırmak için bir müdahale programının etkilerini araştırmayı ve bu nedenle yükseköğrenim düzeyinde öz-yeterlik gelişimi için bir müdahale modeli önermeyi amaçlamaktadır. Bu amaçlar doğrultusunda, mevcut çalışma, başlangıçta kırk öğretmen ve uygulama sırasında yedi öğretmen ile yürütülmüştür. Katılımcılar, 2021-2022 eğitim-öğretim yılında Türkiye'de bir devlet üniversitesinin İngilizce hazırlık okulunda halen ders veren Yabancı Dil olarak İngilizce öğreten öğretim görevlileridir. Betimleyici nicel veriler için, İngilizce öğretmenlerinin öz-yeterlik düzeylerini belirlemek amacıyla Chiang (2008) tarafından geliştirilen İngilizce Öğretmenlerinin Yeterlik Ölçeği (ETES) kullanılmıştır. Daha sonra, yedi kişiden oluşan bir deney grubuna İngilizce okutmanlarının öz-yeterlik düzeylerini artırmak için bir müdahale programı uygulanmıştır. Uygulama süreci sonunda, müdahale programının etkili olup olmadığını görmek için ETES'ten elde edilen ön test ve son test puanları kullanılarak bir karşılaştırma analizi yapılmıştır. Nitel veriler ise, uygulama sonunda yapılan yarı yapılandırılmış görüşmelerden ve müdahale programı sırasında elde edilen çevrimiçi girdilerden toplanmıştır. Nicel verilerin analizinde SPSS 22.0, nitel verilerin analizinde ise içerik analizi kullanılmıştır. Sonuçlar, İngilizce öğretmenlerinin öz-yeterlik düzeylerinin yüksek olduğunu, yani öğretmenlerin kendilerini öğretme becerilerinde yeterli olarak algıladıklarını ortaya koymuştur. Ayrıca, sonuçlar deney grubundaki öğretmenlerin kontrol grubuna göre öz-yeterlik düzeyi olarak daha yüksek puan aldığını göstermiştir.

Müdahale programına katılan öğretmenlerin uygulama sonrası öz-yeterlik düzeyleri ile kontrol grubunun öz-yeterlik düzeyleri arasında da istatistiksel olarak anlamlı bir fark bulunmuştur. Nitel veriler ayrıca müdahale modelinin, öğretmenlerin özgüven kazanma, öz farkındalığı artırma ve öğretme becerilerinde yeterlik açısından olumlu etkilediğini göstermiştir. Son olarak bulgular, çalışmadaki İngilizce okutmanlarının en etkili öz-yeterlik kaynağı olarak ustalık deneyimlerine en büyük önemi atfettiklerini göstermiştir. Bu bulgular doğrultusunda, çalışma, öz-yeterlik geliştirme programlarına ilişkin ilave öneriler ve çıkarımlarla sona ermektedir.

Anahtar kelimeler : Öz-yeterlik, öğretmen öz-yeterliği, sosyal bilişsel öğrenme kuramı, mesleki gelişim, hizmet içi eğitim

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

It is commonly known that people hold certain beliefs that are dynamic and complex, influencing their courses of actions. Within the context of teaching and learning, it has been studied and suggested that both parties – teachers and learners – have several perceptions towards their capabilities to achieve desired goals in teaching and learning (Bernat and Gvozdenko, 2005; Horwitz, 1985; Pajares, 1992; Victori and Lockhart, 1995). While learner beliefs are defined as general assumptions or "mini theories" for learning (Ellis, 2008), it was emphasized that teachers also have certain beliefs about language learning and teaching which help them to have a particular approach towards teaching a language. Beliefs, in general, are significant in understanding thought processes of teachers, and their teaching methods. In addition, beliefs have been studied in teacher education to guide the teachers to evolve their thoughts and principles (Li, 2012; Zheng, 2009). Beliefs as having both subjective and objective aspects could operate as the starting point for teachers to decide on classroom actions. As one of these beliefs, "sense of self-efficacy" was defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." (Bandura, 1997, p.3). Along with learners, teachers have the key role in this reciprocal educational relationship, and bearing this in mind "teachers' sense of efficacy" also known as "teacher efficacy" has been a subject to many studies. Tschannen-Moran and Hoy (2001) described the concept as teachers' self-confidence in their capability to coordinate and operate the actions successfully to meet the requirements of the specific tasks in teaching settings. Moreover, Bandura (1997, p.241) emphasized that how a teacher organizes and performs in the classroom could be shaped by the teacher's instructional efficacy beliefs. Regarding the effect of teachers' self-efficacy on learners' performance, it

can be implied that teachers with higher levels of self-efficacy and confidence attempt to do their best in the classroom, which may be resulting in higher learners' achievement.

Having considered the teachers of English as Foreign Language (EFL), there have been several research studies on the insights of teachers' efficacy and its impact on their teaching abilities. Apart from the general knowledge of the field of EFL teachers, the beliefs they hold will also influence their courses of action and adoption of strategies during the teaching process, as put forward by Bandura (1997). To illustrate, when grammar teaching has been prioritized by an instructor of English in language learning, and they also believed in their capacity to teach grammar in a communicative approach as the most convenient, they will probably adopt a number of strategies focusing on grammar teaching in the classroom accordingly. Therefore, EFL teachers' sense of efficacy requires an examination to gain deeper insights in favour of the teachers and students. Within this research context, self-efficacy of EFL instructors in a preparatory program of a state university will be examined because the learners in this program are prepared for their education in their departments using English as a medium of instruction. Thus, teachers are expected to train the learners so as to achieve a certain level of language proficiency so that they can pursue their academic studies at the university. It could be due to such expectation that EFL teachers develop certain conceptions of their capabilities to effectively perform teaching practice in a university context.

1.1. Background to the Study

In this part, key terms and concepts will be given to present the background to the study. The main concept *self-efficacy* will be introduced in relation to teachers and language teachers.

1.1.1. Self-efficacy

Self-efficacy is regarded to be developed and coined by Albert Bandura (1977), basically referring to an individual's belief in his capability to perform a specific task and achieve the desired outcomes. Research on efficacy dates back to the 1960s, however; it has gained popularity with Bandura (1977, 1986, 1997), taking its ground from social cognitive theory. From his point of view, one's functionality is determined by the mutual interaction of three components: internal personal factors, behaviour, and the environment (Bandura, 1986). According to Bandura, self-efficacy beliefs could be regarded as the internal structure urging

the individual to act in a certain way in a particular environment. As it was clearly emphasized by Bandura (1997), sense of efficacy is a *behaviour change* to bring about the expected results due to a reflection on the performance and assessment of the outcomes, leading to some adjustments for the next performance. This process of change is not only influential on the individual's actions but also the goals (Smith, 2017). Furthermore, it must be clearly highlighted that self-efficacy is not only related to the individual's skills, but also most importantly related to "what you believe you can do with what you have under a variety of circumstances" (Bandura, 1997, p. 37). Although it is often misinterpreted with the concept of self-esteem, self-efficacy is more about how an individual sees or judges his competence rather than the exact level of confidence. That is to say, a person may consider himself not competent for a task; however, this does not necessarily mean that his self-esteem decreases. Rather, he simply might not make enough effort to accomplish that task (Yilmaz, 2020).

1.1.2. Teachers' Sense of Efficacy

From the perspective of teachers, it could be defined as teachers' judgment of their capability to accomplish educational goals within a specified quality in a particular teaching context (Dellinger et al, 2008). *Teacher efficacy* is usually associated with the beliefs to affect student performance, and therefore focuses on outcome expectancies (Karas, 2019). With this in mind, efficacy is significant for teachers since their perception of the capacity to teach could directly influence how they deliver the lessons in the classroom, which may result in a variety of student performances (Smith, 2017). To illustrate, teachers with a higher level of self-efficacy in instruction are inclined to build a positive learning environment for their students in order to promote learning. In addition, having such confidence in their teaching capabilities, teachers could be more dedicated for student success, and particular activities could be better planned for the benefits of their students. It was seen that those with a high sense of instructional efficacy are also determined to reach the students facing learning difficulties (Bandura, 1997).

1.1.3. Language Teachers' Self-efficacy

According to the systematic review done by Hoang (2018), the research on teacher self-efficacy (hereafter TSE) within the context of EFL has been dominated by the Middle Eastern countries within various themes. Some examined the links between teacher self-

efficacy and other teacher variables such as English language proficiency, teacher burnout and participation in professional development programs whereas others investigated the relationship between TSE beliefs and learner outcomes. To illustrate more, Chacon (2005) investigated self-efficacy beliefs of EFL teachers in a Venezuelan middle school context. Highlighting the demand on the high level of language proficiency of the language teachers, it was stressed that TSE is directly related to teachers' perceived language proficiency levels for listening, speaking, reading and writing in English. As concluded in many studies, Karas (2019) summarizes that language teacher self-efficacy is influential in teachers' behaviour, affecting their pedagogical decisions and actions in the language classrooms (Chacon, 2005; Choi & Lee, 2016; Eslami & Fatahi, 2008) and even the amount of English used in the classroom in line with their perceived beliefs in the capabilities to speak (Choi & Lee, 2016).

Apart from the studies mentioned above, it can be easily stated that the research on TSE is trending now with a purpose of finding the level of pre-service or novice teachers' self-efficacy by providing those with an opportunity to raise an awareness over self-efficacy and to increase TSE (Cakiroglu, Cakiroglu, & Boone, 2005; Woolfolk Hoy & Burke Spero, 2005). To give an example, Chiang (2008) conducted a research study on the effects of language teacher training courses when combined with fieldwork components and regular lectures. It was shown that prospective foreign language teachers became more reflective on their strengths and weaknesses, thus resulting in the enhancement of teacher self-efficacy thanks to the field-based elements with the practicum opportunities.

1.2. Statement of the Problem

It is a known fact that teaching English as a foreign language in universities is a commonly applied trend from which students in preparatory programs benefit to continue their education in their faculties. So as to achieve this goal, EFL instructors, students and the institution as a whole collaborate, and teachers attempt to establish a productive reciprocal relationship with the learners. Besides many factors such as learners' beliefs and motivation to learn a language, teacher's field knowledge and English proficiency level, teacher's self-efficacy is another element that could have a direct impact on the learner's success in language proficiency. There has been a number of studies on the self-efficacy of teachers in various disciplines such as psychology, mathematics and pre-school education, along with the recently growing number of studies on the discipline of foreign language education. In

order to provide further suggestions for language teacher education and contribute to teaching abilities of pre-service or novice teachers, studies on teachers' perceived self-efficacy have been conducted as mentioned in the above chapter.

For instance, Karas (2019) underlines that there is a relationship between teachers' sense of efficacy and student achievement since students with teachers of higher level of efficacy perform better than the students with less efficacious teachers (Akbari & Karimi Allvar, 2010; Swanson, 2014). Jerald (2007) claims that more efficacious teachers attribute more importance to planning and have a stronger tendency to use new teaching techniques and adopt strategies considering students' needs. Moreover, teachers with higher self-efficacy feel more secure when the course does not go as planned (Yilmaz, 2020).

Furthermore, rather than one's beliefs, some other components can influence English teacher efficacy such as the values that culture and society put on teacher's roles, as well as the higher expectations by the institutions. In addition to this, during certain drastic changes in the field of education, such as moving from face-to-face to distance education due to pandemic, teachers could experience some professional and personal crises or moments of questioning their identities. These turning points may lead the individuals to develop certain self-efficacy beliefs either positive or negative. It was especially observed that teaching English online in an English Preparatory school, as any other schools during pandemic, was a rather new development for many teachers, resulting in the formation of various TSE beliefs. Moreover, many studies carried out were not mainly centered around the context of university preparatory programs in tertiary level, which seems to be somewhat ignored in the studies of EFL teachers' self-efficacy.

As mentioned earlier, while there are variety of findings regarding the teacher's self-efficacy and its effect, there is still a need to investigate to gain deeper insights on how self-efficacy demonstrates itself in EFL teachers' beliefs, their teaching abilities and thus learners' language proficiency level. With this in mind, to the researcher's knowledge, there has not been a specific model provided to enhance the self-efficacy levels of in-service EFL teachers, and to provide further implications on the teachers' professional development, in particular during drastic changes in the mode of education. In this paper, it has been attempted to find out whether the self-efficacy beliefs of EFL instructors at a state university is influential in their teaching competence based on their own perceptions. Therefore, in order for the EFL teachers to develop positive self-efficacy beliefs and increase their levels of self-efficacy

into their teaching abilities, an intervention program has been implemented within this research context.

1.3. Purpose of the Study

The current study aims to explore the self-efficacy levels of the EFL teachers in an English Preparatory Program in a state university. To clarify, it intends to reveal whether the EFL teachers in tertiary level have higher or lower self-efficacy levels in relation to their teaching abilities. Another purpose of the study is to explore the effects of a suggested intervention model which aims to increase the self-efficacy levels of EFL teachers by providing them with an 8-week online program. To put it simply, it attempts to determine whether the self-efficacy development program improves the EFL teachers' beliefs into their teaching capabilities to achieve certain tasks.

To achieve these goals, the study, first, gathers descriptive data through the scale developed by Chiang (2008) in order to see the levels of EFL teachers' self-efficacy. Later, taking its basis from Bandura's social cognitive theory, an intervention model has been attempted to be designed and implemented to a certain group of EFL teachers. This study, therefore, aims to see whether this intervention program increases the self-efficacy levels of EFL teachers. Following this, it further examines whether there is a difference between the teachers who are to be provided with a treatment program on the enhancement of self-efficacy and of those who are not. Thus, this research study intends to provide insights into the self-efficacy beliefs of EFL instructors by suggesting a model to enhance the self-efficacy level of EFL teachers in a university preparatory school context.

In the light of the purpose above, the present study attempts to find answers to the following research questions:

1. What are the self-efficacy levels of EFL teachers in the tertiary level in terms of management, planning and instruction?
2. Is there any difference between the pre-test and post-test scores of the experimental group's self-efficacy levels in terms of management, planning and instruction after the implementation of the intervention program?
3. Is there any difference between the pre-test and post-test scores of the control group's self-efficacy levels in terms of management, planning and instruction?

4. Is there any difference between the post-test scores of the experimental and the control groups' self-efficacy levels in terms of management, planning and instruction after the implementation of the intervention program?

1.4. Significance of the Study

Learning English and using it effectively in the academia and business is critical considering the globalization. In order to contribute to the learning process, it is suggested that teachers' beliefs in their capability to teach the language is crucial as the belief systems influence their decisions on choosing the strategies and performing the teaching tasks effectively in the classroom. Being one of these beliefs, teacher efficacy has been widely studied in educational perspectives. To illustrate further, in literature, whether there is a strong relationship between teacher's language proficiency and sense of self-efficacy has been investigated, hypothesizing that the lower proficiency level a teacher has, the lower self-efficacy he holds. However, the results were conflicting (Shim, 2001; Chacon, 2002, 2005, as cited in Can, 2019). It can be easily stated that it is necessary to conduct more research on the link between self-efficacy and teacher's language proficiency, instead of considering a causal relationship. However, there are not abundant studies taking EFL instructors within preparatory school context into consideration, especially with a purpose of enhancement of self-efficacy. Mostly, studies were conducted within the context of teacher education with the prospective teachers in language education departments. This study attempts to propose a training model for the English preparatory programs of the universities so as to understand the EFL teachers' sense of efficacy and how to increase their self-efficacy while they are actively teaching English. It will also provide an example to see whether enhanced self-efficacy of EFL teachers is influential in teachers' sense of self-efficacy in their teaching capabilities. Yielding deeper insights into the self-efficacy perceptions of the EFL teachers, qualitative data have been gathered through reflective journals, group discussions and interviews during the online training sessions.

1.5. Assumptions

The assumptions behind the current study are provided below:

1. All the instructors are assumed to give honest answers to the questions that were asked both in the teacher efficacy scale and the semi-structured interviews.

2- The instructors who participated in the intervention sessions for self-efficacy are assumed to be objective in their ideas and to volunteer eagerly for the sake of the study.

3- They are also assumed to share their thoughts and opinions sincerely during the interviews and the sessions of the intervention program.

1.6. Limitations

The limitations of the study include the fact that the EFL teachers who participated in the study are currently working in the English Preparatory Program of School of Foreign Languages, at a state university in Ankara, Turkey. It was also limited to 40 EFL instructors teaching in the English preparatory program of a state university during spring term of 2021-2022 academic year. Only eight teachers kindly volunteered to take part in the intervention program, however; one participant left during the third week. Thus, the participants during the experimental stage included only seven teachers. In addition, the present study collected data during a sixteen-week period although the intervention sessions of the suggested program took eight weeks.

1.7. Definitions

Self-efficacy: "The beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p.3)

Teacher self-efficacy: "Teachers' judgment of their capability to accomplish educational goals within a specified quality in a particular teaching context" (Dellinger et al, 2008, p.752).

Teacher efficacy: "The extent to which the teachers believe or conceive they have the qualities to influence student performance, and even of the learners with less motivation and learning difficulties" (Tschannen-Moran, Hoy & Hoy, 1998).

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of existing literature on self-efficacy in line with the main research focus of the study. To begin with, the concept of self-efficacy is identified through various definitions and the term is discussed within the framework of Bandura's social cognitive theory in specific detail. Second, developmental history of self-efficacy is presented, providing discussions over the measurement of teacher efficacy. Third, related literature on conceptual models to promote teacher self-efficacy is presented. Forth, reflection in teacher education is also provided to highlight the importance of reflective practices in teacher development. Finally, relevant literature on teacher self-efficacy in an EFL context and several studies in Turkish context is given.

2.1. Bandura's Social Cognitive Theory and Self-efficacy Concept

Upon the examination of the literature on self-efficacy, it can be seen that the construct was initially proposed by the psychologist Albert Bandura (1977) in his article titled "Self-efficacy: Toward a unifying theory of behavioral change". In Bandura's own description, self-efficacy is an individual judgment of "how well one can execute courses of action required to deal with prospective situations" (1982, p.122)." To provide a wider and clear identification of the term, perceived self-efficacy is the belief in the capacity, that is, the degree of competence a person holds to achieve in a particular situation (Bandura, 1977). Bandura (1997) clearly emphasized that perceived self-efficacy, namely one's beliefs in his efficacy, has various influences on both personal and/or professional level because these efficacy beliefs constitute the key element of human agency (Pajares, 1996). Such beliefs have an impact on the actions people take, how much effort they put into specific projects,

how long they will endure when faced with challenges and setbacks, and whether the ways of their thinking are self-defeating or self-helping (Bandura, 1997). Basically, if individuals believe that "they have no power to produce results, they will not attempt to make things happen." (Bandura, 1997, p.3).

Providing a theoretical framework for this concept of self-efficacy, one must have the knowledge of Bandura's Social Cognitive Theory. According to social cognitive theory (Bandura, 1986), human behavior is regulated by several variables functioning through various mechanisms. Self-motivation based on accomplishment standards, for example, is mediated interactively by three separate forms of inner influences: emotional self-evaluation, perceived self-efficacy, and personal goal setting. To clarify, Bandura (1986, 1989) proposed a reciprocal relationship on human thoughts and actions by viewing them as the products of a dynamic interaction between personal, behavioral and naturally environmental influences. Namely, how a person interprets the outcomes of their own behavior informs and changes their environment, and the individual factors, in turn, alter the following behavior. This interaction between *personal factors* (formed in cognition), *behavior* and *environment* is called "triadic reciprocal determinism", supporting the view that both internal and environmental factors are indeed influential in the development of capabilities for people (Bandura, 1986; 2001). In social cognitive theory, human behavior is simply explained within a causal relationship between the individual's unique characteristics such as capability, the environment referring to the consequences such as salary gained from working environment, and the behavior itself referring to previous performances (Stajkovic & Luthans, 2003).

Therefore, it can be suggested that this reciprocity of the determinants in human functioning allows diagnostic and remedial trials to be addressed at personal, behavioral, and environmental factors. In educational contexts, for instance, teachers having problems with students' motivation and confidence may work on the learners' *personal factors* such as emotions, problematic self-beliefs, and thus improve their *behaviors* by facilitating them to use self-regulatory practices. Ultimately, they can change the *environmental factors* such as the classroom structures. It can be clearly stated that human agency is the key concept in social cognitive theory because it views the individual as proactively getting involved in their own development and actions by being aware in the learning process. In this regard, Bandura (2001) defined human agency as having four key characteristics: intentionality, forethought, self-reactiveness, and self-reflectiveness. Bandura (2001) asserted that self-

reflection is the most distinct capability that a human possesses, through which people can interpret their experiences, and explore self-beliefs. Following this, they engage in self-assessment and modify their thinking and act accordingly. Hereby, the sense of self-efficacy stands out as the very core of social cognitive theory, affecting human functioning. Pajares (1996) also noted that the self-system, in particular perceived efficacy beliefs, is functional in self-regulatory practices that could provide the person with the ability to change their environments and affect their actions.

Briefly, self-efficacy does not refer to the skills or capacity a person has. Rather, self-efficacy beliefs are essentially people's self-perceptions of their own capacities to achieve a particular task. It is considered that motivation, well-being and achievement are provided by these personal competence beliefs (Schunk, 1990). To illustrate further, an individual might have the required knowledge and skill to overcome an obstacle. However, if one has a lower level of perceived efficacy and does not believe that their actions can yield the desired outcomes, they have less motivation to act or endure, or even might choose to avoid when faced with challenges. In the light of these, it must be emphasized that self-efficacy beliefs could be resistant to change, and efficacy beliefs established early in careers of individuals are crucial in influencing the rest of it (Bandura, 1997; Pajares 2002). It is not, however, an immutable or permanent belief because, based on the triadic reciprocal relationship and the sources of efficacy, changes in the level of self-efficacy can still occur. Put it differently, a person's characteristics such as ambition, motivation, goal-orientedness, dedication, endurance, anxiety, insecurity, depression and attributions of achievement and failure are all linked to self-efficacy perceptions. When the necessary interventions or treatment over those issues are implemented effectively, one could raise up his self-efficacy level by developing positive beliefs into his capacity. According to Bandura (1997), individuals develop self-efficacy beliefs primarily through the interpretation of the four sources of information: enactive mastery experiences, vicarious experiences, verbal persuasion, physiological and affective states. These sources of information work not inherently but instructively through cognitive processing and reflective thinking.

2.1.1. Sources of Self-efficacy

Bandura (1977, 1986, 1997) asserts that these four sources have either positive or negative influence on the sense of self-efficacy. Moreover, they are interconnected and can influence

one another, or they can work together simultaneously to create self-efficacy beliefs. The resources for self-efficacy will be presented in depth in the following paragraphs.

2.1.1.1. Enactive Mastery Experiences

Having different terms, such as *performance accomplishments* (Bandura, 1977), and *enactive attainments* (Bandura, 1986), *(enactive) mastery experiences* (Bandura, 1997) are recommended as the first and most important source of self-efficacy. The interpreted consequence of one's previous performances, or mastery experiences, is the most influential source of efficacy information because they provide direct and clear evidence of the individual's capacity by its experiential nature. In other words, people engage in tasks, interpret the outcomes of their actions, and through the interpretations they generate self-beliefs about their abilities to get involved in following tasks or activities. Therefore, they behave in accordance with the beliefs developed. When the results are regarded as successful, self-efficacy raises whereas when they are interpreted as failures, it decreases (Bandura, 1997; Tschannen-Moran et al., 1998). However, as Bandura (1997) highlights, it is required that a strong sense of self-efficacy can only be developed from the experiences of overcoming the challenges through perseverance and continuous effort, not from easy, insignificant successes, and luck as some people attributed for success. Furthermore, developing self-efficacy with the use of mastery experiences may not be associated with acting automatically. Instead, it indeed includes improving the cognitive processes, along with behavioral and self-regulatory mechanisms to create and perform efficient courses of action to cope with changing life situations. Performance alone does not suffice enough information to determine an individual's capacity because numerous factors without any relationship with ability could also play a great role in performance. Along with the perceptions on their capacity, individuals cognitively organize and reshape the enactive experiences in the memory, depending on the difficulty of the duties, the amount of the effort and external assistance, the conditions under which they act out, and the repeated pattern of their achievements and failures (Bandura, 1997). For teaching contexts, Tschannen-Moran et al. (1998) explicitly put forward that while judging their teaching competence and developing self-perceptions about their abilities, teachers are inclined to evaluate personal capacity such as knowledge, pedagogical skills or strategies in reaction to their personal weaknesses in specific teaching tasks.

2.1.1.2. Vicarious Experiences

Self-efficacy beliefs are also influenced by vicarious experiences that are mediated through the observation of other performing tasks. Vicarious experiences are gained through observing and comparing others as models while self-modeling in which the individuals observe their own achievement also increases personal perceived efficacy. When the model to be observed shares similarities with the observer in terms of characteristics and situations, vicarious experiences are stronger (Bandura, 1997; Schunk & Pajares, 2002). The model also should be skilled and competent enough to perform a task successfully that the observer is willing to improve. To clarify further, when a person observes a peer or coworker achieve a task well and believes they both have similar skills, the observer's perceived self-efficacy may be promoted. Witnessing the model's failure, on the other hand, may weaken his self-efficacy beliefs about their capabilities (Bandura, 1997). The better the model carries out a task, the level of self-efficacy of the observer increases. Therefore, the researchers Tschannen-Moran et al (1998) recommend that modeling and elaborate observation are the two most effective methods in teacher education. Recently, there has been considerable interest in collaborative training strategies that exploit the characteristics of small group interaction to assist the learning process. Collaborative training methods have been found to give vicarious learning possibilities that can replace hands-on mastery experiences, for instance the use of dyads or triads to increase learning through peer interaction (Shebilske, Gawlick, & Gluck, 1998).

2.1.1.3. Verbal Persuasion

Although the relationship between self-efficacy and social persuasion alone is not very effective, a systematic and constructive verbal encouragement and support, accompanied by other sources, can serve better to enhance the self-efficacy. These may include being exposed to judgements of a trusted family member, colleague, mentor or the community. Persuaders are crucial in the sense of developing a person's self-beliefs, and thus they must build self-efficacy in their capacity while also guaranteeing that the desired outcome is achievable. It must not be undermined that those negative persuasions can act to defeat and undermine self-efficacy beliefs, just as positive persuasions can work to strengthen and empower them. For instance, within the teaching context, an evaluative and constructive feedback on a specific teaching performance provides teachers with an opportunity of social comparison,

exploration of self-efficacy beliefs and a source of information to be investigated for further performances (Tschannen-Moran et al., 1998). On the other hand, harsh and destructive feedback will most probably lower the effect of social persuasion on the self-efficacy beliefs into competence (Bandura, 1977; 1986).

2.1.1.4. Physiological and Affective States

Emotional arousal (Bandura, 1977) and *physiological states* (1986) with physiological and affective states are the terms all referring to the fourth source of self-efficacy beliefs. Emotions such as anxiety, excitement, fear, stress have much influence on the people's judgements of their sense of self-efficacy. For example, fear of anxiety and failure, according to Bandura (1997), could be interpreted as a sign of weakness, undermining one's belief in the ability to complete a task successfully. Improving emotional and physical well-being and reducing negative emotional states are two ways to boost self-efficacy beliefs. Since people have the potential to change their own thoughts and feelings, increased self-efficacy beliefs can have a significant impact on physiological conditions, in turn.

2.2. Teachers' Sense of Efficacy

Teachers' self-efficacy has been progressively studied due to the fact that it has provided many implications for teaching effectiveness, classroom practices and academic achievement. Furthermore, teacher efficacy has been found to be strongly linked to a variety of important educational outcomes, including the perspectives of the two parties: teachers and students. These studies focusing on self-efficacy include several factors such as teacher persistence, commitment and enthusiasm, and instructional behavior, as well as student accomplishment and motivation.

Based on the theory of social learning by Rotter (1966), teacher efficacy was initially revealed as a notion by the RAND organization researchers, referring to the extent to which teachers believed they have control over the support of their actions. Namely, whether the control of reinforcement is within themselves or in the environment. To explain further, it is the belief over the achievement, whether the critical stimulus on teaching and student motivation is external or internal; teacher's control (Tschannen-Moran, Woolfolk-Hoy, and Hoy., 1998). Later, a teacher's sense of efficacy was explained as "a belief that the teacher can help even the most difficult or unmotivated students." (Berman, McLaughlin, Bass,

Pauly & Zellman, 1977, p. 137, as cited in Tschannen-Moran, et al.,1998, p.202). Teacher efficacy was also defined by Guskey & Passaro (1994, p.4) as "teachers' belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated." Bandura (1977) identified the teachers' perceived efficacy as another type of self-efficacy, in which teachers develop their self-efficacy beliefs about their teaching performances in certain contexts. Moreover, Tschannen-Moran et al. (1998) briefly defined the concept as "the teacher's belief in his or her capability to 15rganize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (p.233).

Reviewing the literature, it is clearly noted that those self-beliefs of teachers' own efficacy established by four main sources influence how much effort teachers put forth, how long they persevere when faced with difficulties, how strong they will be while handling the failures (Bandura, 1997; Tschannen-Moran et al., 1998). For instance, upon the measurement of teacher self-efficacy beliefs into their capacity to motivate and instruct learners having difficulties and to respond negative influences on student academic achievement, it was revealed that teachers with a higher level of instructional self-efficacy belief were determined to promote learning and performed better by putting much more effort to work with these challenging students (Gibson & Dembo, 1984). On the contrary, those with lower sense of efficacy believe that there is not much they could do if the learner is not motivated, and they were inclined to spend more time on creating a learning environment, undermining students' academic and cognitive abilities (Gibson & Dembo, 1984). In addition, teachers with higher self-efficacy are less harsh on their students' mistakes (Ashton & Webb, 1986). Furthermore, teachers who have higher self-efficacy have a stronger commitment to their profession with more enthusiasm than those with lower self-efficacy (Guskey, 1982; Allinder, 1994)

A teacher's self-efficacy, as a judgment of having powerful consequences, is the belief in their ability to achieve the desirable student achievement and learning outcomes, even with challenging and unmotivated learners. Thus, it is a system of beliefs which is not only influential to the achievement of the learners, but also the student's own sense of efficacy (Ashton & Webb, 1986; Ross, 1992), motivation (Anderson, Greene & Loewen, 1988). Furthermore, the efficacy beliefs of teachers influence their classroom behavior. To illustrate more, the amount of effort they put into teaching, the learning objectives, and their degree of desire are all affected by efficacy beliefs. Teachers who have a strong sense of efficacy

are more likely to spend time on planning and organizing their lessons (Allinder, 1994). Besides, teacher resilience and persistence are affected by self-efficacy when lesson objectives are not met as expected and they are faced with the setbacks in the classroom. Therefore, it can be claimed that if teachers have the higher level of efficacy, it is highly possible for them to work with a challenging learner for a longer time. (Gibson & Dembo, 1984)

Reviewing the literature, it is also seen that teacher efficacy has two distinct dimensions. *Personal Teaching Efficacy* (PTE) refers to the teacher's own feelings of competence. General Teaching Efficacy is associated with 'external influences" referring to the potential effects of teachers in general (Tschannen-Moran et al., 1998).

2.3. Developmental History of Teacher Self-efficacy

Clearly, research into this construct has yielded advantages into teaching and could provide significant educational benefits. Despite this, academics have struggled to build a powerful and useful tool to measure teacher efficacy considering both general and specific contexts. Thus, Tschannen- Moran and Hoy (2001), questioning and examining the existing measures and instruments for this construct, attempted to propose a new measurement, based on a model of teacher efficacy previously suggested by their own study (Tschannen-Moran, Woolfolk Hoy, and Hoy, 1998). They reviewed various instruments used to assess teacher efficacy and provided a developmental history of teacher efficacy and its measurement. In this section, how the concept of teacher efficacy was born and identified is given by touching upon the issue of measuring teacher efficacy, and presenting various measurement tools.

2.3.1. Initial Attempts at Measurement

The first measurement tools were theoretically based on Rotter's social learning theory, and referred to the issues of responsibility for student achievement, teacher locus of control, and social desirability. During this phase, the main focus on the concept was developed on whether the teacher's confidence in his teaching abilities lies within internal or external factors. Thus, the tools were mainly constructed on the extent of the teachers' judgments on their influence on student learning.

2.3.1.1. The Rand Measure

It was developed by Rand researchers while examining the relationship between teacher characteristics and student learning. In order to measure efficacy, the questionnaire included only two items:

Rand item 1: ‘‘When it comes right down to it, a teacher really can’t do much because most of a student’s motivation and performance depends on his or her home environment.’’

Rand item 2: ‘‘If I really try hard, I can get through to even the most difficult or unmotivated students.’’

As mentioned before, the purpose of Rand measure was indeed to reveal the extent to which a teacher believed that the teaching outcomes – student motivation and learning – were under his or her control. When the first item was agreed strongly by the teacher, it clearly indicated that the teacher believed the overwhelming impact of environmental factors, such as violence at home, social and economic facts, race, gender, emotional and physiological needs of a learner, on student achievement. General Teaching Efficacy (GTE) was labeled based on this belief of teachers into the power of external factors, rather than the influence of teachers. On the other hand, the second item with strong agreement by the teacher indicated a teacher’s efficacy, confidence and self-efficacy beliefs into their abilities, referring to Personal Teaching Efficacy (PTE). It is a more individual and specific concept because it reflects a teacher’s training or experience to overcome obstacles.

2.3.1.2. The Guskey Measure (1981)

It was developed shortly after the Rand measure to create a more comprehensive instrument, which includes 30 items measuring *responsibility for student achievement (RSA).* Two sample items from Guskey’s tool are shown below:

Table 1.

Guskey's Measurement for Responsibility for Student Achievement (1981, p.46)

Format	Sample Items
Participants give a weight or a percent to each of the two options. Scoring is applied with two subscales: - Responsibility for Student Success (R+) - Responsibility for Student Failure (R-)	If a student does well in your class, would it probably be a. because that student had the natural ability to do well, or b. because of the encouragement you offered? When your students seem to have difficulty in learning something, is it usually a. because you are not willing to really work at it, or b. because you weren't able to make it interesting for them?

The effort exerted on teaching, the task difficulty, specific teaching abilities and luck were the four types of causes attributed for success or failure in this instrument. The responsibility for student achievement (RSA) score provided an indication of how much the teacher presumed overall responsibility for student outcomes, success and failure. It was found that teachers, on average, took higher responsibility for positive outcomes than for poor results of student achievement, implying that they seemed to be more confident in their capabilities to influence positive results rather than to eliminate undesirable ones (Tschannen-Moran et al., 1998). By a measurement of teacher self-concept, greater efficacy was linked to a greater level of confidence in teaching abilities (Guskey, 1984).

2.3.1.3. Teacher Locus of Control (TLC)

This measurement tool developed by Rose and Medway (1981, p.189) includes 28 items, half of which described the scenarios of student success and the other half on student failure.

Sample Items from TLC are presented below:

Suppose you are teaching a student a particular concept in arithmetic or math and the student has trouble learning it. Would this happen

a. because the student wasn't able to understand it, or

b. because you couldn't explain it very well?

If the students in your class perform better than they usually do in a test, would this happen

a. because the students studied a lot for the test, or

b. because you did a good job of teaching the subject area?

It was revealed that the TLC was better at predicting the teacher behaviors than Rotter's scale focusing on internal-external factors on student achievement. The reason is that TLC was more specific to a teaching context.

2.3.1.4. The Webb Efficacy Scale (Ashton et al., 1982)

This scale was developed by another group of researchers to extend the Rand efficacy items in order to increase reliability, and to narrow this construct within a certain conceptualization at the same time. However, this instrument was not widely accepted and used other than its original research.

Table 2.

Webb's Efficacy Scale

Format	Sample Items
It includes 7 items. Participants must determine whether they agree most strongly with the first or the second statement.	a. A teacher should not be expected to reach every child; some students are not going to make academic progress. b. Every child is reachable. It is a teacher obligation to see it that every child makes academic progress. a. My skills are best suited for dealing with students who have low motivation and who have a history of misbehavior in school. b. My skills are best suited for dealing with students who are academically motivated and generally well behaved.

2.3.2. Another Conceptual Ground: Bandura's Social Cognitive Theory

Another conceptual framework grew out of Bandura's social cognitive theory and his definition of self-efficacy in his article "Self-efficacy: Toward a unifying theory of behavioral change" (1977). According to Bandura (1986), social cognitive theory puts forward the term "outcome expectancy" which differs from "efficacy expectations". The former is related to the prediction of an individual about the possible consequences of performing a task with a certain level of competence while the latter is centered around the individual's judgment whether they can achieve the given task.

2.3.2.1. Ashton Vignettes (1984)

A series of vignettes illustrating context specific situations that a teacher might experience were designed as a measurement which requires teachers to evaluate their effectiveness in coping with the situation. This tool was not used in a wide range of studies.

2.3.2.2. Gibson and Dembo (1984)

Combining the style of Rand studies and Bandura's identification of self-efficacy, Gibson and Dembo (1984) developed a 30-item Teacher Efficacy Scale (TES). It was suggested that two factors reflected the expectancies put forward by Bandura's social cognitive theory. *Personal teaching efficacy* was assumed to reflect self-efficacy while *general teaching efficacy* was assumed to present outcome expectancy. The former one refers to the teachers' judgment of their capabilities to bring forth positive change in learners while the latter one refers to the extent of the teachers' belief whether the environmental factors such as family backgr'und, school condition or IQ can be controlled to help the learners (Gibson & Dembo, 1984).

Table 3.

Teacher efficacy scale (Gibson & Dembo, 1984)

Format	Sample Items
30 items on a 6-point Likert scale from strongly disagree to strongly agree.	When a student gets a better grade than he usually gets, it is usually because I found better ways of teaching.
Scoring: A global measure of teacher efficacy out of the sum of all items.	The hours in my class have little influence on students compared to the influence of their home environment.
Two subscales: personal teaching efficacy and general teaching efficacy.	If a student masters a new math concept quickly, this might be because I knew the necessary steps in teaching that concept.

Although this teacher efficacy scale has been popular and used widely in teacher efficacy studies, it has still needed to be altered due to the lack of clarity and certainty about the two factors. Therefore, several researchers modified the Gibson & Dembo instrument of teacher efficacy to explore teachers' self-efficacy beliefs further and deeper within specific curriculum fields such as science teaching (Enochs & Riggs, 1990), classroom management and special education (Coladarci & Breton, 1997).

2.3.2.3. Brief Eclectic Measures

Some researchers were not content with these existing tools and attempted to use a combination of items from several instruments based upon their context and research purpose. For example, Midgley et al. (1989) created a personal teaching efficacy measurement of 5 items including the items from the Rand efficacy scale and Webb Scale, and one original item.

2.3.2.4. Bandura's Teacher Efficacy Scale

Bandura (1997) constructed a 30-item scale including seven subscales in an attempt to provide the researchers with multifaceted dimensions of teachers' perceived efficacy.

Table 4.

Bandura's Teacher Efficacy Scale (1997)

Format	Sample Items
30 items on a 9-point scale anchored at nothing, very little, some influence, quite a bit, a great deal. 7 subscales: Influence on decision making, influence on school resources, instructional efficacy, disciplinary efficacy, enlisting parental involvement, enlisting community involvement, and creating a positive school climate	How much can you influence the decisions that are made in your school? How much can you do to overcome the influence of adverse community conditions on student learning? How much can you do to get children to follow classroom rules? How much can you do to make students enjoy coming to school? How much can you do to get students to believe they can do well in schoolwork?

2.3.2.5. Tschannen-Moran and Hoy's Development of a New Measure

In the light of several discussion sessions, revisions, adaptation, and deletion process based on the results of three research studies, a new teacher efficacy instrument titled as *Ohio State Teacher Efficacy Scale (OSTES)* was developed by Tschannen-Moran and Hoy (2001). The measure had two forms: a long form of 24 items and a short form of 12 items. It has mainly three subscales: efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement.

The findings of these analyses suggest that the *OSTES* can be regarded as having a fair amount of validity and reliability. It is of fair length with either 24 or 12 items, proving it to be a valuable tool for scholars looking to learn more about the idea of teacher efficacy. Construct validity is demonstrated by positive correlations with various measures of personal teaching efficacy (Tschannen-Moran and Hoy, 2001).

2.4. FLE Specific Measurements

When we review the literature on the measurements of self-efficacy of EFL teachers within the context of Foreign Language Education (FLE), the short and long versions of *The Teacher Sense of Efficacy Scale* (TSES) developed by Tschannen-Moran & Woolfolk Hoy (2001) were extensively used. On the other hand, it can also be seen that context specific measurement tools and scales were designed and used in accordance with the specific purpose of the studies such as *Teachers' Efficacy Beliefs System-Self (TEBS-Self), Online English Teaching Self-efficacy Questionnaire*, *Teacher Efficacy Beliefs Scale* developed at a Japanese university (used by Praver, 2014), *Collective Efficacy Scale* developed by Skaalvik and Skaalvik (2007), and *EFL Teacher Efficacy Scale* designed and used by Chiang (2008).

As it can be concluded from the above-mentioned various measurement tools for teacher self-efficacy beliefs, capturing the essence of this dynamic construct of efficacy is not only critically complex but also open to much research foci to be examined.

2.5. Conceptual Models for the Growth in Teachers' Self-efficacy

Reviewing the literature, it can be found that the suggested model by Tschannen-Moran et al. (1998) on teacher efficacy was the dominant one which was inspired and conceptualized by the self-efficacy concept developed by Bandura (1977). The model of teacher efficacy development is presented in the figure below.

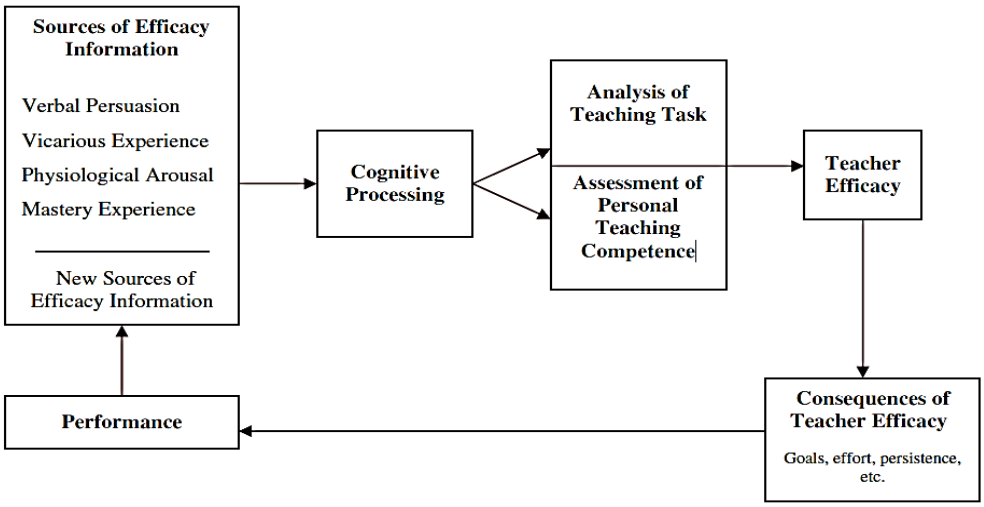

Figure 1. Multidimensional model of teacher efficacy. Tschannen-Moran, M., Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of educational research*, 68(2), 202-248.

As the figure shows, the four sources of self-efficacy put forward by Bandura (1977) are cognitively processed by the teachers, which subsequently influences the analysis of the specific teaching task in reference to the evaluation of personal teaching competence. Followingly, the personal judgements of the teachers on their teaching efficacy are used to set the goals, determine the required effort and persistence to achieve the goals. Finally, teachers' performance and its consequences provide new efficacy beliefs and future judgments in teaching.

To provide a broader perspective, Fives (2003) proposed another conceptual model of teacher efficacy by incorporating two elements: *pedagogical knowledge* and *pedagogical beliefs.* The following figure shows the expanded model of teacher efficacy by Fives (2003).

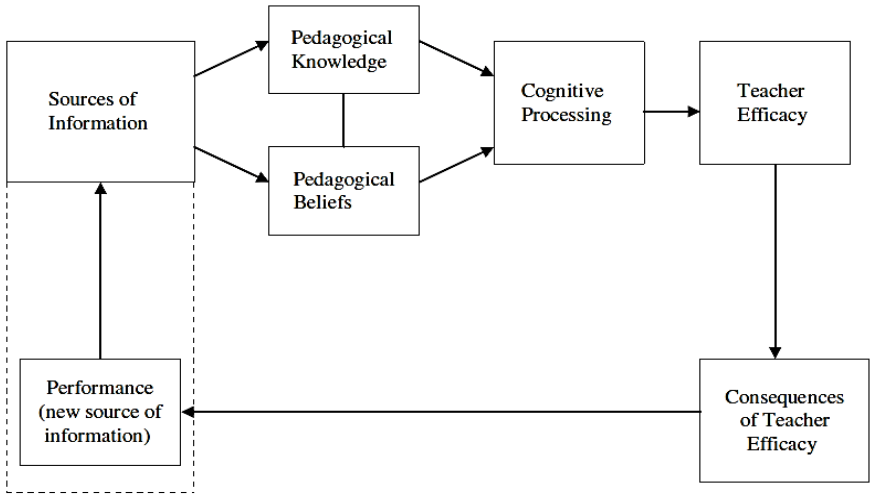

Figure 2. Extended model of teacher efficacy. Fives, H. (2003). *Exploring the relationships of teachers' efficacy, knowledge and pedagogical beliefs: a multi-method study*, p. 95, Unpublished PhD dissertation, University of Maryland. ProQuest Dissertations and Theses Global

Hypothesizing that reflective components in teacher education programs would support a great advancement in pedagogical knowledge of the teachers, Wyatt (2016) criticized the two integrated models of teacher efficacy and suggested an alternative model. In his model, teacher efficacy beliefs are defined as teachers' "beliefs in their abilities to support learning in various tasks and context-specific cognitive, metacognitive, affective and social ways" (Wyatt, 2010, p.603). He built his model on the context of 'enriched reflection' characterized by Ur (1996) as the following figure shows the basis of his model.

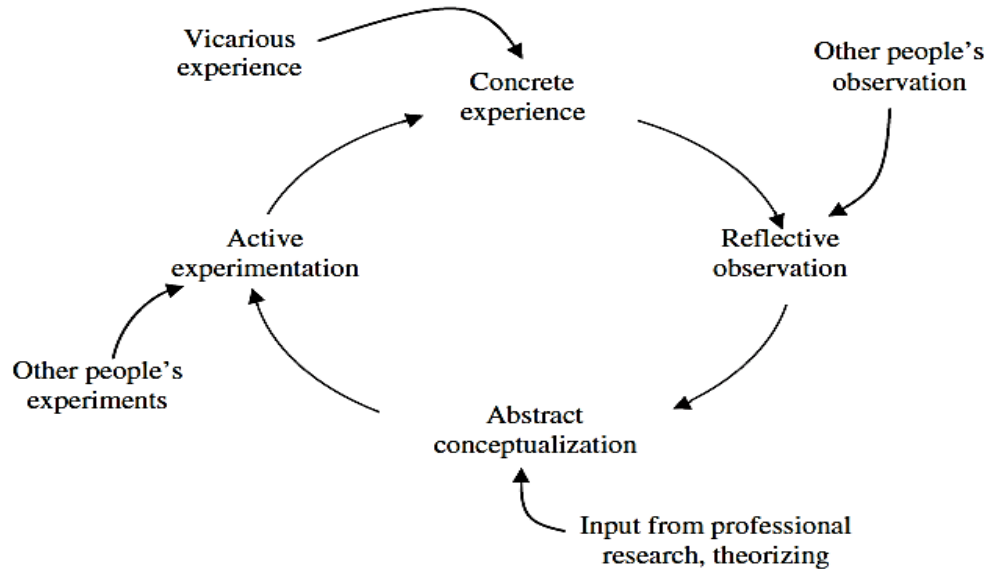

Figure 3. Enriched reflection by Ur (1996). Obtained from Wyatt, M., and K. Dikilitaş. 2016. "English Language Teachers Becoming More Efficacious through Research Engagement at Their Turkish University." *Educational Action Research*, 24(4), 550–570.

As Wyatt (2016) developed an alternative model for teacher efficacy, he also studied on language teachers' self-efficacy beliefs with five in-service teachers of English language on an education program. In this critical study and review of other models of teacher efficacy, it was suggested that the development of teacher self-efficacy beliefs is closely connected with the growth in practical pedagogical knowledge (Wyatt, 2016). Furthermore, it was pointed out that various domains of pedagogical knowledge, that is to say, learners, teaching approaches, the self-system, and the curriculum are employed at every stage of the reflective cycle through the interaction with teacher self-efficacy beliefs.

2.6. Reflective Practices in Teacher Development

Reflection is of great importance in teacher education because it has been indicated that reflective practices promote reflective thinking and provides practitioners with opportunities to analyze teaching performances and grow professionally (Fox, Campbell and Hargrove, 201; Hatton and Smith, 1995). "We do not learn from experience…we learn from reflecting on experience." As John Dewey (1933, p. 78) stated, reflective practice is "learning through and from experience towards gaining new insights of self and practice" (Finlay, 2008), and therefore reflection contributes to researchers and teachers to gain broader understanding of

the methods to be benefited from and particular teaching contexts (Gibbs, 1988; Tauer, S. M., & Tate, P. M.,1998; Stanley, C., 1998; Pavlovich, 2007).

Recently, educational institutions in Turkey, especially universities offering teacher training, have adopted some reflective practices into their courses and professional development activities. That the faculties of educational sciences possess a vision of training effective, confident and self-aware teachers for future achievements in teaching practices has contributed to the development of reflection and reflective practices.

According to Freeman (2016, as cited in Farrell, 2022), reflective practice is a sort of intellectual activity for language teachers as they contemplate teaching practices. In Freeman's words, its incorporation in programs for the training and development of language teachers is predicated on two principles:

> (1) Teachers can improve instruction by changing routine and automatic actions into ones that are deliberate and conscious.
>
> (2) This change from automatic to deliberate behaviors promotes a more professionalized instruction (Freeman, 2016, p 221).

This performance of reflection, as once Dewey (1933) clearly put forward, requires active, systematic and insistent consideration of any belief or knowledge in the light of its principles and any subsequent complications it could develop. Therefore, Dewey (1933) proposed 'reflection-*on*-action' by encouraging teachers to reflect after the action. On the other hand, Schön (1983, 1987) advocated for teachers to reflect during action, 'reflect-*in*-action' on the grounds that they can perceive more than they can explain. Later, in language teaching a clearer and stronger form of reflective practice was proposed, emphasizing a systematic data collection about teaching practices and taking advantage of these pieces of information to make crucial choices or judgments about teaching (Richards & Lockhart, 1994).

2.7. Studies on Teacher Efficacy in an EFL Context

In the field of education, there has been a growing body of research studies on teacher self-efficacy and its connection with various variables such as student academic achievement and motivation, teachers' attitudes towards instructional strategies, commitment to teaching and productivity (Goddard, Hoy and Woolfolk Hoy (2000); Dembo and Gibson (1985); Ashton

and Webb (1986); Tschannen-Moran and Woolfolk Hoy (2001); Swars (2005), Eslami and Fatahi (2008); Coladarci (1992); Guskey and Passaro (1994).

In the field of foreign language teaching, especially in an EFL context, research studies on teachers' self-efficacy beliefs are still not rich enough both in terms of quality and quantity as well as variety of the themes of the studies. To illustrate, the major themes studied are the relationships between teacher self-efficacy (TSE) and behavior, sources of teachers' self-efficacy beliefs, the development of teacher self-efficacy beliefs, the effect of contextual factors on self-efficacy beliefs and the correlational relationship between teacher self-efficacy and student achievement (Hoang, 2018). It can also be observed that the majority of the participants have been mostly practicing or in-service teachers (in the studies of Chacon, 2005; Phan & Locke, 2015; Wyatt 2010) rather than pre-service teachers (as in Atay, 2007; Liaw, 2009).

Liaw (2004) performed a research study on the efficacy of native and non-native foreign language teachers, as well as their perceptions of language teaching: (1) native and nonnative instructors' advantages and drawbacks, (2) the importance of teaching, programs of teacher training, and strategies for motivating the learners, and (3) teaching methodologies. It was found that there is a positive relationship between teacher self-efficacy level and the perception of their ability in teaching a foreign language.

Demir (2021) has recently published an extended review of literature on teachers' self-efficacy beliefs within various EFL contexts around the world. She reviewed 31 related articles published between the years 2015 and 2021 to examine the issues of in-service EFL teachers' self -efficacy beliefs, in particular.

Yielding many results and implications, one is very crucial, showing that these recent studies were heavily quantitative, correlationally exploring the relationship between teacher self-efficacy and several variables such as teacher personality and styles, student motivation and achievement, burnout and job satisfaction, empowerment, and language proficiency etc. Another finding is also highly critical, indicating that involvement in teacher research studies as a continuous profession paved the way for Turkish teachers of English to gain higher efficacy regarding their teaching tasks (Wyatt & Dikilitaş, 2016). Another main finding on teacher efficacy is that there is a strong relationship between EFL teachers' self-efficacy and student motivation. It was revealed that teachers with a higher level of self-efficacy are better at motivating their learners and increasing their cognitive development in language learning

process (Alibakhshi and Labbafi, 2020). As for teachers' professional development, self-efficacy has been noted as a dynamic complex concept that must be nurtured with reflective practices and collaborative activities offered by professional learning communities (Zonoubi et al., 2017; Stoll and Louis, 2007). To illustrate, Chiang (2008) conducted a study to find out the effects of the training course integrated with fieldwork elements on teacher self-efficacy. In her study with 13 prospective teachers of foreign language, it was revealed that fieldwork components supported with reflection on the classroom experiences enabled them to be more aware of their competence and increase their self-efficacy.

Considering the self-efficacy beliefs of language teachers, Wyatt (2016) suggests domain-specific research for teachers' self-efficacy beliefs over 16 years. Thus, researchers focused on specific research contexts such as language teaching in primary schools, or university level of education from the perspectives of both learner and teacher efficacy, and therefore benefit from these studies to make a contribution to teaching and learning in a variety of aspects.

2.8. Studies on Teacher Self-Efficacy in an EFL Context in Turkey

As it has gained a great momentum around the world, teacher self-efficacy studies have been conducted in Turkey as well, considering its great influence on teacher training and professional development. Under this heading, in line with the purpose of this study, several research studies on self-efficacy of EFL teachers in Turkey are presented.

These studies have examined different variables such as reflection, teacher characteristics such as openness, emotional intelligence, teacher language proficiency and their relationship with teacher self-efficacy level. According to these studies conducted in Turkey in the EFL context, teachers' self-efficacy is a predictor, mediator or a predicted variable. To the researcher's knowledge, these studies are mostly on tertiary level investigation, that is, they were conducted with the participants from pre-service teachers and in-service teachers within EFL context. For example, in her study, Tavyl (2014) revealed that keeping reflective e-journals throughout the practicum period increased the self-efficacy level of pre-service teachers, particularly in instructional self-efficacy such as lesson planning and instruction giving. It was suggested that incorporating reflective journals as a reflective practice into the practicum period helps pre-service teachers to enhance their confidence and gain more effective teaching qualifications.

Another study done with pre-service English teachers was by Cabaroğlu (2014), using a mixed method research design to find out whether there is a significant difference in teachers' efficacy beliefs after engaging in a 14-week action research. The noteworthy characteristic of her study was that the 60 participants in an EFL program had the opportunity to be proactive in their professional development thanks to the benefits of action research projects through lesson plans, reflective diaries and observations. It was found out that pre-service teachers' self-efficacy levels and self-awareness increased, leading to improvement in problem solving skills (Cabaroğlu, 2014).

An investigation into the relationship between emotional intelligence of Turkish EFL pre-service teachers and their sense of efficacy was conducted by Koçoğlu (2011) with 90 Turkish prospective English teachers registered in the foreign language teacher education program at a foundation university in Turkey. It was revealed that there was a significant relationship between emotional intelligence (EQ) and self- efficacy beliefs of pre-service English teachers. The results of her study supported the notion that EQ and efficacy could be critical in the teaching process as it was found out that those with higher efficacy beliefs and higher EQ capacities are likely to use a variety of more productive teaching methods, in comparison to pre-service teachers with low efficacy and low EQ (Koçoğlu, 2011).

Another study done by Aliş (2008), considering English language self-efficacy beliefs of the directors and instructors, focused on the correlation between the English language self-efficacy beliefs of EFL instructors in a preparatory school and their experiences to Communicative Language Teaching (CLT). With the use of Attitude Scale for CLT (Eveyik, 1999), and Self-efficacy Scale for EFL (Büyükduman, 2006) with 48 EFL instructors, it was revealed that the attitudes towards CLT within the context of English language self-efficacy and professional experiences in CLT had no significant difference. However, it showed a positive correlation between self-efficacy in reading and peer correction in CLT attitudes (Aliş, 2008). It can be concluded that EFL instructors in this study believed that peer correction could be effective to raise the self-efficacy of learners in reading sub-skills.

A study by Uzel (2009), including 549 primary school teachers and 54 school directors in Istanbul, investigated the foreign language self-efficacy belief, foreign language learning needs and preferences for learning. The results showed that the majority of the teachers and directors had lower levels of foreign language self-efficacy although they reported that they highly need to learn a foreign language. Considering teachers' professional development based on the needs, Bümen (2009) attempted to analyze the potential effects of professional

development programs on the self-efficacy of Turkish EFL teachers and their classroom practice. Based on a tertiary level investigation, thirty-eight in-service EFL teachers at a foundation university participated in the research, and the data were gathered from various sources such as Turkish teachers' sense of efficacy scale, classroom observations, focus group interviews and a professional development (PD) evaluation form. The results of her study indicated that PD programs had positive influences on all three aspects of effective teaching, namely, instructional efficacy, classroom management efficacy, and student engagement efficacy. The positive effects on classroom practice change occurred at individual levels although the study noted that the instructional change on teaching practice was not on a school-wide level.

Yilmaz (2011) examined the self-efficacy beliefs of Turkish EFL teachers in relation to English proficiency and instructional strategy. The findings pointed that teachers' self-reported English competence and self-efficacy beliefs were connected, and it was revealed that teachers' efficacy for instructional strategies was higher than the efficacy for management and engagement. That is to say, when the teacher perceived himself as highly proficient in writing and listening, he felt more efficacious in developing strategies for instruction and classroom management. The study offers helpful information about the need to support instructors in improving their language skills and competence, which is relevant to how they evaluate their own efficacy.

To conclude, there have been a variety of studies on EFL teachers' self-efficacy conducted within various purposes. However, as these studies implied further suggestions for future studies, the concept is still worth exploring more for the goal of teacher development, especially targeting to develop more self-efficacious teachers in EFL contexts. The next chapter presents methodology applied in this study with its details on the intervention program for self-efficacy development.

CHAPTER III

METHODOLOGY

3.1. Research Design

The aim of this research study is to explore the self-efficacy levels of the EFL teachers working in the English preparatory program of a state university, in terms of the three dimensions, i.e., management, planning and instruction. In line with this purpose, an integrated treatment model, which was grounded on social cognitive theory and Bandura's self-efficacy concept, was designed and implemented to increase the awareness of the EFL teachers on their sense of efficacy. In order to achieve these goals, quantitative strategy with a quasi-experimental research design was employed with the support of both quantitative and qualitative data.

The goal of experimental research studies is to identify whether a certain treatment has an impact on a result. This effect is measured by giving one group a particular treatment while denying treating the other, and comparing the results of the two groups afterward (Creswell, 2009). The quasi-experimental research is defined by Creswell (2009) as "a form of experimental research in which individuals are not randomly assigned to groups." (p.233). According to Campbell, D. T., & Stanley, C. (1963), and Creswell, (2009), in many experimental research studies, only a convenience sample is frequently possible because the researcher is expected to rely on volunteers or naturally established groups. However, in quasi-experimental studies, control and experimental groups are used, and the participants are not randomly assigned into the groups. To clarify, the process is known as a quasi-experiment when participants are not chosen at random. This research study makes use of the quasi-experimental research design due to the use of two groups, the experimental and the control, in order to see the effects of the intervention model better. Furthermore, the

researcher has the opportunity to assign the participants with non-random method and to choose the groups as similar as possible as in terms of the self-efficacy levels. Therefore, the effects of the implemented program can be explored better.

In order to enhance the validity and reliability of the study, triangulation was assured through the use of various data sources to grasp a deeper comprehension of the phenomena studied (Patton, 1999). For this reason, at first the quantitative data was collected through a 4-point Likert type scale to see the level of self-efficacy. Moreover, a qualitative data source was provided by the semi-structured interviews conducted with the teachers in the experimental group and the online entries, namely the tasks, assignments and reflections, written during the intervention sessions.

3.1.1. Research Setting

A modular teaching system is used in the department of Foreign Languages within the context of the English Preparatory School program. In this regard, at the beginning of the academic year, students take a placement exam and Assessment of General English (AGE) exam to determine their English proficiency level and place them into the appropriate level. The seven modules in the program are named as Basic (A level), Basic + (A+), Independent (B), Independent + (B+), Upper (C), Upper + (C+) and Advanced (C++). These modules (levels) and the basis for the program curriculum by setting the international standards are defined in relation to the level specifications of "Common European Framework (CEF)". Students are required to reach at least B level (CEFR, intermediate) to be able to take the Assessment of General English (AGE) exam at the end of the academic term. Specifically, it is required to have a minimum score of 64,5 out of 100 while a minimum score of 80 out of 100 is required from B level to be able to take the AGE exam if the students of the last (4^{th}) module are in B level. The academic year consists of two terms and four periods in total. The periods are 8 weeks. Before the pandemic, there were a total of twenty or twenty-three hours of English every week based on the levels. However, during the 2021-2022 academic year, students are having minimum 12 hours and maximum 16 hours of face-to-face lessons, as well as 4 hours of synchronous online lessons. During these weeks, assessment and evaluation are conducted through various approaches and tools: five *quizzes* (20%), *portfolio* including writing and speaking tasks (22%), *online homework* (8%), *speaking project* (15%) and *final exam* including listening, reading and writing parts (35%).

The students who are able to achieve the four periods successfully are qualified to take the English proficiency exam, AGE. For each module, teachers and classes are usually mixed, so lessons for each level (period) are covered with a different teacher. At the end of the academic year in the AGE exam, the students with a minimum score of 69,5 out of 100 are accepted as successful and can continue their education in their department of which the medium of course is in English. Those who fail in this exam have two more opportunities to take the AGE exam in summer and in fall. If the students still cannot pass the related exams with a score of 69,5 out of 100, they study for an academic year until the next Proficiency Exam, and they are discharged upon not being able to prove successful for two years.

When it comes to the teachers, they are expected to teach at least 16 hours of face-to-face lessons and 4 hours of online synchronous lessons. They also follow a certain series of coursebooks depending on the level they are teaching. During the course of this study, teachers were required to use a different set of coursebooks than the previous years. They utilize the coursebooks designed based on skill-based approach. That is to say, the teachers refer to reading and writing skills with one book and listening and speaking skills with another book.

The teachers in the state university where this study was conducted are not expected to work from 9 a.m. to 5 p.m. for a full working week. They are only required to teach and stay in the school during the teaching hours based on their individual teaching programs. Also, they usually have a day off each week without any official teaching duty. Apart from the face-to-face lessons, teachers are also required to conduct online lessons through an online communication platform they chose to use. Considering the opportunities for professional development, some courses and seminars are provided for those who are volunteers to take part in. These opportunities could be offered by the institution itself or outside institutions.

3.2. Characteristics of Participants in Quantitative Stage

In the first stage, in order to gather quantitative data for the self-efficacy level of EFL teachers, EFL Teachers Efficacy Scale (ETES) was implemented (both online and in paper form) to the teachers in the tertiary level within the context of preparatory school. Since the participation was voluntary and due to the limitations by the pandemic, only forty EFL instructors fully completed the ETES. Thus, the population in this study for the first stage consists of forty teachers (eleven male and twenty-nine female teachers).

The age of the participants ranges between 28 and 45 while twenty-seven of them are in their thirties.

The education background of the teachers took part in the study were given below.

Table 5

The Majors of the Participants

Undergraduate Degrees	Frequency	Percent
English Language Teaching	26	65.0
English Language and Literature	10	25.0
Linguistics	3	7.5
Translation and Interpretation	1	2.5

Table 6

Highest Level of Degree of EFL Teachers

Highest Level of Degree	Frequency	Percent
Bachelor of Arts (BA)	10	25.0
Master of Arts (MA)	19	47.5
Doctor of Philosophy (PhD)	11	27.5

As can be seen from the tables, the teachers in the study mostly graduated from the English Language Teaching department (n=26) and hold at least an MA degree (n=19) as the highest level of education. They also can be considered as having longer years of teaching experiences regarding the degrees they hold and the ages.

Therefore, the profile of the participants can be regarded as being experienced rather than novice teachers.

3.3. Characteristics of Participants in Qualitative Stage

Regarding the sampling methods or strategies, convenience sampling was used for both quantitative and qualitative stages due to the ease of data collection, cost-effectiveness, availability and willingness of the participants. A purposive sampling, which is a non-probability sampling method, was also used in this study. It is described by Yin (2011)

as; “The selection of participants or sources of data to be used in a study, based on their anticipated richness and relevance of information in relation to the study’s research questions” (p. 311). Especially, for this research with the ultimate goal of suggesting a model, a purposive type of sampling method was seen fit during the qualitative and experimental stage of the study (Cohen, 2007). Thus, the teachers with a lower level of efficacy based on the results of the ETES were kindly invited into the experimental stage and seven participants volunteered to take part in the intervention model in the end. The rationale behind such a sampling is that the overall self-efficacy level of the participants was found to be high (M=3.2). The data driven from the descriptive analysis of the scale (as the pre-test) showed that the participants considered themselves highly efficacious in terms of planning (M=3.2), instruction (M=3.3) and management (M=3.2). However, the subject group of teachers in the treatment stage was described as having lower self-efficacy (M=2.5) compared to the overall level of the teachers. That’s why, the participants with the lower score (M=2.46) (compared to those with higher self-efficacy level with over the mean score 3.2) were kindly invited into the treatment program for the enhancement of self-efficacy, and they (7 teachers) became volunteers to take part in the treatment program. To this end, it must be remembered that the focus of this study was not only to find the self-efficacy level of EFL teachers but also to implement and suggest an intervention model for the tertiary level. Moreover, the suggestions provided by the participants themselves for the model shed light upon the ways on the enhancement of self-efficacy level of EFL teachers. Finally, the effects of the treatment sessions on those subject groups of teachers were examined through the comparison analysis of the pre- and post-test scores of the two groups (control and experimental) along with the online entries and interviews in order to see whether the program was influential in increasing the teachers’ self-efficacy levels. Therefore, this subject group was chosen for the study purposefully. Furthermore, this study has a descriptive nature as it aims to depict the self-efficacy level and self-efficacy beliefs of a particular group of participants, who considered themselves as having lower self-efficacy in some specific teaching fields.

Participants’ Demographic Information in Qualitative/Experimental Stage: Seven participants (1 male and 6 female) took part in the experimental stage during the intervention program. The ages range between 30 and 40. Six of the participants held a B.A. degree in English Language Teaching from various universities. One of them graduated from English

Language and Literature. Only four of the participants hold an M.A degree in various fields including English language teaching, curriculum and instruction and teaching Turkish to foreigners while one of them completed their PhD in the field of psychology.

Semi-structured interviews with the instructors included purposive sampling (non-probability technique) as seven teachers in the experimental group were available and voluntary to take part in the interviews. Referring to the literature, in convenience sampling method, participants are expected to "meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (Dörnyei, 2007, p.99). In this study, the criterion is to have lower levels of self-efficacy as reported using the EFL Teacher Efficacy Scale so that the intervention program could have impact on the teachers to some extent.

3.4. Data Collection Tools

In this part, the tools utilized in the study for quantitative and qualitative data collection are given in detail.

3.4.1. The EFL Teachers' Efficacy Scale (ETES)

In the current study, the self-efficacy level of EFL teachers was measured by the EFL Teachers' Efficacy Scale (ETES) (Chiang, 2008). Originally titled as *EFL Teacher Confidence Scale* (See Appendix 1), the scale was purposefully designed by Chiang (2008) to measure specifically second/foreign language teachers' efficacy in her study which was conducted with 13 pre-service teachers registered for a 1-year TEFL course. The scale contains 30 items with three sub-scales, 11 items under the domain of *planning*, 11 of them for *instruction* and 8 items under the category of *management*. Chiang (2008) presented a high reliability for the overall scale as 0.92 for internal reliability coefficient. Moreover, it was developed and used for the studies in EFL context, in particular. That's why, this scale was chosen to be benefited from in the present study The ETES is a 4-point Likert type scale including four options: 1=strongly agree, 2=agree, 3=disagree, 4= strongly disagree. However, in this current study the linear way of the Likert point was altered to make the scale easier and familiar to the use by the participants within this specific context. Therefore, the 4-point Likert type responses were designed as: 1= strongly disagree, 2= disagree, 3= agree, 4= strongly agree in the scale.

Furthermore, in her study with 40 pre-service teachers in the English Language Teaching department, Tavyl (2014) indicated a moderate reliability with the reliability coefficient of the overall scale as .85 and of the sub-scales ranging from .72 to .75. As the present study was conducted with the in-service EFL teachers at a university, the EFL Teacher Efficacy Scale was used in this study measuring the teachers' self-efficacy level.

As for the reliability of the teacher efficacy scale within the context of this study, it was provided via Cronbach Alpha reliability analysis for the internal consistency. The reliability analysis of the ETES for the three subscales of teacher efficacy revealed that Cronbach's Alpha was .91 for planning, .93 for instruction, and .86 for management. For the total self-efficacy score, Cronbach's Alpha was .96. According to the literature, if a research instrument's reliability coefficient is higher than .70, the instrument is considered reliable (Büyüköztürk, 2016). Therefore, it can be said that the ETES is highly reliable considering the total score of the scale. Concerning the three subdomains of the scale, planning, instruction and management subscales indicated a good internal consistency.

The self-efficacy scale used in this study (See Appendix 2) consists of two sections. The cover page included some information about the study and its aim which was followed by a short part for the participant's consent. The first section gathers some demographic information such as gender, age, years of teaching experience, highest level of education, and major in BA. The information in this section was acquired with the goal of providing a better overview of the sample utilized in the study for future, despite the fact that the sample was the purposive sampling and none of the material in this section will be used for research reasons. The second section includes the teacher efficacy scale with a 4-point Likert format. For the face validity of the scale, suggestions of two instructors holding a master's degree from the department of English Language Teaching in different universities were taken into consideration before implementing the scale into practice, especially regarding the wording of the items. As a result of the reviews, in one of the items the word "children" was re-worded as "students" to provide overall consistency.

3.4.2. *Edmodo,* the Online Platform

In the present study, it was also aimed to enhance the self-efficacy level of EFL teachers and to increase their awareness on the self-belief and the abilities in teaching. Within this purpose, an 8-week program with 16 sessions was designed and implemented via the online

platform, *Edmodo*. The reasons to conduct this intervention program on self-efficacy through online platform was due to the limited face-to-face gathering opportunities for the teachers and the pandemic related consequences.

In addition, this platform was chosen because the teachers stated that they were familiar with this educational platform and also it is a free and user-friendly tool with its simple design and clear instructions for the researcher and the participants to post important information and announcements related to the course of the study, assign tasks, write comments, and reply to the comments, which could be a great opportunity to increase the interaction among the group members. Furthermore, due to the pandemic, in order to make the program easier and accessible at any time and place and make the participants feel safer and at ease, an online program was implemented which requires the participants to take part in synchronous and asynchronous online sessions to complete the tasks and assignments.

3.4.3. Semi-structured Interviews

Interviews are considered as one of the most frequently used instruments for data collection in qualitative studies (Dörnyei, 2007). In the present study, a semi-structured interview (See Appendix 3) was used for one group of participants: the teachers in the experimental group. The semi-structured interviews, along with its open-ended format, offers both the researcher and the participants with a more flexible way of interviewing. In addition, it "allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses," as Rubin and Rubin put forward (2005, p.88). These factors led to the semi-structured interview method being chosen for this investigation. Additionally, those interview sessions were conducted one-on-one and two of them online because it was more convenient for the participants, considering both time and location. In addition, all the participants were given two options for the language of interview. They all preferred to speak and express their ideas in English.

The interview included three main questions interrogating the effectiveness of the intervention program and asking for the participants to share their thoughts and feelings experienced throughout the program. Also, they were asked to share further suggestions and recommendations. Throughout the interview, the researcher also focused the questions on the three subscales of the scale: management, planning and instruction.

In order to make the interviews flow naturally, Dörnyei (2007) recommended employing strategies such as carry-on comments to show you are listening, encouraging elaboration when clarification was needed, and attention-focusing techniques like using transitions with a few introductory and/or concluding words. Those techniques were attempted to be used by the researcher during the interviews.

3.5. Data Collection Procedure

As previously presented, the study was conducted at a prep school within the School of Foreign Languages at a state university in Turkey, during the Spring term of 2021-2022 academic year and lasted for around three months, from the beginning of March to the end of May. However, the first part of the data collection with the scale used to gather quantitative data started at the end of December, before the semester break. In this way, with the help of the quantitative data, the researcher gained time to analyze and design the intervention model to be implemented as the key part of the experimental stage. The procedures followed during data collection in detail are presented in the following parts.

3.5.1. Quantitative Stage

Before the implementation of the study, the director and the assistant director of School of Foreign Languages were emailed, and were informed about the researcher, the aim of the study, and then were asked for official approval to carry out the study. Following the e-mail, the researcher was informed that the study was appropriate to be conducted in the preparatory school with a written document for permission. With the help of the assistant director of the prep school, the information about the participants of the study were gathered, and teachers were contacted via email and phone to obtain the consent. After that, they were informed about the purpose, the scope, procedure and the further steps of the study during data collection with the written document.

The first part for data collection for the quantitative stage started on December 28, 2021 by the use of *EFL Teacher Efficacy Scale* and lasted until January 30, 2022. During the process, the scale was conducted both online and in written form for ease of the instructors to see the self-efficacy level of EFL teachers. Upon the above-mentioned scale was filled by the EFL teachers in the school, including forty teachers in total at that time, the researcher started to enter the results into SPSS analysis program and analyze the data in order to find out the

self-efficacy level of EFL teachers, and thus to be able to design a specific model aiming to increase self-efficacy level.

3.5.2. Qualitative/Experimental Stage

As the ultimate goal of the present study was to suggest a model program to increase the self-efficacy level of EFL teachers and to examine the effect of the program on the EFL teachers and the learners' achievement of language proficiency, an intervention program to the experimental group was designed and implemented. The model took its basis from Albert Bandura's social cognitive theory and self-efficacy concept. It was mainly centered around the four sources of self-efficacy through which each individual had the opportunity to realize and increase awareness on their self-efficacy and develop positive self-efficacy beliefs to a certain extent in a specific way to their personal and professional background. After the results of ETES, seven participants (with the mean score 2.46 gathered from the pre-test) were involved in the intervention program. Additionally, a more knowledgeable researcher was also added into the online platform for the purpose of observation and guidance. The content of the program is shown session by session in the table below:

Table 7.

Content of the Intervention Program

Pre-session	Orientation, the aim of the program, introduction of the program's requirements
Session 1 & Workshop 1	Introducing yourself, getting to know each other
Session 2 & Workshop 2	Depth of reflection, reflective practices, active listening/reading skill
Session 3 & Workshop 3	Introduction to self-efficacy, teachers' sense of efficacy
Session 4 & Workshop 4	Sources of self-efficacy: mastery experiences
Session 5 & Workshop 5	Sources of self-efficacy: vicarious experiences
Session 6 & Workshop 6	Sources of self-efficacy: physiological and emotional states; social persuasion, effort feedback
Session 7 & Workshop 7	Setting a specific teaching task, planning a lesson
Session 8 & Workshop 8	Implementation of the lesson plan, effort feedback, final reflection
Final Session	Program evaluation and further suggestions

This table shows the main framework of the intervention program, which was turned into a syllabus to be shared with the participants at the beginning of the program. The title of the syllabus was worded as "Developing Positive Self-efficacy Beliefs: A Journey into Your Capabilities". Since the syllabus shared was tentative at the beginning, several alterations and modifications were made with the collaboration of the participants and the researcher's ongoing analysis during the intervention. The intervention program started on March 12, 2022, through the online platform *Edmodo*. The following part explains the stages in the program in detail based on the syllabus (See Appendix 4).

Pre-session: To begin with, the participants were given information about the research study, and the purpose of the program, and the requirements of this intervention program were introduced. The objectives of this session are basically focused on the orientation in order to become familiar with the aim of the study, and the content and the process of the program. With the first announcement on the platform, the participants were welcomed, and the syllabus was shared to provide them with the opportunity to check out the syllabus for further in the process.

1. *Session 1:* It was aimed to establish a positive sharing and learning environment and to enable the participants to realize their personal qualities with their strengths. With this objective in mind, two activities were asked to be completed by the participants: *Introduce Ourselves* and *The Great I am.* Each individual introduced themselves to other members in the experimental group by commenting on the post shared by the researcher. The post for the activity *Introduce Ourselves* is shown below:

Table 8

The First Task on the platform, Introduce Ourselves

Write an introductory paragraph about yourself (around 150-200 words). You can provide answers to these questions to introduce yourself. - What do you want others to know about you? - How do you describe your teacher identity? - How do you think your students describe you as a teacher?

The figure below shows the first task posted by the researcher on the platform, *Edmodo*.

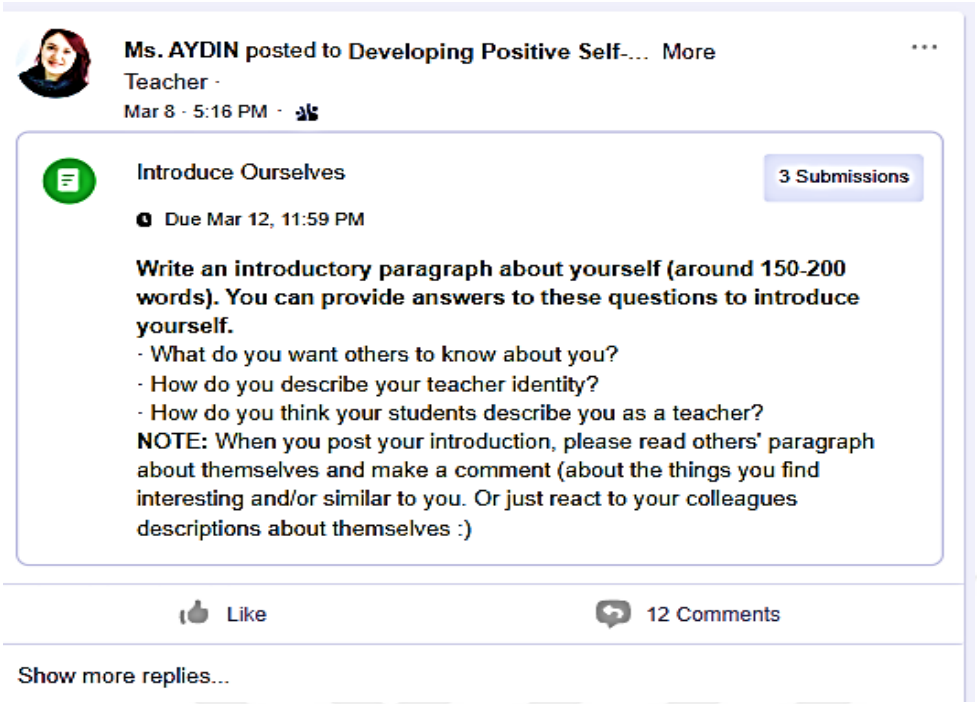

Figure 4. The first task on the platform

In the first activity, the participants wrote an introductory paragraph about themselves, answering these questions and reacted by writing responses to each other's paragraphs. In order to increase the interaction and collaboration, responding and posting a comment to the participants' posts were highly encouraged for all the tasks, activities and assignments.

The second activity required the participants to complete a worksheet (See Appendix 5) including nine elements to have them know more about themselves or simply remember several characteristics about themselves. The activity was submitted personally, but the final summary of the activity was posted as a comment below the assignment. Here is the activity and the instructions to be read and commented by the participants:

Table 9

The Second Task on the Platform, The Great I am

The great I am: This worksheet is designed to be completed FAST. Like, really, really fast ☺ *The great I am* worksheet includes 9 elements. - Give yourself TWO MINUTES to complete each element. That's it. - Sometimes we give ourselves (way) too much time to make it "perfect" — and send ourselves into maddening spirals of confusion in the process. BUT I believe that when you give yourself a strong time limit to pour out your thoughts, magic transpires. Attached you can find the worksheet to get to know yourself better OR just remember your*self* ☺ NOTE: When you submit your answers, please take a moment to *read others' worksheets* and *share some comments about the things you feel interested in and/or the one that needs appreciation* ☺

2. *Session 2:* This session underlines the importance of reflection and reflective practices. As the literature suggests, reflection is the key for a teacher to explore their identity and take actions for further classroom practices. This study, therefore, involved the reflection as another supplementary base. In this session, the participants first would be able to explore reflection and reflective practices further and get familiar with "the depth of reflection" to recognize their level of reflection on their teaching practices and classroom experiences. Second, they were introduced into active listening/reading and practiced this skill with the purpose of reinforcing the interaction among the participants. Finally, they provided information on their previous experiences on reflection and evaluated their reflective story with the use of "the depth of reflection rubric". To achieve these objectives during this session, the participants were asked to read several texts and watch a video to explore reflection, reflective practices and get familiar with the skill of active listening or active reading, particularly in the case of this study because it required them to read the posts, comments and respond actively through the online platform. In this way, the community created by the participants in the experimental group could be more reflective and awakened to its both individual and collective potential.

Table 10

The First Task of Week 2

Here is the to do list (until next Thursday, 17th March) : Read the text attached about reflection, and answer these questions: - Do you consider yourself as a reflective teacher? - Based on your reading, what technique or reflective tool have you tried so far? - What benefits did the tools you tried provide you with? Explain further. Send your response (around 150 words) as a post on the platform, please 😊 Read the text and infographic on active listening/reading attached. You can watch the video as a summary, as well. Here is the link: https://www.youtube.com/watch?v=t2z9mdX1j4A&t=64s

This table shows the first activity assigned to the participants in this session. Later, the participants were assigned to complete two tasks. First, they were supposed to share and describe a (recent) classroom experience in which they had a problem and had to deal with. While reflecting on this classroom event, they were provided with several guiding questions

to contemplate on. Second, they were asked to evaluate their own reflection through *the depth of reflection rubric* (See Appendix 6). In the table below, see the tasks for session 2.

Table 11

The Assignments for Week 2

Hello everyone! Since we have a deeper understanding of reflection, and some of us remembered experiences on reflection and reflective practices, now it is time to measure our reflection ☺ I mean "measure" may not be the core word here, but "evaluate" your reflection can lead us to see our awareness of reflective practice. Here is a tool called "Depth of Reflection Rubric", designed to see the level of this practice. There are 2 layers of this writing task: TASK 1: Share a (recent) classroom experience in which you had a problem. Describe this experience clearly, and reflect on the experience and actions (by referring to the information and models presented in the previous texts on the reflection.) While reflecting, think of these questions: 1) What happened? What problem occurred? 2) How did I feel during the experience? How did my students feel during the experience? 3) What did I do to overcome this problem? Did it work or not? Why or why not? 4) What could I do further to act on this incident? You can share this task under this assignment as a comment again (so we can see and react to each other's stories). TASK 2: Evaluate your own reflection through the depth of reflection rubric (attached below). While evaluating, you can consider these questions: 1) What level of depth (from 1 to 7) do you think your reflection is? Why? 2) What could you do further to deepen your reflection? You can send your evaluation through email (-) or post here again. Looking forward to reading your stories and your own evaluations of the reflection you made ☺

3. *Session 3:* In this session, the aim was to have the participants have more specific and deeper knowledge and understanding of their own belief system as a teacher. The main learning objectives are to explore what self-efficacy is and describe teacher self-efficacy, question and reflect on the importance of self-efficacy, and clarify the qualities of self-efficacious teachers. So as to achieve these objectives, first, the participants were asked to vote in an opinion poll and share their thoughts and feelings on two statements, taken from a teacher efficacy scale by Webb (Ashton et al., 1982). Below figure shows the first task of this session on the online platform.

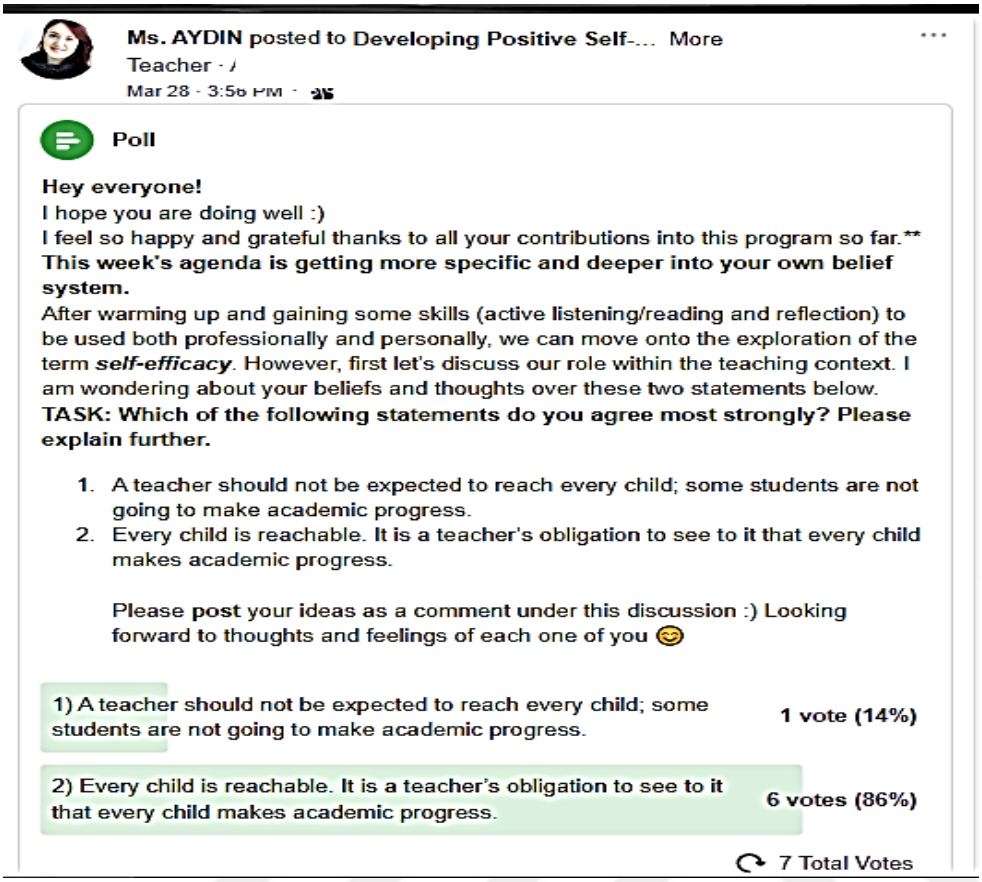

Figure 5. The poll over the discussion of teachers' responsibility

This was the discussion task that enabled the participants to think over their role within the teaching context, and therefore it provided both the participants and the researcher with a framework over the belief system, specifically self-efficacy beliefs. This task introduced the concept of self-efficacy after a series of discussions online. Each comment actively received feedback and a response by the researcher and other participants.

After the discussion task, the participants were asked to read the texts provided first and then watch the video. For the follow up task, they were supposed to answer these questions based on their experiences: *Why do you think self-efficacy matters for teachers? What characteristics of self-efficacy could benefit both teachers and learners? How?*

For the final task, the participants were asked to choose one of the scenarios provided in the online post, and answer this question: *What would you do as a highly self-efficacious teacher?* They were guided to consider the qualities of a self-efficacious person based on their previous reading. These scenarios were designed and created by taking their answer on the teacher efficacy scale into consideration. The researcher also added the common problems faced by the EFL teachers recently, within the context of English preparatory

school. In this way, they got more familiar with their own teacher's self-efficacy beliefs by writing answers and giving possible solutions. Below the last task of this session is shown:

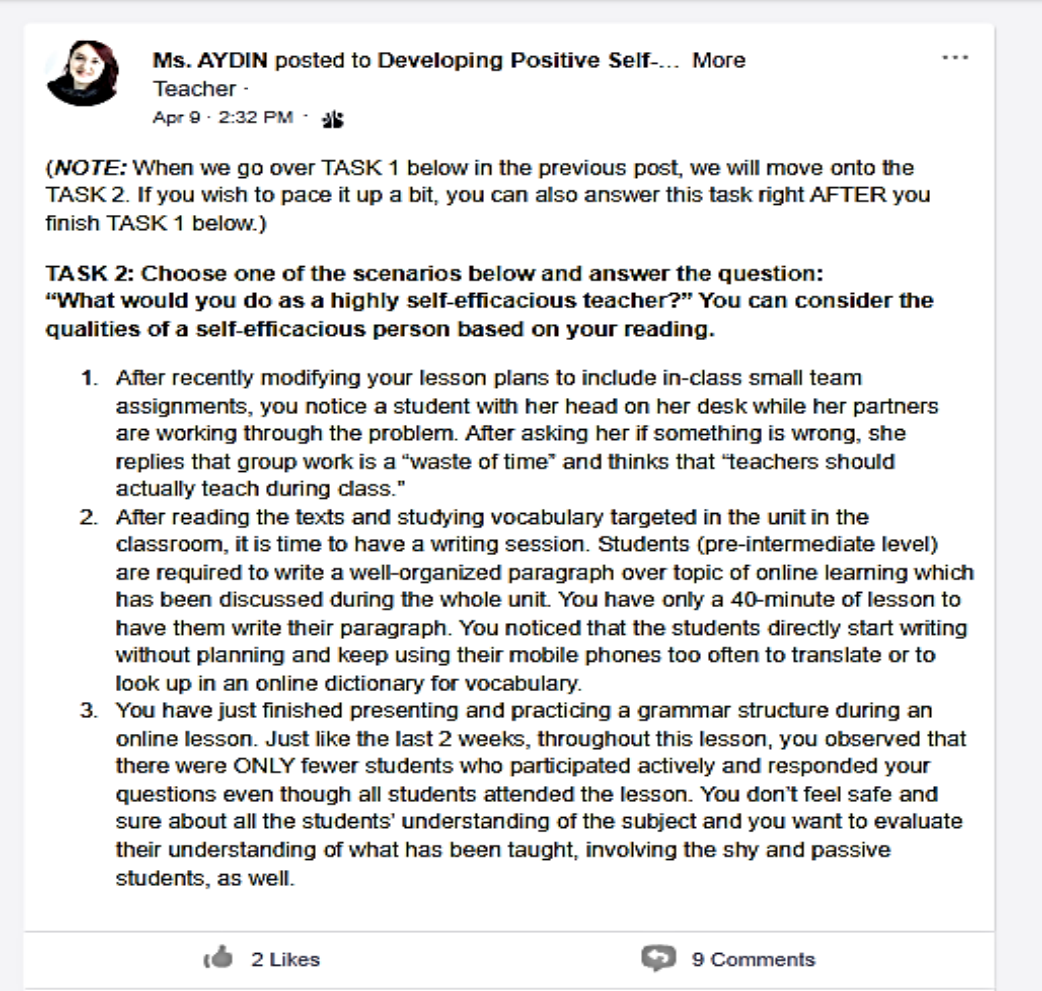

Figure 6. The last assignment of week 3 of the program

As for each post, task or assignment during the intervention program, active reading and reflecting by writing a comment on each other's answer was highly encouraged for the sake of group's dynamic interaction and collaborative learning.

4. *Session 4:* By the end of this session, the participants would be able to comprehend the four sources of self-efficacy through the texts, articles and infographics provided online by the researcher. However, mastery experiences as the first and main source of self-efficacy was studied further and practiced in detail. Also, they would be able to interpret the results of their previous teaching actions and realize the self-efficacy beliefs they hold about a specific teaching task. Below an introductory paragraph for the online tasks of this session is given.

Table 12.

Introduction to the Task of Week 4

AND here comes the ONE and ONLY task of this week :) First of all, we are now familiar with the 4 sources of self-efficacy, put forward by Bandura. Now it is time to discover these sources more and have a personal experience to realize and develop our sense of self-efficacy further :) To start, let's focus on mastery experiences (or called enactive mastery). Enactive mastery is perhaps the most influential source of efficacy beliefs because it is experiential in nature and is rooted in past performance accomplishments (e.g., training, or prior on-the-job experiences). The interpretation of success in past teaching performances, or simply put, the *mastery experiences* could pave the way to discover our power in several ways. Mastery experiences could be interpreted through *four sources*: 1. Perceived success in the past instructional experiences: Positive self-efficacy belief could be basically gained through the successful implementation of a teaching idea. 2. Mastery of content: The belief could be established by feeling strong about what you teach; the knowledge of the material itself. 3. Mastery of pedagogical skills: Apart from mastering the content itself, the skills and being able to teach the content is another source of interpretation of mastery experience. 4. Students' educational and occupational attainments: Witnessing the breakthroughs and achievement of the students could benefit the teacher to interpret his mastery. For further information, visit these websites and articles: https://positivepsychology.com/3-ways-build-self-efficacy/ https://drive.google.com/drive/folders/1VLmQvRz8PjIuGqlzji1HGmDoRo_GpLWv?usp=sharing

The participants were introduced to the four sources out of the interpretation of mastery experiences so that they could develop certain self-efficacy beliefs for teaching. Morris & Usher (2011) categorized these sources into four headings as shown in the table above. Secondly, out of these sources they were asked to share a story of mastery experiences that they thought helped them overcome a teaching problem with the help of several questions. The task in detail is shown in the table below:

Table 13

The Last Task of Week 4

TASK: Based on your reading about mastery experiences as the source of self-efficacy beliefs, share your "mastery experience" that you think have helped you to overcome a teaching problem, and please interpret the experience in a way how it has established your self-efficacy belief on the experience (by referring to above mentioned 4 sources of mastery experiences). (To provide you with some perspectives, you can think of your digital teacher identity if you wish. You can contemplate over "What thoughts and beliefs you held about online language teaching before moving onto it? After 1-2 year of online teaching, what do you believe in now in terms of your abilities in online teaching?"

5. *Session 5:* In this session, it was aimed to have the participants comprehend the second source of self-efficacy: vicarious experiences through collaborative learning. They were provided with a PowerPoint presentation (Appendix 7)

including information on vicarious learning as well as extra readings. Later, they practiced over some teaching tasks in pairs to promote vicarious learning.

To achieve the task, firstly, they designed a plan on the specific task they chose from the list or they created their own teaching task. Secondly, they were requested to share the workload equally in pairs, and assign which parts of the lesson plan would be designed by the participants. Thirdly, when they decided on their own part, briefly they wrote down the steps. Then they were supposed to mentally rehearse the process. Fourth, they came together online or face-to-face and shared their own part and discussed the lesson plan overall by referring to the steps and teaching activities. Finally, they reflected on what they would do differently from their partner to perform the task and what they have learnt from their partner. This final part of the reflection was shared on *Edmodo* as an assignment.

The teaching tasks were designed and created by the data gathered so far though online posts. Here are the specific teaching tasks provided by the researcher:

- Using communicative tasks to develop speaking skills
- Increasing learners' motivation through creative use of materials
- Helping learners overcome difficulties in speaking
- Supporting low achievers through group work activities

The purpose of this activity is mainly to reinforce teachers' ways of thinking about different solutions to a problem and coping with difficulties by learning from others through discussions and collaborative work.

6. *Session 6:* By the end of this session, the participants were able to understand the third and fourth sources of self-efficacy belief: physiological and emotional states and social (verbal) persuasion. In addition, they were required to provide feedback on each other's effort on the activity of *visual imagery of the future self.* As in other sessions, this week's session also required the participants to read a review text on these self-efficacy sources at the beginning. For further practice, one major task called *The Future Self: Super Teacher* and a minor follow-up task titled *Effort-feedback* were implemented. The main task was called "Imaginal Experiences", simply referring to visualization of oneself behaving successfully in a given particular situation (Maddux, 2013). With the help of this method to enhance the self-efficacy of someone, it is essential to paint a mental picture by

visualizing success as the most probable result and/or an already attained and achieved outcome (Maddux and Meier, 1995). In this task, an audio including guidance and instructions for the mental imagery process was provided with the participants. The script of the audio was also available for use by the group to read. The script is shown below:

"Please close your eyes and focus on my voice. Now it is time to imagine our future self. Imagine yourself 20 years from now. You are a very successful and world-famous teacher. You have written books on language learning and teaching, you have given TedTalks for foreign language teachers. You are exactly where you want to be in your life, and you are very happy with this success. You have reached your ideal self, the person you want to be. You've been able to do the things you've always dreamed of. Your loved ones are proud of you. Everyone appreciates you. Now feel the peace of having accomplished your goals up to that point and be proud of yourself. Now imagine at this time in your life a journalist comes to visit you and wants to interview you about your life story. So you have to go back in time and tell your success story."

The participants were asked to listen to the audio and imagine themselves as a very successful and well-known teacher in the future. When they finished the visualization process, they were supposed to write a short paragraph about their imaginary life story. In this story, they were asked to include the effort to solve the problems they have encountered in their imaginary self and the steps they have taken to achieve.

Finally, they shared this piece of writing in the online platform and provided each other with effort-feedback on the imaginary story and the solutions they mentioned in the paragraph. The researcher also wrote each story with constructive feedback in order to apply positive verbal persuasion as a source to enhance self-efficacy and boost up motivation. This feedback consisted of sentences (verbal persuasion) that encouraged the participants' effort and encouraged them to achieve their goals. To illustrate, "your story is very interesting and we are confident that you will achieve your goals both professionally and personally." was one of the sentences. Regardless of the length and content, each teacher in the group who wrote the life story received similar positive and motivating feedback.

7. *Session 7:* As the program was getting closer to end, it was planned to see the effect of the activities, assignments and tasks completed so far. With this purpose, the participants were asked to set a specific goal for teaching, namely an area of development out of three subheadings: management, planning and instruction.

According to their preferences, they shared several websites on the platform and several suggested texts were shared by the researchers for further reading on the area of development they chose. Later, it was critical for the teachers in the group to design a lesson plan on the particular task. After the design, they were supposed to review the lesson plan with a partner to provide further suggestions and feedback.

After peer review of the lesson plans, the researcher was sent the plans to review and to receive further information beforehand the implementation of the plan in the classroom.

8. *Session 8:* In the final session, the participants were asked to refine and edit the lesson plans based on the feedback and generated ideas from the previous session. Finally, they were asked to teach the planned lesson when they were available and write a reflection on the experiences of teaching that lesson plan. A reflection sheet including guiding questions was also shared with the participants if they wish to use it while writing the reflection. As in the whole process, the participants received feedback and comments by the researcher on their reflection.

   Final Session: This was the final session for the evaluation of the program overall. Thus, the teachers were asked to reflect on the individual benefits and gains during the program and to suggest implications for further studies. Although it was planned to conduct focus group interviews during the final part of the program, semi-structured interviews were implemented with the participants in the experimental group.

3.6. Data Analysis

In the study, data collected with the use of different instruments was analyzed in accordance with the aim and research questions of the study.

For the first research question of the study, '*What is the self-efficacy level of EFL teachers in the tertiary level in terms of management, planning, instruction?*', the EFL Teachers' Efficacy Scale (ETES) was used through a 4-point Likert Scale (1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree,) as previously mentioned. In the first step, the scores from the scale were calculated, according to the responses given by the participants

concerning the scores overall and for three subscales. The related data was typed into an Excel file on the computer. For the analysis of the self-efficacy scale, descriptive statistics such as means, mode, median, standard deviation, coefficient of variation, minimum and maximum values were employed via "SPSS 22.0" version of SPSS package program (Social Sciences Statistical Package). Mean scores were examined for each three subscale of teacher self-efficacy scale (management, planning, and instruction) as well as overall self-efficacy score. Considering the self-efficacy level of EFL teachers, comments and explanations were presented based on the mean scores and the values on the 4-point Likert efficacy scale.

With regard to the other research questions examining the effects of the intervention program and the suggested model and the difference between the control and experimental groups' scores after the intervention program for self-efficacy, SPSS 22.0 package program was used to analyze the quantitative data. Since the number of the participants from which data was gathered in the experimental and control groups was less than 30, direct non-parametric tests were used to analyze the results. Mann Whitney U test was used for group comparisons and Wilcoxon test was used for repeated measurements. The significance level was taken as 0.05.

In order to analyze qualitative data (the posts and reflections) obtained during the intervention program and from the semi-structured interviews with the teachers in the experimental group, Miles - Huberman model (Huberman & Miles, 1994) suggests three essential steps to be followed. The first phase is *data reduction*, referring to the organization of qualitative data by coding the relevant data while excluding the irrelevant ones. The second phase is *data display* which requires the data to be organized and presented more systematically by the use of illustrations, figures, or tables to display the main themes arising out of the qualitative data. As for the final step, *conclusion drawing and verifying* indicates the researcher's determination of the final codes, themes, and meanings derived from the data as a means of confirming the findings. The cyclical and ongoing nature of this approach of qualitative data analysis was emphasized all the way up to the end of the analysis process.

As for the qualitative data gathered from the posts, comments, and reflections during the intervention program, the researcher made several analyses with a more knowledgeable instructor with expertise to reach the main framework of the study and not to miss any related data yielding critical information and outcomes for the sake of the study. The researcher also transcribed the interview data verbatim and recorded it in Word documents on her personal computer. Through the end of data collection, the interview data were listened to and read in a repeated way and some initial notes were taken by the researcher. In accordance with

the model mentioned above, the analysis process started by reducing the interview data obtained from the teachers by extracting the unnecessary details and concentrating on the recurring patterns and commonly themes mentioned during the interviews. Coding the relevant meaning units was carried out in line with the categories emerged during the intervention program as well as the pre-determined groups based on the subscales of the self-efficacy scale.

Following the phase of data reduction, the collected data was arranged in tables together with the re-phrasing of more in-depth units of meaning in accordance with the frequency of the codes created during the analysis phase. In regard to drawing conclusions, the researcher reviewed and edited the codes and meanings in accordance with the interviews once again and presented direct quotes from the participants' responses and works during the intervention via the online platform to validate their claims. A final agreement was reached after the codes and wordings were confirmed by an EFL instructor with more knowledge and researcher with expertise in the qualitative interpretation of data.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter will present the results of the study along with the discussions of the findings. The research questions of the study are answered through statistical findings shown in figures and tables. To discuss further, the results of qualitative data gathered from the posts, comments and responses during the online intervention sessions and the answers from semi-structured interviews are also presented in this chapter. In addition, the effects of intervention program implemented to increase the self-efficacy levels of EFL teachers are discussed in comparison with other studies.

4.1. The Results of the Research Question 1

The aim of the first research question within the present study is to find out the self-efficacy levels of the EFL teachers in the tertiary level in the English preparatory program in terms of management, planning and instruction. To this end, the results of EFL Teachers' Efficacy Scale (ETES) conducted with forty EFL instructors as a pre-test are presented below.

In order to see the overall scores of EFL teachers' self-efficacy level, mean scores of the three subscales of the ETES were employed for all the participants. The statistical findings are presented in the table below:

Table 14.

Descriptive Statistics of ETES in three subscales

	X	SD	Median	Minimum	Maximum
Management	3.20	0.53	3.18	2.00	4.00
Planning	3.21	0.59	3.40	1.91	4.00
Instruction	3.29	0.57	3.40	2.18	4.00
Overall Self-efficacy	3.23	0.54	3.43	2.03	4.00

As shown in the table above, the mean score for the overall self-efficacy level was 3.23 (SD=0.54). When it comes to the subscales of teacher self-efficacy, the mean score was 3.20 (SD=0.53) for the management subscale while it was 3.21 (SD=0.59) for the planning subdimension. Regarding the last subscale, instruction, the mean score was 3.29 (SD=0.57). Based on the values on a 4-point Likert Scale (1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree), the mean scores of the three subscales indicated that there is a tendency towards "Agree" response regarding the overall self-efficacy scale. In brief, the data driven from the descriptive analysis of the EFL Teachers' Efficacy Scale showed that the participants considered themselves highly efficacious in terms of planning (M=3.21), instruction (M=3.29) and management (M=3.20).

The findings for the first research question showed that the overall score for the self-efficacy level of EFL teachers within the research context was high. Before comprehending the effect of the intervention program for the enhancement of the self-efficacy levels of EFL teachers, it is essential to have the information of whether there is a statistically difference between the control and experimental groups in terms of the self-efficacy levels measured by ETES as a pre-test. For this purpose, Mann-Whitney *U*-Test was conducted and the results gathered from the comparison analysis of the pre-test scores of the 7 participants in each group are shown in the table below.

Table 15.

Mann-Whitney U-Test Results of the Experimental and the Control Groups' Pre-test Points

	Group	N	Mean	Std. Deviation	Mann-Whitney U	Sig.
Management Pre-test Score	Experiment	7	2.52	0.35	13.500	.156
	Control	7	2.80	0.38		
Planning Pre-test Score	Experiment	7	2.35	0.24	10.500	.071
	Control	7	2.62	0.31		
Instruction Pre-test Score	Experiment	7	2.53	0.34	17.500	.366
	Control	7	2.71	0.30		
Total self-efficacy Pre-test Score	Experiment	7	2.46	0.23	12.500	.124
	Control	7	2.70	0.29		

It is seen that the self-efficacy pre-test scores of the control group related to management, planning and instruction were higher than the experimental group. However, no significant difference was found between the self-efficacy pre-test scores of the experimental group and the pre-test scores of the control group regarding the three subscales ($p>0.05$).

This finding indicates that the two groups could be assumed similar in terms of the self-efficacy levels measured by the ETES before starting the intervention model to develop self-efficacy levels of the teachers. Thus, this finding that the participants of both groups have similar self-efficacy levels prior to the implementation of the treatment program may serve better in examining and understanding the impact of the suggested intervention program.

4.2. The Results of the Research Question 2

The second research question of the study is "*Is there any difference between the pre-test and post-test scores of the experimental group's self-efficacy levels in terms of management, planning and instruction after the implementation of the intervention program*?"

Whether there was a difference between the self-efficacy pre-test and post-test scores of the experimental group regarding management, planning and teaching was analyzed with the Wilcoxon Signed Rank test. The results gathered from the comparison of the pre- and post-test scores of the seven participants in the experimental group are shown below.

Table 16.

Wilcoxon Signed Ranks Test Results of the Pre-tests and the Post-tests Points of the Experimental Group

			Description Statistics			Wilcoxon Signed Ranks Test	
			N	Mean	Std. Deviation	Z	Sig.
Experiment	Pair 1	Management Post-test Score	7	3.13	0.30	-2.375	.018*
		Management Pre-test Score	7	2.52	0.35		
	Pair 2	Planning Post-test Score	7	3.00	0.23	-2.371	.018*
		Planning Pre-test Score	7	2.35	0.24		
	Pair 3	Instruction Post-test Score	7	3.03	0.23	-2.371	.018*
		Instruction Pre-test Score	7	2.53	0.34		
	Pair 4	Total self-efficacy Post-test Score	7	3.04	0.21	-2.371	.018*
		Total self-efficacy Pre-test Score	7	2.46	0.23		

*$p<0.05$

It is observed that the self-efficacy post-test scores of the experimental group, which were measured in terms of management, planning and instruction, were higher than the pre-test scores after the intervention program were implemented. Statistically, a significant difference was found between the total self-efficacy post-test scores and the pre-test scores of the experimental group ($p<0.05$).

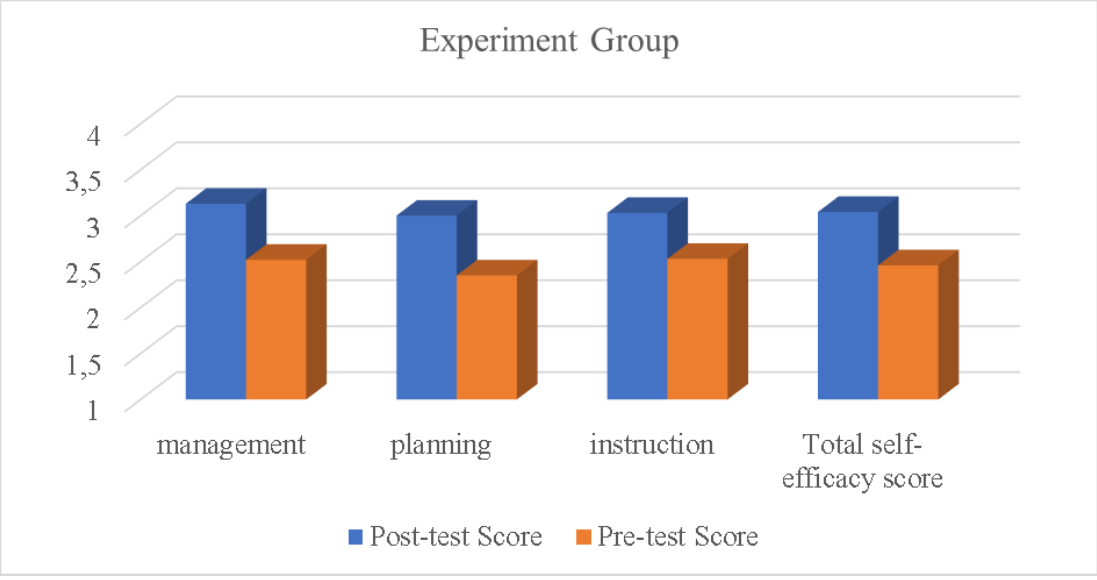

Figure 7. The pre-test and post-test scores of the experimental group

As the figure above shows, it was revealed that there is a significant increase in the self-efficacy level of the EFL teachers in the experimental group as a result of the implemented model program. In addition, all three dimensions, management, planning and instructional efficacy also increased significantly after the intervention program.

4.3. The Results of the Research Question 3

The third research question is "*Is there a difference between the pre-test and post-test scores of the control group's self-efficacy levels in terms of management, planning and instruction?*"

Whether there was a difference between the self-efficacy pre-test and post-test scores of the control group regarding management, planning and instruction was analyzed with the Wilcoxon Signed Rank Test. The results obtained from the comparison of the pre- and post-test scores of the 7 participants in the control group are shown below.

Table 17.

Wilcoxon Signed Ranks Test Results of the Pre-tests and the Post-tests Points of the Control Group

			Description Statistics			Wilcoxon Signed Ranks Test	
			N	Mean	Std. Deviation	Z	Sig.
Control	Pair 1	Management Post-test Score	7	2.84	0.34	-1.000	.317
		Management Pre-test Score	7	2.80	0.38		
	Pair 2	Planning Post-test Score	7	2.71	0.27	-2.333	.020*
		Planning Pre-test Score	7	2.62	0.31		
	Pair 3	Instruction Post-test Score	7	2.74	0.29	-1.000	.317
		Instruction Pre-test Score	7	2.71	0.30		
	Pair 4	Total self-efficacy Post-test Score	7	2.76	0.28	-2.232	.026*
		Total self-efficacy Pre-test Score	7	2.70	0.29		

*$p<0.05$

It is observed that the self-efficacy post-test scores of the control group, which are measured in terms of management, planning and instruction, are higher than the pre-test scores. On the one hand, there was no statistically significant difference between the management and

instruction post-test scores and the pre-test scores of the control group (p>0.05). On the other hand, the differences between the post-test and pre-test scores of the control group in the self-efficacy levels in terms of planning (z= -2.333, p=.020) and total self-efficacy (z= -2.232, p= .026) were found to be significant (p<0.05).

4.4. The Results of the Research Question 4

The last research question of the study is "*Is there any difference between the post-test scores of the experimental and the control groups' self-efficacy levels in terms of management, planning and instruction after the implementation of the intervention program?*"

Whether there was a difference between the self-efficacy post-test scores of the experimental group and the post-test scores of the control group regarding management, planning and instruction was tested with the Mann-Whitney *U*-test. The results from the comparisons of the post-test scores of the 7 participants of each group are shown below.

Table 18.

Mann-Whitney U-Test Results of the Experimental and the Control Groups' Post-tests Points

	Group	N	Mean	Std. Deviation	Mann-Whitney U	Sig.
Management Post-test Score	Experiment	7	3.13	0.30	10.500	.066
	Control	7	2.84	0.34		
Planning Post-test Score	Experiment	7	3.00	0.23	11.000	.080
	Control	7	2.71	0.27		
Instruction Post-test Score	Experiment	7	3.03	0.23	10.000	.063
	Control	7	2.74	0.29		
Total self-efficacy Post-test Score	Experiment	7	3.04	0.21	9.000	.046*
	Control	7	2.76	0.28		

*p<0.05

It is observed that the self-efficacy post-test scores of the experimental group, which were measured in terms of management, planning and instruction, were higher than the control group after the implementation process (z=3.04). It was found that the total self-efficacy post-test scores differed significantly between the experimental and control groups (U=9.000; p=.046; p<0.05). Thus, the results revealed that there was an increase in the total self-efficacy level of the experimental group after the implementation of the suggested

model. However, no significant difference was found between the post-test scores of both groups in terms of the three domains: management (p=.066), planning (p=.080) and instruction (p=.063); (p>0.05).

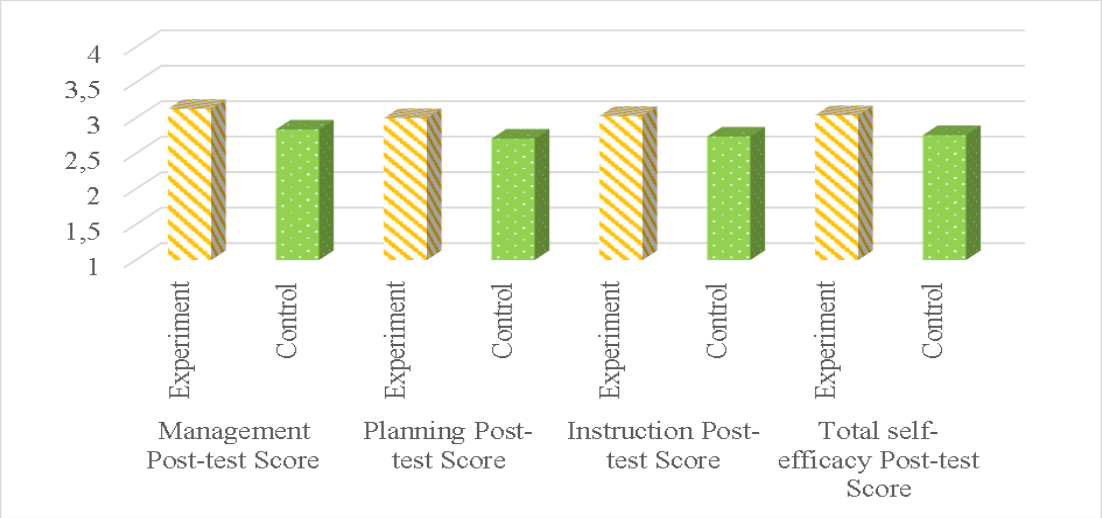

Figure 8. The post-test scores of the experimental and the control group

According to the results, it can be clearly observed that the EFL teachers who were involved in the program for self-efficacy scored significantly higher in the post-test than those in the control group who did not participate in the program.

Finally, Mann-Whitney *U*-Test was also conducted to analyze the achievement scores of both groups at the end of the data collection process to see the effect of the program on the self-efficacy levels clearly. In order to gather the achievement scores, the pre-test scores were subtracted from the post-test scores of the two groups. Whether there was a significant difference between the achievement scores (post-test - pre-test difference scores) of the experimental group and the control group regarding three subscales was tested with the Mann Whitney *U*-test and the results are shown in Table 19.

Table 19.

The Achievement Scores of Both Groups

	Group	N	Mean	Std. Deviation	Mann-Whitney U	Sig.
management	Experiment	7	0.61	0.29	0.000	.002*
	Control	7	0.04	0.09		
planning	Experiment	7	0.65	0.18	0.000	.001*
	Control	7	0.09	0.05		
instruction	Experiment	7	0.49	0.29	0.000	.002*
	Control	7	0.03	0.07		
Total self-efficacy score	Experiment	7	0.58	0.19	0.000	.002*
	Control	7	0.05	0.03		

*$p<0.05$

It was found that the teachers in the experimental group had higher scores for their management, planning and instructional self-efficacy level than the control group (within the comparison of the post-test - pre-test difference scores). Statistically, a significant difference was revealed between the total self-efficacy level of the experimental group and the control group regarding management, planning and instruction ($p<0.05$) after the intervention model.

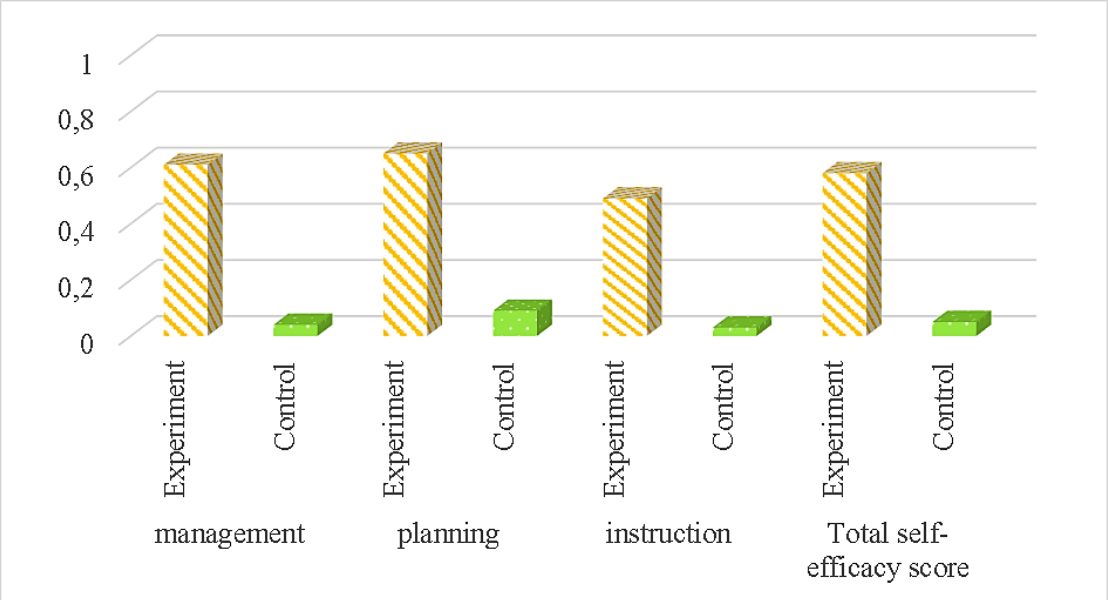

Figure 9. The post-test – pre-test difference scores of the experimental and the control group

4.5. The Results of the Online Entries and Reflections

During the experimental stage, the researcher conducted 15 tasks and assignments online in total. There were 71 online entries by the seven participants, and 117 online entries with the researcher's comments and feedback were posted on the platform *Edmodo*. The online entries comprised of comments, reflections and assignments written by the participants on the online platform. They were analyzed qualitatively by coding the most frequent and relevant themes under main categories which were identified during the analysis by taking the main objectives of the tasks into consideration. Consequently, there were three main categories emerged from this set of data: *teachers' responsibility for student achievement, importance of teachers' self-efficacy beliefs,* and *mastery experiences as the major source for self-efficacy*.

4.5.1. Teachers' Responsibility for Student Achievement

Before introducing the concept self-efficacy and teachers' perceived efficacy, the participants were asked to discuss how much they assumed the responsibility for student achievement in general. Particularly, it was aimed to explore the extent to which teachers believed that they could control the reinforcement of their teaching actions and make changes in their learners' achievement. In this way, they were guided to contemplate over their duties and roles as teachers. To achieve this goal, an opinion poll was conducted, and out of two statements, the teachers voted for the statement which they most strongly agree with. The two statements taken from Webb's efficacy scale (Ashton, et al. 1982) are shown below:

1. A teacher should not be expected to reach every child; some students are not going to make academic progress.
2. Every child is reachable. It is a teacher's obligation to see to it that every child makes academic progress.

Upon the analysis of the responses, six out of seven participants voted for the first option indicating that the teacher is responsible for the student achievement. On the other hand, one teacher chose the second statement, stating "It is not and should not be the teachers' responsibility to reach every student at higher education". It can be deducted that the majority of the participants believed that it is the teacher's duty to reach every learner by having the key role for the academic progress of their students. However, the main point

emphasized by those who perceived teachers as having the greater responsibility for students' academic progress is that teaching requires "dedication", "guidance" and "commitment" rather than "obligation" and "authority". In brief, it can be stated that the teachers rather accepted the responsibility but as a *facilitator* and a *guide*. They also believe that they could support their students to increase their awareness of their own learning process, leading them to be autonomous learners.

4.5.2. Importance of Teachers' Self-efficacy Beliefs

After the introduction to the concept of self-efficacy and its relation to teaching contexts with the help of the texts, articles and a video, the participants were asked to share their opinions by answering two questions and reflecting on their past experiences in teaching. It was aimed to explore the teachers' perceptions of self-efficacy. The two questions were as following:

1. Why do ***you*** think self-efficacy matters for teachers?
2. What characteristics of self-efficacy could benefit both teachers and learners? How?

Based on the analysis of the responses and the reflections, all teachers are quite aware of the importance of self-efficacy on both parties: students and teachers.

> "I DO think self-efficacy matters A LOT for teachers as we are the very persons to facilitate learning, create a positive classroom atmosphere, help our students to establish some strategies and basis for their own learning, and many more, and I DO think all these holy activities require a great deal of self-efficacy." (T16)

> "…self-efficacy really matters for teachers as we are kind of role models for our teachers and even without knowing for our colleagues. … we are in charge of a classroom and we are in front of students who observe us every second while we are teachings. If we have a good level of self-efficacy, we can also believe ourselves in making the most of our teaching hours, solving students' own problems, emphatising with them and coping with extra problems such as teaching hours, syllabus and teacher talk time." (T17)

> "…if they realize their abilities and believe in them, they can change how they think, feel and behave to make progress in language learning." (T21)

According to the responses above, they feel that self-efficacy is influential on both professional and individual lives of the teachers and learners, and teachers are considered as the role models affecting learner's progress.

Two of the participants (T8, T28) specifically stated that self-efficacy is not only significant for teachers and students in academic achievements, but also for individual success in personal lives of both parties.

> "… in fact I think, this self-efficacy thing affects our whole life, not only our teaching, or not only our students' learning, whenever we- as an individual- are to learn a new thing, solve a problem, manage our lives, change roles and act as mothers, fathers, daughters, neighbours, students, or antything else, we exactly need "self-efficacy". (T8)
>
> "They can determine their way of learning effectively and provide life-long learning for themselves." (T28)

4.5.3. Mastery Experiences as the Major Source for Self-efficacy

After the participants were informed about the four sources of self-efficacy, they were asked to discuss about which source is the most influential in the development of their self-efficacy levels. Based on their experiences so far, the teachers shared their views on the platform.

> "I was still nervous due to the unfortunate beginning of my online teaching adventure. But gradually, I began to gain experience in methods for how to conduct an online lesson. Basically I reshaped my planning, timing, presentation and practice, group activities and tasks in accordance with the nature of distance education. Now I feel more secure and I believe I'm improving myself." (T8)
>
> "…when I considered the online process during the pandemic, I have realized that our (or at least my) fear stemmed from lack of perceived success in our past instructional experiences. Those times were the first times that we were to use online platforms for teaching, and we didn't even have the slightest idea about what kind of an experience it was to teach online. ... However, after gaining experience to convince us that we could do it, now we are more relaxed." (T9)
>
> "I guess experiential learning is an indispensable part of our lives in many aspects and it makes our knowledge more permanent. While 'theory' paves the way for what

to search for or what to do giving us some basics, it is 'practice' that can really transform us." (T16)

"Nothing creates more self-efficacy than having a direct experience of mastery with the task." (T21)

"I think the most important thing affecting self-efficacy is experience. … Because I have been teaching for a long time (16 years now), I know how to teach and explain something clearly, how to manage a classroom, their needs and expectations from me, which method works for what." (T22)

The analysis indicated that the main source in the development of self-efficacy for the teachers was the mastery experiences through the interpretation of teachers' past teaching performances.

The participants were also asked to share their "mastery experiences" that they think have helped them to overcome a teaching problem. While they were reflecting on the mastery experiences and the teaching incidents, they were introduced to four driving forces to interpret the teaching experiences. These four factors identified by Morris and Usher (2001) are presented below:

1. *Perceived success in past instructional experiences*: Self-efficacy beliefs, either positive or negative, could be basically developed through the interpretation of an implemented teaching idea.
2. *Mastery of content*: Self-efficacy beliefs could be established by feeling competent or incapable of what you teach; the knowledge of the material to be used in teaching contexts.
3. *Mastery of pedagogical skills*: Apart from mastering the content itself, the skills and being able to teach the content is another source of interpretation of the mastery experience.
4. *Students' educational and occupational achievements*: Witnessing the breakthroughs, achievements or failures of the students could influence the teachers' interpretation of the mastery experiences.

The teachers reflected on their mastery experiences by referring to abovementioned four factors of mastery experiences and by focusing on how the experience has contributed to their self-efficacy beliefs. Below the statements taken from particular teachers are presented:

> "…I guess my starting point was the mastery of content. To me, knowing what to teach comes first. As the years passed and I became more proficient in content, I felt more confident and neat. … knowing how to teach comes second…" (T21)

One participant (T8) took courses on educational technologies during her master education, and she stated that she needed to practice and evaluate her online teaching practices with the use of these web tools although she had the knowledge of educational technologies and distance education platforms.

> "I used to believe that I was knowledgeable enough in terms of educational technology. … In theory, I was aware of several online education platforms as knowing how they basically work, pros and cons. However, I had no experience in online teaching. … But gradually, I began to gain experience in methods for how to conduct an online lesson. … Now I feel more secure and I believe I'm improving myself." (T8)

> "…I can say that even though I have wonderful pedagogical skills, I cannot perform very well if I do not master the content or if the students' motivation or attitude toward class in not that good…"(T9)

> "When I look back, I have realized that mastery of content is really important for me. Although I teach the same book or topics for years, I still feel the need to have a look at the topics and the units of the books." (T17)

> "While constructing the self-efficacy that I have now, I guess my starting point was the mastery of content. To me, knowing what to teach comes first. As the years passed and I became more proficient in content, I felt more confident and neat." (T21)

> "To illustrate, even if I am perfect at content knowledge, if I dont know how to transfer my knowledge to the learners, it has no importance for developing self efficacy" (T28)

Upon the analysis of the reflection entries, it was found out that teachers attach great importance to *mastery of content* and *pedagogical skills* in terms of the enhancement of self-efficacy beliefs into their ability to achieve specific teaching tasks. They (T9, T16, T28) also noted that while interpreting their mastery experiences to comprehend the sources for self-efficacy, all those factors were crucial components in their teaching skills and the perception of their teacher-selves. One participant (T16) specifically indicated all those self-efficacy

mastery forms are intertwined, and another participant (T28) stated "four of the strategies are incredibly important to develop self-efficacy in terms of both teachers and learners".

Table 20.

Summary of the Participants' Perceptions of the Self-efficacy Sources

Major Source for Self-efficacy Development	*Frequency*
Mastery Experiences	6
Commonly Identified Four Factors for Mastery Experiences	*Frequency*
Mastery of Content	4
Mastery of Pedagogical Skills	4
Perceived Success in Past Instructional Experiences	3
Students' Educational and Occupational Achievements	2

In brief, it can be pointed out that four sources of self-efficacy development suggested by Bandura (1997) have critical roles in teachers' perceived efficacy into the teaching capacities. Moreover, all those four sources of references for mastery experiences are indeed interwoven in the development of teacher self-efficacy beliefs whereas mastery of content and mastery of pedagogical skills are the most influential, as the participants noted in their reflections.

4.6. The Results of the Semi-structured Interviews

A semi-structured interview was conducted with the teachers in the experimental group who participated in the intervention program to increase the self-efficacy levels. This group of teachers were interviewed after the analysis of the pre-test and post-test scores at the end of the implementation process to verify and support the statistical results. They were asked four questions in total. The teachers' overall evaluations and views on the implemented program contributed to the study by elaborating on the professional and personal gains for the teachers. The interviews transcribed by the researcher were analyzed with content analysis method to identify the patterns, recurring responses and to separate the major themes and categories regarding the aims of the study.

Firstly, the participants were asked about their individual gains and benefits throughout the program, guiding them to refer to both professional and personal experiences. All seven participants indicated that they benefited from the program on personal and professional

levels in several aspects. The common points regarding the benefits of the program reported by the teachers who participated in the sessions are provided below:

Table 21.

Participants' Benefits from the Self-efficacy Development Program

		Number
Professional Personal	Self-awareness of teaching abilities Development of personal skills	5

> "I believe that we sometimes need to take a look at ourselves at certain points in our lives. Like a check point in the games. This program made me pause a little and save the progress so far and check what I have done or haven't done, couldn't do in my teaching. So, yes professionally I have got the chance to focus on my strengths and weaknesses as a teacher and personally I have remembered what I have believed about my abilities." (T6)
>
> "…after a long break because of the maternity leave, I came back to teaching with a lot of questions in my mind because the system has changed with new applications. That's why I can say that it was a kind of wake up call for me and realization process. … Since I was new to the system (*referring to the online components in teaching*) I became more aware that planning everything ahead is the key to a successful lesson." (T8)
>
> "Thanks to this program, I have developed an understanding of my abilities and my achievements so far as a teacher. I got to know myself better and remembered who I am, as ... hoca…" (T16)
>
> "When you gave us a homework about reflective practices, I became more aware of this need for improvement in technology use." (T22)

These teachers reported that they became more aware of themselves as teachers since the self-efficacy development program enabled them to question their roles and teaching skills. Based on their statements, it can be indicated that several teaches also took advantages of the introduction of new skills such as active listening/reading and reflective practices in teaching. Below two of the teachers' reports on the gaining new skills are presented:

> "…but noticing my strengths and weak points made me go over my teaching styles. Thanks to this program, I learnt to be self-reflective on my classroom actions and students' learning journeys. Clearly there are many ways to do this. Other than reflections, it was really good to learn about active listening and active reading skills. Nowadays, there is this communication problem among the people. We should actively listen to our students so we can help them to overcome their learning difficulties. When we understand what the real problem is, we can easily provide help for them." (T17)

> "In this program, I had the opportunity to share my thoughts over disputable issues on teaching and teacher's role. This is quite a personal gain since it gave me the delight of challenging someone and being challenged by others. There were qualified discussion sessions. There I used the active reading techniques to put my arguments in a more clear way in my responses." (T16)

Secondly, the researcher asked the participants to evaluate their own progress, specifically in increasing the self-efficacy level, and share their thoughts and feelings on their improvement regarding management, planning and instructional self-efficacy beliefs. Majority of the participants reported that they developed their self-efficacy level regarding planning and management. They especially stated that they felt more efficacious in dealing with student motivation and engagement during online lessons through the integration of the web tools. Four of the teachers (T8, T16, T17, T22,) reported that they felt more confident and positive about using web tools after gaining experiences thanks to the frequent use of them during pandemic period. In addition, two of the teachers (T22, T28) emphasized that receiving constructive feedback from the colleagues and the students during the intervention program also encouraged them to benefit from these tools in a more conscious and confident way.

> " … I have improved my way of thinking on certain issues, like online teaching… But for planning I started to design interesting lessons and more attractive lessons including web tools and games so I can engage them into the lessons. They have serious motivation problems and I tried my best to motivate them. I helped them to notice what they need English for." (T8)

> "After pandemic and a long online education period, I realized that the students are very passive in the lessons. Like they were waiting the lesson to finish on mute. You

know microphones? They were not ready to speak up and communicate easily I guess. So I wanted them to engage in the lesson actively and I used a few webtools. I knew these webtools before and I used to use them in the classroom and I believe they are very engaging and attractive for students because they really love using their mobile phones to answer a question. But now I am trying to use them in a more conscious way and I shared these experiences with my colleagues in the program. It was good to receive feedback and comments on this. Apparently, they also had this problem. They helped me with more suggestions. Now I believe that there is always a way to involve the students into the lessons." (T17)

As the responses suggest, the teachers experienced changes both in their self-efficacy beliefs and classroom practices to some extent with the help of feedback and support from other community members in the program.

Another question asked during the interview was centered around the strengths and weaknesses of the program implemented for 8 weeks. Two major categories were generated based on the analysis of the third question. The strengths and weaknesses of the self-efficacy development program reported by the participants are shown in the table below:

Table 22.

The Strengths and Weaknesses of the Self-efficacy Program reported by the Teachers

	Strengths	Weaknesses
Content	- Challenging, engaging tasks - Texts and articles provided on the topics - Materials such as videos, infographics, PowerPoint presentations - Encouraging feedback and responses - Supportive and friendly community	- Unclear instructions for some tasks - Assignments requiring pair works - Lack of variety in materials
Procedure	- Conducting the program online - Easy access to the platform - User-friendly online platform, *Edmodo*	- Lack of face-to-face sessions - Order of the posts and assignments in *Edmodo*

As it can be seen from the table above, the notes of the participants for the third question were centered around two major themes: the content of the program and the procedure/implementation process of the program. Considering the strengths of the intervention program, majority of the participants (T8, T16, T17, T21, T28) indicated that the tasks and assignments were interesting and engaging in terms of the content. They reported that they enjoyed while involving in these tasks, especially the one with discussions.

> "I mean in this program we had many discussion tasks and assignments online. They were quite engaging and interesting." (T8)
>
> "I also liked the tasks and assignments. They were challenging and made me think of what I really believe or what I really think for a long time before writing my answer."

Based on their responses, materials including videos, infographics and PowerPoint presentations were also adequate, however; they had lack of variety as the participant indicated. In addition, the participants stated that the program provided the teachers with a supportive and friendly community as well as encouraging feedback and responses for the tasks by the researcher and the group members during the intervention program.

> "I felt like we came together to discuss some teaching issues and share our thoughts and feelings freely. The group members were very supportive and friendly. I didn't know a few teachers closely but it was good to get to know each other through those practices. I am very happy to work with them." (T17)
>
> "It felt different and powerful when I did this kind of activity for myself. I felt myself closer to that future that I imagined in the task… Other than this, the interaction between you and me over the posts and comments were amazing. You really provided thought provoking feedback and responses to our posts. I felt being listened to and respected during the program." (T21)

Regarding the weaknesses of the program in terms of the content, two (T8, T16) teachers stated that "the aims and procedure for the tasks were not very clear" for them, and they "did not understand what to do in the task". Two teachers (T9, T16) expressed that assignments that required them to work in pairs and present a final note took longer time than expected due to the lack of opportunities for meeting to do the tasks and the participant's personal preference for working alone rather than in pairs.

Upon the analysis of the responses considering the procedure, that is, the implementation process of the program, it was found out that the teachers had two distinct opinions about the fact that the program was implemented online. Four teachers (T8, T9, T16, T28) stated that it was advantageous for them to participate in this program online while two of them (T17, T22) specified certain disadvantages of online components of the program.

> "The best thing about it is that it was online so we could participate in our own pace. But this is also one of its weaknesses I guess. I don't want to say weakness but I

would like to have some face-to-face interactions. Because I sometimes had to wait for response or comments to my answer from others and I wanted to discuss the issues face-to-face. I love communication in person." (T22)

"During pandemic, there were a lot of online seminars, workshops and conferences, even Instagram live sessions. I have joined some of them and I liked it. It was very comfortable at your own home in PJs. But this program was a little bit different because it took longer and there were many elements. Many things to do. It was a quite experience for me actually. I enjoyed during the sessions though." (T9)

"We used this platform and I am familiar with it. BUT it was more like announcement page. Here it was like Facebook or Twitter. I can comment, like a post and reply to our colleagues any time I want because I used the mobile app." (T8)

As the statements above from the participants show, easy access to the platform *Edmodo* as well as its easy-to-use interface were indicated as the strengths of the process. In addition, the teachers stated that it was very convenient for them since they had no problems with time and place due to the online implementation.

On the other hand, one teacher specifically noted that the platform caused some problems with following the posts and tasks. Moreover, they stated that the lack of face-to-face sessions created difficulties for them to have effective communication. Below two participants stated their opinions about the program being online:

"…I didn't fully understand some tasks. I mean because of the platform I guess. I posted my answer under a different section or I sent it as an assignment but I was supposed to post as a comment. I mean at the beginning it was difficult to follow the tasks and posts because sometimes I was late and I wanted to comment or post but already a new task began. So it was difficult to find the correct part correct section to write my answer. Maybe it could be better if we (had) met at the school for the sessions and studied together face-to-face." (T17)

"I guess I can say that it took longer than expected to complete some tasks, especially the one with pair works. I mean it was difficult for us to come together and finish the assignments on time. Pair works should be done face-to-face…" (T16)

Finally, the researcher asked whether the teachers had further recommendations if this program was to be implemented in the future. The table below summarizes the recommendations made by the participants.

Table 23.

Further Recommendations by the Participants for the Implemented Program in terms of the Content and the Procedure

Recommendations for Content	*Recommendations for Procedure*
Progress tests after each theoretical session	Synchronous online sessions
More practical activities suitable for classroom practices	Face-to-face sessions
Variety in materials and resources used	Clear instructions for the assignments
	More teachers in the community
	Giving a certificate of attendance
	Pre-determined tight deadlines for the sessions

With regards to the content of the self-efficacy development program, one participant (T9) suggested that it could be more useful if the program offered more practical activities to be exploited in teaching practices instead of focusing on the teacher's "journey" too much. That is to say, the program could provide the teachers with more suitable teaching ideas for classroom activities and more practice-based activities to be exploited during teaching practices. Two participants (T22, T16) suggested several progress tests or checklists after the theoretical sessions focusing on the literature about reflective practices, self-efficacy and its sources so that they could assess what they learnt so far in terms of checking their progress during the program. These assessment sessions could include online mini quizzes or tests, which may enable them to "take these theoretical sessions more seriously" as the teacher stated. Finally, the suggestions of four teachers mainly were concentrated on the variety in materials and resources used during the program. For example, one teacher recommended that the researcher could shoot videos herself explaining or presenting the issues. Another teacher suggested brief notecards, summarizing presentations or more videos instead of long texts and articles.

As for the recommendations for the procedure of the online self-efficacy development program, majority of the participants (T9, T16, T21, T22, T28) advised that several synchronous online sessions through online meeting platforms or face-to-face sessions to strengthen the interactions among the group and reinforce the communication. One participant (T8) suggested having more teachers in the program by stating "the more, the merrier". One participant (T17) recommended that it could be a good idea to award the teachers with a certificate of attendance for completing the program and appreciating the efforts made by the participants. Finally, two participants (T22, T28) suggested that the deadlines for the tasks and assignments for each week should be clearly stated and pre-determined before the following week.

The qualitative data gathered from the semi-structured interviews with the participants aimed to explore the participants' views on the implemented intervention program to increase the self-efficacy levels of EFL teachers. The participants in the interviews were seven teachers in the experimental group who received a treatment by taking part in an 8-week program for the development of positive self-efficacy beliefs into their teaching abilities and increasing their self-efficacy levels. Regarding the interviews with the teachers in the experimental group, it can be inferred that the findings obtained from the interviews support the results gathered from the comparison analysis of statistical data. The teachers reported that they benefited from the self-efficacy development program by having an increasing awareness of their teaching abilities, which was also shown by the statistical analysis, indicating a significant increase in the self-efficacy levels between the pre-test and post-test scores of the experimental group after the implementation process.

4.6. Discussion

As for the findings of the first research question "*What are the self-efficacy levels of EFL teachers in the tertiary level in terms of management, planning and instruction*?", it was found that the mean score for the overall self-efficacy level of the EFL teachers was 3.23 (SD=0.54). Besides, the participants considered themselves highly efficacious in terms of planning (M=3.21), instruction (M=3.29) and management (M=3.20).

Regarding the results for the overall self-efficacy, it can be deducted that in-service teachers with a certain amount of experience of teaching and master's degree in English language teaching could perceive themselves as teachers with a higher level of self-efficacy. This result supports the view of Bandura (1997) that mastery experiences as the most influential source in developing self-efficacy beliefs, compared to other sources. He asserted that experiences through the mastery originating from effective performances could be the most effective one to change individuals' perceived self-efficacy. When repeated and frequent success has established strong efficacy expectations, negative effects of several failures are likely to diminish (Bandura, 1977). Thanks to the experiences in their professions, teachers therefore feel more efficacious in their capacity to achieve specific tasks. In addition, this finding also has similar results with Tschannen et al. (2007)'s study. In their study, they examined self-efficacy beliefs of novice teachers compared to experienced ones. It was found out that experienced teachers had higher level of self-efficacy in comparison to

novices. Thus, it can be also deduced that practical knowledge and perceived success in past instructional experiences could also be factors for developing self-efficacy.

Given the participants' characteristics such as years of experience and educational background, the finding that the EFL teachers reported higher level of self-efficacy is not surprising at all. In addition, considering the required qualifications for EFL teachers in a university level such as having an MA degree in educational fields, longer years of teaching experiences in higher education, having higher level of language skills such as reading, listening, speaking and writing, it can be inferred that this could be an expected result. Another related study done by Ghasemboland and Hashim (2013) also show some similarities with the current study. In their study, they examined the relationship between non-native EFL teachers' self-efficacy beliefs and their English language proficiency. The data gathered from English teachers working in the language centers in the Middle East revealed that teachers evaluated their overall self-efficacy levels in teaching English at higher levels as well as in all subdimensions of efficacy in instructional strategies (M=7.10), student engagement (M=7.21) and classroom management (M=7.54) with a maximum score 9.

As mentioned in the literature review, the result of this current study for the self-efficacy levels of EFL teachers is also similar to the study of Yilmaz (2011), focusing on teachers' perceptions of self-efficacy, English proficiency and instructional strategies. In his study, the means of the three subscales showed that the EFL teachers rated themselves as more efficacious in instructional strategies (M=4.39) than in either classroom management (M=4.33) or student engagement (M=4.07). Considering the result of the present study with the highest mean score in instruction (M=3.29) as in Yilmaz (2011), it can be deducted that teachers in both studies judged their teaching abilities quite efficient in enabling the learning process easier.

However, teaching a language is a specific context with its own unique domains and has multiple dimensions such as lesson planning, assessment and evaluation, classroom management and instructional practices. In addition, each teacher could have turning points in their professional lives that may affect their established self-efficacy beliefs. Thus, it must be noted that this result indicating higher levels of teachers' self-efficacy does not suffice to represent the definite value of the overall score in the explanation of the EFL teachers' self-efficacy in teaching English in general.

Apart from the fact that the present study examined the self-efficacy levels of EFL teachers at tertiary level, it also aimed to enhance the self-efficacy levels of EFL teachers by suggesting an intervention model and explore the effects of this implemented intervention program on the perceptions and views of EFL teachers about self-efficacy. The statistical results gathered through the analysis of the pre-test and post-test scores of both groups demonstrated that a significant increase occurred in the self-efficacy levels of the teachers who participated in the self-efficacy development program when compared to those who did not. Therefore, it can be claimed that involving an online intervention program based on Bandura' s social cognitive theory and self-efficacy concept develops the self-efficacy levels of in-service teachers and raises their confidence in their teaching abilities.

To discuss further, it can be suggested that the qualitative results gathered from the online entries and the interviews with the teachers in the experimental group confirm that the self-efficacy program have improved the self-efficacy levels of the teachers, enabling them to increase self-awareness of their teaching capacity and to build up positive self-efficacy beliefs. In terms of attainment, the study is consistent with the findings of Zonoubi et al. (2017). In their studies, they investigated the effect of interventions including Professional Learning Communities on the self-efficacy of in-service EFL teachers. Similar to the current study, they also showed that there was an increase in the self-efficacy levels of teachers, especially novice ones in their efficacy of classroom management. Therefore, the results of both research studies suggest that active participations of teachers in professional learning communities through intervention programs could be notably influential in developing a stronger sense of efficacy in collaboration of other participants. The qualitative findings of the current study also reinforce this viewpoint because the teachers highlighted the impact of the encouraging and supportive community on the establishment of confidence and self-efficacy into specific teachings context during the implementation process.

A recent qualitative study conducted by Wyatt and Dikilitaş (2016) shares several similarities with the present study. The researchers aimed to explore the processes through which English language teachers acquire practical knowledge and develop self-efficacy beliefs. Studying with three in-service English teachers at a Turkish foundation university, they revealed that involvement into continuous professional development activities, targeted to improve them in certain teaching tasks, enabled these teachers to develop positive self-efficacy beliefs. Particularly, the teachers had a lower level of self-efficacy in implementing practical research into their personal teaching concerns. These teachers became more

efficacious as they became experienced with the help of the professional development activities. The fact that the participants of the current study with a lower level of self-efficacy increased their self-confidence and efficacy beliefs aligns with the study's findings of Wyatt and Dikilitaş (2016). These similarities can also be interpreted in relation to the qualitative findings of the present study which showed the teachers' professional gains regarding their concerns about online teaching as a specific aspect of improvement. The participants in the current study specifically reflected on the development of their self-efficacy for integrating web tools during online lessons.

Apart from these two recent studies, another study conducted by Karimi (2011) also has parallel findings with the current study. Karimi (2011) attempted to investigate the effects of professional development (PD) programs on EFL teachers' degree of self-efficacy. The treatment group with 30 high school teachers were involved in professional development sessions including several PD models such as in-service training, mentoring and study groups. The results showed a significant increase in efficacy scores of the treatment group. Considering the suggested intervention program of the present study as an opportunity for professional development through the enhancement of EFL teachers' self-efficacy, these two research studies share similarities in terms of positive results in support of intervention programs.

Another important finding related to the sources of self-efficacy was that the teachers believed in the greatest influence of mastery experiences as the major source for self-efficacy beliefs. This finding is similar to the findings of Morris and Usher (2011)'s study with twelve awarded professors. In the study, mastery experiences along with social persuasions were found to be especially powerful sources for the development of self-efficacy. Although in their study the participants were qualified award-winning professors, the teachers involved in the current study were also quite aware of the mastery experiences gained through the perceived success in past instructional practices.

However, a study done by Phan and Locke (2015) has some contradictory findings with the current study. Phan and Locke (2015) conducted a qualitative study examining the perceptions of the self-efficacy sources of Vietnamese EFL teachers. Similar to the current study, they also found out that four sources of self-efficacy beliefs seemed to affect the teachers' sense of self-efficacy. However, contrary to the result of the present study, mastery experiences were not found to be the most influential source in the study of Phan and Locke (2015). Rather, the major source of self-efficacy was social/verbal persuasion supplemented

with various vicarious experiences as well as physiological states. Another noteworthy finding of their study is that cognitive mastery experiences were reported as more noticeable than enactive mastery experiences. That is to say, the mastery of content and instructional skills was more effective in the development of self-efficacy, which is also consistent with the result of the current of the study as reported by teachers during the intervention. To elaborate on this, it can be noted that cultural and contextual factors such as the lack of professional development opportunities and inadequate collegiality in Vietnamese context may have contribution to the results of their study in favor of social persuasion as the most salient source (Phan and Locke, 2015). Considering the result of the current study, this contextual difference apparently influenced the perceptions of self-efficacy sources in a different way, leading the participants to focus on their own individual process of self-efficacy development. On the other hand, in the study the reason why vicarious experiences were not expressed as a very effective source of self-efficacy may be related to the individual study preferences of the participants. The negative approach of a few participants to the assignments requiring pair work may support this view.

This research study also improved the teachers' understanding of reflective practices and active listening/reading skills through the integration of these skills into intervention program. In other words, the participants in the intervention program reported that they also benefited from these skills introduced during the sessions in their classroom practices. They were encouraged to reflect on their own progress and use active reading techniques to have an effective interaction with other group members and increase the group dynamics. With the help of the acquisition of these skills, the qualitative findings indicated that the participants experienced a supportive, encouraging and guiding development community, which was quite influential in their development of self-efficacy level.

Given the written reflections and responses on the online platform as one of the crucial components of the intervention program, the study is also consistent with the results of the studies conducted by Cabaroglu (2014) and Tavyl (2014). Both researchers involved English language teacher candidates registered in an EFL program in universities in Turkey. Cabaroglu (2014) explored the effect of action research as a professional development activity on teacher self-efficacy with the use of reflection journals and self-efficacy scales. On the other hand, Tavyl (2014) explicitly investigated the impact of self-reflections with the use of e-journals on the pre-service teachers' self-efficacy. The results of both studies revealed that the prospective teachers experienced an increase in their teaching self-efficacy

and self-confidence in terms of being active in their professional development. Likewise, the present study indicated that involvement into an intervention program and actively participation through the use of reflections enabled the teachers in the experimental group experienced growth in self-efficacy. However, it must be noted that the characteristics of the participants in the studies were different in terms of being pre-service and in-service teachers.

To conclude, the suggested intervention program has been proven to increase the self-efficacy levels of the EFL teachers as the statistical analysis showed. Moreover, the implemented treatment program has been proven to have a positive influence on the self-awareness of the teachers by enabling them to gain self-confidence in several teaching abilities and improve certain skills to be taken advantages both professionally and personally.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This final chapter presents an overview of the current study accompanied by the summary of the findings and discussion in addition to the research questions. Later, a number of implications are presented, which is followed several suggestions for further research corresponding to the limitations of the study.

5.1. Summary of the Study

This study aimed to investigate the self-efficacy levels of the EFL teachers at tertiary level. Depending on this goal, it was also intended to explore the effects of an intervention model which was designed and implemented to enhance the self-efficacy levels of EFL teachers by offering an 8-week online program. To put concisely, it attempted to determine whether the self-efficacy development program improved the EFL teachers' sense of self-efficacy into their teaching capabilities. To this end, the following research questions were addressed:

1. What are the self-efficacy levels of EFL teachers in the tertiary level in terms of management, planning and instruction?
2. Is there any difference between the pre-test and post-test scores of the experimental group's self-efficacy levels in terms of management, planning and instruction after the implementation of the intervention program?
3. Is there any difference between the pre-test and post-test scores of the control group's self-efficacy levels in terms of management, planning and instruction?

4. Is there any difference between the post-test scores of the experimental and the control groups' self-efficacy levels in terms of management, planning and instruction after the implementation of the intervention program?

The study implemented a quasi-experimental research design by having the control and the experimental group. It also gathered quantitative and qualitative data to have a deeper understanding of the self-efficacy levels of EFL teachers. First, the researcher conducted a survey to see the self-efficacy levels of EFL teachers in the English Preparatory School at a state university in Turkey. The EFL Teacher Efficacy Scale was applied to forty teachers in the school. Later, the experimental and the control group were created based on the quantitative results gathered from the scale, from which the pre-test scores were taken. The teachers in the experimental group (n=7) were provided with an intervention program for 8 weeks while the control group (n=7) received no treatment. After the implementation process, the EFL Teacher Efficacy scale was conducted to both groups and the post-test scores were gathered. Finally, a semi-structured interview was conducted with the teachers in the experimental group. For the analysis of the quantitative data gathered from the survey, descriptive statistics and a comparison analysis was used. On the other hand, a content analysis was employed for the qualitative data gathered from the interviews and the online entries on the platform.

According to the findings of the statistical analysis, the self-efficacy levels of EFL teachers were found to be at higher levels overall along with the three subdimensions management, planning and instruction. The EFL teachers in the study considered themselves highly efficacious, particularly in terms of instructional self-efficacy. As highlighted in the discussion part, this similar result with the related studies abovementioned may be due to these facts: the teachers with longer years of experience, the employment requirements at tertiary level and even demanding and competitive atmosphere which requires teachers to improve themselves in their teaching abilities.

When it comes to the effectiveness of the implemented intervention program on teachers' self-efficacy, it was revealed that the there is a significant increase in the self-efficacy levels of EFL teachers. The statistical findings showed that the teachers experienced growth in their self-efficacy beliefs after the implementation of the intervention program. Besides, the research findings from the interviews indicated that the teachers experienced changes in their self-efficacy beliefs with an increase in their awareness of teaching capabilities and self-confidence in certain teaching tasks. In addition, it was found out that the teachers attributed

great importance to self-efficacy in language teaching and learning because they understood that self-efficacy enables people to develop both professionally and personally.

Regarding the results from the online entries, mastery of experiences was perceived by the teachers as the most influential source of self-efficacy. It was also indicated that the teachers appreciated mastery of content and mastery of pedagogical skills to have a greater contribution to their self-efficacy development in teaching. Finally, upon the evaluations of the intervention program by the participants, a number of suggestions and implications were provided for further implementations.

5.2. Conclusion

It is widely accepted that teachers are the essence of educating younger generations to be qualified and dutiful for the future, and they should be appreciated and respected. Therefore, it is required to attribute the greatest importance and attention to teacher education. In addition to this, English preparatory programs in universities and higher education institutions aim to provide the students with an effective language education to be benefited from in their departmental studies as well as in academia and future professional lives. Considering this mission with the key role of the language teachers, teacher training programs and professional development activities have been placed a high priority by the researchers, trainers and the institutions. Concentrating on the issue in a more psychological level, this study therefore focused on the concept of teacher self-efficacy within an English preparatory program in search of finding the self-efficacy levels of EFL teachers, and suggesting an intervention program, specifically aiming to increase the self-efficacy levels of the EFL teachers. From the analysis of the quantitative and qualitative data, it can be concluded that the implemented program contributed into the teachers' self-efficacy levels with a significant increase. The teachers also reported that they experienced growth in their self-awareness of own teaching capacity, and thus attempted to take necessary actions for their following classroom practices based on their individual teaching concerns. Recognizing this impact of self-efficacy on teachers' identity and their willingness to act on further performances, it is of high importance to have a detailed understanding of the EFL teachers' beliefs into their capacity to achieve the teaching goals in certain contexts, that is, their self-efficacy beliefs.

In summary, the current study conducted an experiment and made use of different instruments to gain deeper understanding of the teachers' self-efficacy and the impact of an implemented intervention program on the enhancement of self-efficacy levels of EFL teachers. In this sense, it is expected to suggest a model program to be organized and facilitated for teacher development at tertiary levels.

5.3. Pedagogical Implications

The results of the present study showed that an online intervention program incorporation with reflective practices and active listening/reading techniques can be quite useful for the enhancement of teachers' self-efficacy provided that it is implemented through the framework of Bandura's self-efficacy concept and within collaboration with the group members in the program. It was also concluded that the EFL teachers judged their self-efficacy beliefs depending on the interpretation of their mastery experiences. Besides, it can be stated that the teachers could become more aware their own teaching capacity, and thus developed consciousness on certain skills such as active listening to be exploited in teaching performances, as well. Finally, the teachers participating in the intervention evaluated the strengths and weaknesses of the program by adding further recommendations. Apart from their suggestions, there are a number of points to be proposed in this part of the study.

To begin with, it was revealed that EFL teachers considered themselves highly efficacious in teaching English, as well as its dimensions management, planning and instruction. However, based on the detailed analysis and descriptive statistics, it was seen that there are exceptional cases in which a group of teachers did not report themselves efficacious in several aspects such as management, instructional strategies for student motivation during online lessons. This result may imply that in-service teachers, no matter how experienced they are, still should be supported with in-service trainings, and professional development opportunities, particularly on their personal teaching concerns. Furthermore, it emphasizes the necessity for a needs analysis, and the need for checking the teachers' wellbeing during certain periods and drastic changes in modes of education such as starting distance education due to the pandemic.

Secondly, the EFL teachers' perceptions of mastery experiences as the most effective sources of self-efficacy could imply that a variety of opportunities should be offered teachers in order to self-reflect on their teaching performances and thus receive constructive feedback

from the colleagues, and/or more knowledgeable others. Therefore, they could develop more positive self-efficacy beliefs into their teaching. As Chiang (2008), Tavyl (2014) and Wyatt (2010, 2016) specified, integrating reflective practices, and active listening/reading skills into these kind of development programs are quite beneficial in terms of self-awareness and self-efficacy of the teachers.

Thirdly, it was concluded the teachers attributed higher significance to mastery of content and mastery of pedagogical skills to have a higher level of self-efficacy and confidence. This finding may imply that learning is a lifelong process for teachers, and they should be provided with more practical opportunities along with theoretical sessions (Bümen, 2009; Cabaroglu, 2014).

It was also found that the teachers were quite contend with the program conducted online since it enabled them to participate at their own pace. In addition, this kind of welcoming and supportive online community were effective in the development of a sense of efficacy because it offered a convenient environment for discussions in a comfortable way. Therefore, in-service teachers, experienced or novice, should be given more opportunities to work collaboratively in a sharing and welcoming environment, online or face-to-face so that they could realize their teaching capacity, and feel more efficacious at certain teaching tasks.

Professional development units in the institutions may take the implications of this study into consideration to design and carry out an intervention program to help the teachers gain self-confidence and increase their teaching efficacy within specific contexts. More importantly, it is noteworthy to touch upon that self-efficacy, despite being a psychological construct, is beyond the teachers' minds only. It is closely related to decisions and actions to take in classroom practices, having a great potential to lead a beneficial learning environment and student achievement (Beard, Hoy & Hoy, 2010; Bandura, 1997; Tschannen-Moran, Hoy & Hoy, 1998). Consequently, professional development units should take serious steps to design more integrated and contextualized models to be applied in the institutions.

5.4. Suggestions for Further Research

This current study has several limitations, and due to these limitations, several suggestions for further research studies are presented in this part. Firstly, this study was conducted with the in-service EFL teachers who are teaching at a state university. Conducting this study with the pre-service teachers or the teachers working at primary, secondary or high schools,

or even in private universities may yield different results regarding the self-efficacy levels of EFL teachers. Another limitation of the study was that only seven teachers with lower levels of self-efficacy, which may be insufficient to represent the true effects of the implemented intervention program as well as the perceptions of the teachers on self-efficacy, in general. In addition, it is more likely to gain deeper insights and gather a variety of data when more teachers are involved in the intervention program. Furthermore, the implemented program included several components based on the common experiences and teaching problems that the teachers of this study encountered in this specific research context. Thus, in the process of adapting, designing, and applying this kind of program, researchers should rely on their own contextual variables.

Moreover, due to the pandemic, this program was implemented online, and therefore it could have had more face-to-face, and even synchronous sessions to increase the interactions among the group members. Besides, the teachers in the experimental group had limited opportunities to practice the sessions further. It is recommended that the researcher who intends to use or to adapt this suggested model should consider the implementation process in a longer and periodically repeated in terms of the sustainability of teacher development.

Finally, the scale used in this study does not include items relating to the technology use and intercultural communicative competence, which are highly important for language learners to be able to have an effective and respectful communication around the world. Moreover, the use of same scale for the pre-test and post-test could have caused the familiarity problem for the participants, which could have an effect on the post-test scores, as well. Thus, it is suggested utilizing more comprehensive scale in the further research.

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APPENDICES

APPENDIX-1. EFL Teacher Confidence Scale (Pre-test)

EFL Teacher Confidence Scale© developed by Min-Hsun Chiang

	I am confident in my ability to ….	Strongly agree 4	Agree 3	Disagree -	Strongly disagree 1
1.	locate resources for preparing English lesson				
2.	teach English in a meaningful way with intended learners				
3.	write a coherent and comprehensive lesson plan				
4.	secure students' attention throughout the session				
5.	use a variety of assessment techniques				
6.	determine the academic needs of my students				
7.	select appropriate literature for language teaching				
8.	evaluate students' work				
9.	facilitate student participation				
10.	establish a sense of community in my classes				
11.	incorporate different activities and curricula into English teaching				
12.	create integrated lessons and units				
13.	construct student-centered activities				
14.	teach vocabulary effectively and interestingly				
15.	manage classrooms				
16.	teach grammars				
17.	use cooperative learning approaches				
18.	control disruptive behaviors in the class				
19.	motivate students who show very little interest in English				
20.	implement a variety of language teaching strategies				
21.	develop learning interests in children smoothly				
22.	connect English learning with students' life				
23.	give students concrete experiences in learning English				
24.	use media to support teaching and learning				
25.	evaluate student understanding of what I have taught				
26.	raise good questions for my students				
27.	get students to follow classroom rules				
28.	adjust my lessons to the proper level of individual students				
29.	provide an alternative explanation or example when students are confused				
30.	provide appropriate challenges for every capable student				

APPENDIX-2. EFL Teacher Efficacy Scale© developed by Chiang (2008)

Hello, my name is Ayşenur AYDIN, and I am conducting a research study for my Master Thesis, in Gazi University. This study aims to investigate the sense of efficacy of EFL teachers and through the results of the scale, a model will be designed and suggested to enhance the self-efficacy levels of EFL teachers.

The first section includes the collection of some personal information for the research, and the second section includes thirty items related to your beliefs related to your English Language teaching in the preparatory program.

Participation in this study is on voluntary basis. No personal identity information is required. There are no right or wrong answers, so please submit your answers honestly. Also, your answers will be kept fully confidential and evaluated only by the researcher for scientific purposes only. Completion of the survey should take around 5 minutes. It does not contain any question causing discomfort in the participants. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time.

After the completion of the survey, I kindly invite you to send me a text message or an email if you would like to contribute to the study by participating in a training over self-efficacy and a semi-structure interview on the same topic. It will be really appreciated if you contribute further with your participation in the survey and training model.

Thank you very much for your time and support.

Contact

Phone: -

E-mail: -

Consent

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want. I give my consent for the use of the information I provide for scientific purposes.

- Yes
- No

I. Demographic Information

Gender: Male ( ) Female ( ) Age: _____

Years of teaching experience: _____

Highest level of education: BA ( ) MA ( ) Ph. D ( )

Major in BA: _____

E-mail address (not obligatory): _____

II. Self-efficacy Scale for EFL Teachers

Please circle/highlight the option that suits you best.

(**1= Strongly Disagree, 4=Strongly Agree**)

	I am confident in my ability to ….	**Strongly disagree 1**	**Disagree 2**	**Agree 3**	**Strongly agree 4**
1	locate resources for preparing English lesson	1	2	3	4
2	teach English in a meaningful way with intended learners	1	2	3	4
3	write a coherent and comprehensive lesson plan	1	2	3	4
4	secure students' attention throughout the session	1	2	3	4
5	use a variety of assessment techniques	1	2	3	4
6	determine the academic needs of my students	1	2	3	4
7	select appropriate literature for language teaching	1	2	3	4
8	evaluate students' work	1	2	3	4
9	facilitate student participation	1	2	3	4
10	establish a sense of community in my classes	1	2	3	4
11	incorporate different activities and curricula into English teaching	1	2	3	4
12	create integrated lessons and units	1	2	3	4
13	construct student-centered activities	1	2	3	4
14	teach vocabulary effectively and interestingly	1	2	3	4
15	manage classrooms	1	2	3	4
16	teach grammars	1	2	3	4
17	use cooperative learning approaches	1	2	3	4
18	control disruptive behaviors in the class	1	2	3	4
19	motivate students who show very little interest in English	1	2	3	4
20	implement a variety of language teaching strategies	1	2	3	4
21	develop learning interests in students smoothly	1	2	3	4
22	connect English learning with students' life	1	2	3	4
23	give students concrete experiences in learning English	1	2	3	4
24	use media to support teaching and learning	1	2	3	4
25	evaluate student understanding of what I have taught	1	2	3	4
26	raise good questions for my students	1	2	3	4
27	get students to follow classroom rules	1	2	3	4
28	adjust my lessons to the proper level of individual students	1	2	3	4
29	provide an alternative explanation or example when students are confused	1	2	3	4
30	provide appropriate challenges for every capable student	1	2	3	4

Reference: Chiang, M. H. (2008). Effects of fieldwork experience on empowering prospective foreign language teachers. *Teaching and Teacher Education*, 24(5), 1270-1287.

APPENDIX-3. Semi-Structured Interview Questions conducted with the Teachers in the Experimental Group

1. What do you think about your individual gains and benefits throughout the program? You can refer to both professional and personal experiences.

2. When you are asked to evaluate your own progress in increasing the self-efficacy level, what do you think of your improvement regarding management, planning and instructional self-efficacy beliefs?

3. When you are asked to evaluate the program implemented for 8 weeks, what are the strengths and weaknesses, in your opinion?

   Do you have any further suggestions/recommendations if this program is to be implemented for further?

APPENDIX-4. Syllabus - Program Schedule (Tentative) – Developing Positive Self-efficacy Beliefs: A Journey into Your Capabilities

WEEK 1 & 2	TOPIC	LEARNING OBJECTIVES	RESOURCES	ACTIVITY and ASSIGNMENT	TIME
Pre-session	Orientation	- Become familiar with the aim of the study, and the content and the process of the program	- Syllabus of the program	- Read the program syllabus and content - Check out the platform *Edmodo* for further use	15 min
Session 1 & Workshop 1	Getting to know each other and know ourselves	- Establish a positive sharing and learning environment	- Introduce ourselves	- Introduce yourself to other members - Read other members' introductions (responding and writing a comment are encouraged)	15 min 15 min
		- Realize personal qualities with the strengths	- The great I am	- Complete the worksheet - Read each other's worksheet and share something you find very interesting and/or similar to you	15 min 25 min
Session 2 & Workshop 2	Reflection & Reflective Practices	- Explore *reflection* and reflective practices - Explore "depth of reflection"	- Texts (Review on reflection and reflective practices) and Depth of Reflection Rubric	- Read the texts and answer the questions sharing your response to the texts	20 min 10 min
	Active listening/reading strategies	- Understand what active listening/reading is and practice the skill			
		- Get information on participants' previous experience on reflection and practice reflection on the self and teaching	- Active Listening/reading handout AND video	- Comment on your group members' previous posts using active reading technique https://www.youtube.com/watch?v=t2z9mdX1j4A&t=64s	10 min 15 min
			- Writing Task: Reflect on your teaching	- Share a classroom experience in which you had a problem. Reflect on the experience and actions - Evaluate your reflection through depth of reflection rubric.	10 min 15 min

WEEK 3 & 4	TOPIC	LEARNING OBJECTIVES	RESOURCES	ACTIVITY and ASSIGNMENT	TIME
Session 3 & Workshop 3	Self-efficacy, Teacher self-efficacy, Self-esteem	- Explore what self-efficacy is and describe teacher self-efficacy - Question and reflect on the importance of self-efficacy - Clarify the qualities of self-efficacious teachers	- Texts and articles - Video: TedTalk- *Why self-efficacy matters* - Scenarios - Quiz - Discussion task	- Read the texts and articles provided - Share (comment online) what you already know and have just learned - Watch the video and share your response to it: *Why you think self-efficacy is important for teachers (based on your experiences)* - Read the scenarios and choose the correct action of a self-efficacious teacher - Take the quiz - Answer the question "*Which of the following sentences do you consider could reflect your teaching philosophy*?" - Read each other's answers and reflect on the answers of your participants (using active reading skill techniques is encouraged)	15 min 10 min 15 min 10 min 15 min 25 min
Session 4 & Workshop 4	Sources of self-efficacy: mastery experiences	- Understand the sources of self-efficacy: mastery experiences - Interpret the results of their previous teaching actions - Decide on the self-efficacy beliefs they hold about a specific task	- Texts and articles (the infographic) - Discover your power - Becoming a digital teacher	- Read the texts and infographic - Share your "mastery experiences" that have helped you to overcome a teaching problem - Write a paragraph on your thoughts and feelings over your digital teacher identity before and after pandemic: *What thoughts and beliefs you held about online language teaching before moving onto it*? *After 1 year of online teaching, what do you believe in now in terms of your abilities in online teaching*? *How do you think your teacher identity has changed*?	15 min 15 min 30 min

WEEK 5 & 6	TOPIC	LEARNING OBJECTIVES	RESOURCES	ACTIVITY and ASSIGNMENT	TIME
Session 5 & Workshop 5	Sources of self-efficacy: vicarious experiences	- Understand the sources of self-efficacy: vicarious experiences (via collaborative learning) - Explore collective efficacy - Practice over teaching tasks in pairs. Design a plan on the tasks to achieve the goal - Explore the stories of model teachers and reflect on the similar themes in other stories with yours (NOT IMPLEMENTED)	- **Texts and articles** - **Discussion task** - Stories	- Read the texts and articles provided - Choose one of the teaching tasks listed and share your works equally with your partner. Decide for your own part and mentally rehearse your plan before sharing it with your partner. Reflect what you would do differently from your partner to achieve the task and what you have learnt from your partner (Q & A session) - Answer the questions individually. Share your personal hero that you are highly inspired in terms of teaching. Provide reasons for your choice	15 min 20 min 15 min 15 min 25 min
Session 6 & Workshop 6	Sources of self-efficacy: physiological and emotional states; social persuasion	- Understand the sources of self-efficacy: physiological and emotional states; social persuasion - Imagine themselves in the future and describe how they achieved their goals - Provide feedback on the participants' effort on their visual imagery of future self	- Texts and articles - Audio: Visionary Experience - Task: The Future Self, Super Teacher	- Read the texts and take the quiz - Listen to the audio and imagine yourself as a very successful and well-known teacher. Follow the instructions provided in the audio and the task. Write a short paragraph about your imaginary life story. - Share this piece of writing with the researcher - Post this writing for others to provide you with feedback on your effort to solve the problems you encounter in your imaginary self and provide effort-feedback on your partner's story.	15 min 10 min 20 min 15 min 20 min

WEEK 7 & 8	TOPIC	LEARNING OBJECTIVES	RESOURCES	ACTIVITY and ASSIGNMENT	TIME
Session 7 & Workshop 7	Setting a specific teaching task, planning a lesson	- Set a specific goal for teaching and area of development (management, planning and instruction) - Design a lesson plan on the particular task	- A lesson plan template - Suggested reading: Motivate your learners for learning English	- Study a template and sample lesson plans, and think through some important questions - Discuss in groups the thought processes when lesson planning - Develop a lesson plan focusing motivating your learners and review it with a partner	15 min 15 min -----
		- Reflect on others' plans - Review the lesson plan with a partner		- Write a reflection on others' plans and provide feedback on these	20 min
Session 8 & Workshop 8	Implementation of the lesson plan, effort feedback	- Implement the prepared lesson plan - Reflect on teaching experience - Provide effort feedback	- Lesson plan	- Based on the feedback and developed ideas from previous sessions, refine and edit your lesson plan - Teach your planned lesson	30 min 40 min
Final session			- Reflection Sheet	- Write on the experiences of teaching your lesson plan	20 min
	Program evaluation and further suggestions	- Evaluate the program overall - Reflect on individual benefits and gains - Suggest implications for further studies	- Question Prompts - Post-test (EFL Teachers' Efficacy Scale)	- Interview with the researcher about the program including thoughts and feelings during the program, individual benefits and gains, and implications for further studies.	--------

APPENDIX-5. The Worksheet 'The Great I am'

The great I AM worksheet

1. I am a ...

Insert your job title here.

Don't worry if it sounds "boring." Don't worry if it sounds "braggy."

Definitely don't worry if it sounds "wacky."

Jot down the very thing that comes to mind.

2. But really, I'm a ...

Who & what are you ... *really?*

What's your soul title? Your spirit name? Your halfway-in-the-closet identity?

Your superhero alias? (Don't mull. Just go.)

3. I am amazing at ...

Jot down the first three or four things that bubble into your brain-tank.

Circle the one that feels like something you'd like to be *known* for.

4. And I've devoted most of my life to ...

Studying / exploring / questioning / mastering / helping / teaching / fixing /

leading / sharing / serving / doing ... *what?*

5. When you work with me, you can expect ...

Jot down the **benefits** that other humans receive when they partner with you

(or read your books, or see your art, or listen to your words, or get one of your

legendary bear-hugs ...)

6. And you'll probably be surprised & delighted

by ...

Got quirks, hidden talents, or an unexpected approach to your line of work?

Give it here.

7. My work matters because ...

... it alleviates the suffering caused by _____.

... it makes the world a _____ place.

... it allows people to experience _____.

... without it, we'd all be _____.

... or, what?

8. And I am here to remind you that ...

This is your message, your final battle-cry, the big WHY.

The words that are going to be inscribed on your tombstone.

You are not confused. You've got this. GO.

... the slightly-psychic auntie you always wanted, but never had.

... a work in progress.

... a work of art.

... a teacher, a student, and everything in between.

.... completely astonishing.

... (your closing thought, here.)

FINAL: Take a deep breath & weave it all together.

I am a ...

But really, I'm a ...

I am amazing at ...

And I've devoted most of my life to ...

When you work with me, you can expect ...

And you'll probably be surprised & delighted by ...

My work matters because ...

And I am here to remind you that ...

To sum it up, I am ...

NOTE: Upload ONLY this final part onto the website module.

You are done. You are amazing.

And you are ...NOT CONFUSED.

Adapted from Franzen, A. (2013). Alexandra Franzen Inc. Retrieved from http://www.alexandrafranzen.com/wp-content/uploads/2013/05/The-great-I-AM-worksheet.pdf

APPENDIX-6. The Depth of Reflection Rubric

World Learning
SIT Graduate Institute

Depth of Reflection Rubric

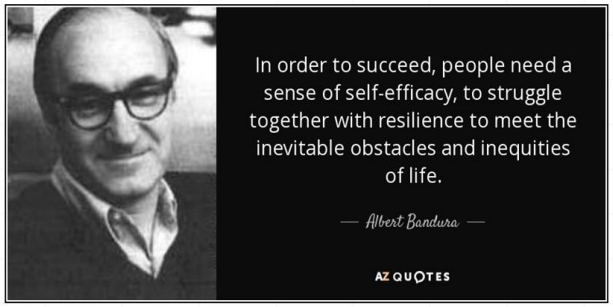
Level	Type of reflective thought	Defining characteristics	Example text from a teacher's reflections	Comments: Comments in this column refer to thetext in the column to the left
1	None	Statement; no observation	It's really important for teachers to limit their talking time and for students tohave time to participate actively.	*While we agree with what this example text says, this quote does not report any observed actions.*
2	None	Description of something observed	The lesson today was on prefixes and suffixes. I began by reading children's books that explain each. Then I spent almost 20 more minutes explaining again what wasin the books and giving my own examples using PPT. Students were looking at me most of the time, and many nodded from time to time. But this took so long that I didn't have time for the three other activities. I talked a lot and the students didn't.	*This quote reports on what happened. It includes some details of the students' behavior, but much of it is what the teacher did. (You can observe yourself!)*
3	Technical Rationality	Description of observed event with technical terms	I spent over half the class time on the Preview or Lead-in Stage of my lesson introducing prefixes and suffixes. Students maintained eye contact with me and some nodded occasionally. But my teacher talking time was way out of balance because after the books I summarized all the same points and gave my own examples. I rushed through the practice activities giving almost no time for meaning-focused interaction.	*This quote also reports on what happened. Unlike the example for Level 2, it includes technical terms such as "Preview or Lead- in Stage," "teacher talking time," and "meaning-focused interaction."*
4	Descriptive Rationality	Looks at impact on others	By spending so much time on the lead-in, and including a long lecture, my pacing left very little time for students to differentiate between the new affixes and get feedback during the activities. Without real communicative practice, I don't think they had a full opportunity to integrate or internalize the new material. I primarily heard students produce high frequency affixes that were familiar before the lesson.	*The teacher analyzes the impact the lesson had on the students by thinking about their learning process (differentiate between… opportunities to integrate/internalize new material…).*

Level	Type of reflective thought	Defining characteristics	Example text from a teacher's reflections	Comments: Comments in this column refer to thetext in the column to the left
5	Dialogic Reflection	Uses multiple perspectives (teacher and students', usually)	I thought students needed clarity about the affixes before they started practicing and some like the security of knowing the rules and patterns directly before producing. But, actually, I think students were pretty clear and eager to try after the books, and many lost interest and some may even have got confused by the long lecture and PPT examples. They are less metacognitive and generate meaningmore from active experimentation than from listening.	*The teacher's perspective during the lesson focused on providing clarity. In this reflection, the teacher considers the students' perspective: "eager to try," "may have got confused," and "they generate meaning from active experimentation."*
6	Critical Reflection	Considers entire context; discourse with self and explores possible reasons for actions	I believe it's important to capture the students' attention at the beginning of the class and that's why I read the children's books. They conveyed important information about suffixes and prefixes in a fun way. But my lack of trust that the students could grasp what was important from the books and from the following more indirect/interactive activities lead to an overly long and boring first stage of the lesson and kept students from important practice. I felt I needed to be directive and frontload information to ensure all was clarified. I felt in my planning,it was part of my role as teacher--the one who knows.	*This quote answers questions such as,* • *<u>Why</u> did the teacher decide to read the children's books?* • *<u>Why</u> did the teacher present more examples after the books?*
7	Reflect - on-Action	Ethical and moral issues; considers implications for future practice	I know that learners need to be active in their own learning. And yet, I and my teacher community, still have thousands of hours learning from teachers who took the role of transmitter of information and expected students to listen and learn. We know now that this doesn't promote critical thinking, independence, and life-long learning--and these are the purpose of education, and we/I have to break this outdated role. It's important for me to remember to give students time to puzzle things out, to experiment, and get feedback. In terms of lesson pacing, I need to keep the lead-in and directive input to a minimum and provide sequenced practice activities that move from more support to more independence and that allow students to clarify, gain confidence, and integrate the new material actively and through exchange of meaning. I also want to support learners who want stated rules and examples. I can elicit these after activities and provide a period of reflection to write or record what was learned. I can also ensure that students have the clarity they need to carry out activities feeling secure, by having several demonstrate before independent practice.	*Here the teacher considers the lesson's affect not only on the students' learning about affixes but also their development of critical thinking and becoming lifelong learners.* *The teacher generalizes from the reflection and formulates guidelines for future lessons. These are marked with phrases such as "It's important for me…," "I need to…," and "I can…."*

Adapted from: McBride, K. (2010). "Reciprocity in service learning: Intercultural competence through SLA studies." *Selected proceedings from the International Conferenceon the Development and Assessment of Intercultural Competence*, 235-261.

APPENDIX-7. PowerPoint provided for the tasks of Week 5 and 6

Self-efficacy: A matter of *Self & Competence*

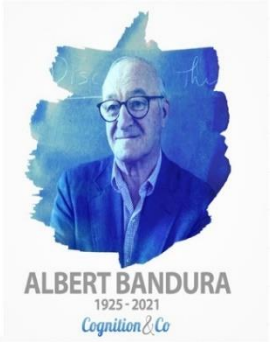


In this presentation,

- First source of self-efficacy, *mastery experiences*, will be presented to remember what we have learnt so far.
- Second source, *vicarious experiences*, will be presented in brief.
  - A related task will be explained to be done by the participants in pairs.
- Third and fourth sources of self-efficacy will be presented briefly.
  - A final task will be explained to be done individually and later shared with the group.

(In total, when we cover these 2 tasks, this study will be accomplished. Hang in there!)

Four Main Sources of Efficacy



1. Mastery Experiences

- **Enactive mastery** is perhaps the most influential source of efficacy beliefs because it is experiential in nature and is rooted in past performance accomplishments (e.g., training, or prior on-the-job experiences). The interpretation of success in past teaching performances, or simply put, the ***mastery experiences*** could pave the way to discover our power in several ways. Mastery experiences could be interpreted through four sources:

1. **Perceived success in the past instructional experiences:** Positive self-efficacy belief could be basically gained through the successful implementation of a teaching idea.
2. **Mastery of content:** The belief could be established by feeling strong about what you teach; the knowledge of the material itself
3. **Mastery of pedagogical skills:** Apart from mastering the content itself, the skills and being able to teach the content is another source of interpretation of mastery experience.
4. **Students' educational and occupational attainments:** Witnessing the breakthroughs and achievement of the students could benefit the teacher to interpret his mastery.

2. Vicarious Experiences

- According to Bandura (1997), individuals rely on their **vicarious experiences** as they observe the behaviors of the models, as well as their direct firsthand experiences as markers of what they can do. *Vicarious experience* is based on the idea that **observing an important model** that is engaged in an activity that they think to be consistent with their needs and skills might improve an individual's efficacy beliefs. As a result, social comparisons with other people are a component of one's vicarious experience.
- These comparisons serve as powerful referents in the development of competence self-perceptions (Schunk, 1983). Simply put, observing the successes of such models contributes to the observers' beliefs about their own capabilities (**If they can do it, so can I**!). Significant role models in one's life can assist instill self-beliefs that influence one's life's course and direction.
- Recently, there has been a lot of interest in collaborative training strategies that exploit the characteristics of small group interaction to assist the learning process. *Collaborative training methods have been found to give vicarious learning possibilities that can replace hands-on mastery experiences*, for instance the usage of dyads or triads to increase learning through peer interaction (Shebilske, Gawlick, & Gluck, 1998). Within this frame, a short collaborative work will be performed in the next task.

TASK 1 (in pairs) - Vicarious Learning

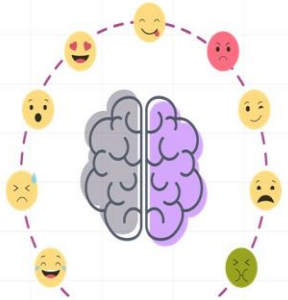
In this task, we will practice over some teaching tasks **in pairs**. To achieve the task, we will design a plan on the specific task.

- **First**, choose one of the listed specific tasks *OR* **create your own teaching task**.
- **Second**, share your workload equally in pairs (which part of the lesson plan will be designed by whom).
- When you decide your own part, briefly write down the steps and mentally rehearse the process.
- **Third,** share your own part with your partner and discuss on the plan.
- **Finally,** reflect on what you would differently from your partner to achieve the task and what you have learnt from your partner (This final part of reflection will be shared on Edmodo as **an assignment**).

- Here are the specific teaching task:
- Using communicative tasks to develop speaking skills
- Enhancing learners' motivation through creative use of materials
- Helping learners overcome difficulties in speaking
- Mentoring learners to become more reflective learners
- Supporting low achievers through groupwork activities

NOTE: The lesson plan will **not** be implemented, but only to be designed and discussed.

3. Physiological and emotional states



- **Physiological and emotional states** such as anxiety, stress, and mood states also provide information about efficacy beliefs. People can gauge their degree of confidence by the emotional state they experience as they contemplate an action.
- Strong emotional reactions to a task provide cues about the anticipated success or failure of the outcome. When they experience negative thoughts and fears about their capabilities, these affective reactions can lower self-efficacy perceptions and trigger additional stress and agitation that help ensure the inadequate performance they fear.
- One way to raise self-efficacy beliefs is to improve physical and emotional well-being and reduce negative emotional states. As individuals have the capability to alter their own thinking and feeling, enhanced self-efficacy beliefs can, in turn, powerfully influence the physiological states themselves.

4. Social Persuasion

- Individuals also create and develop self-efficacy beliefs as a result of the **social persuasions** they receive from others. These persuasions can involve exposure to the verbal judgments that others provide. Persuaders play an important part in the development of an individual's self beliefs.
- However, social persuasions should not be confused with thoughtless praise or empty inspirational lectures. Effective persuaders must cultivate people's beliefs in their capabilities while simultaneously ensuring that the envisioned success is attainable. Just as positive persuasions may work to encourage and empower self-efficacy beliefs, negative persuasions can work to defeat and weaken the same.

Task 2: Imaginal Experiences/Visualization

- Listen to the audio (or read the text in the next slide) and imagine yourself as a very successful and well-known teacher in the future.
- Follow the instructions provided in the audio (or in the text). Read the explanation on the task. Write a short paragraph about your imaginary life story.
- Share this piece of writing with the researcher.
- Post this writing for others so they can provide you with feedback on your effort *to solve the problems you encounter in your imaginary self and the steps you take to achieve.*
- Provide effort-feedback on your group member's story at the end.

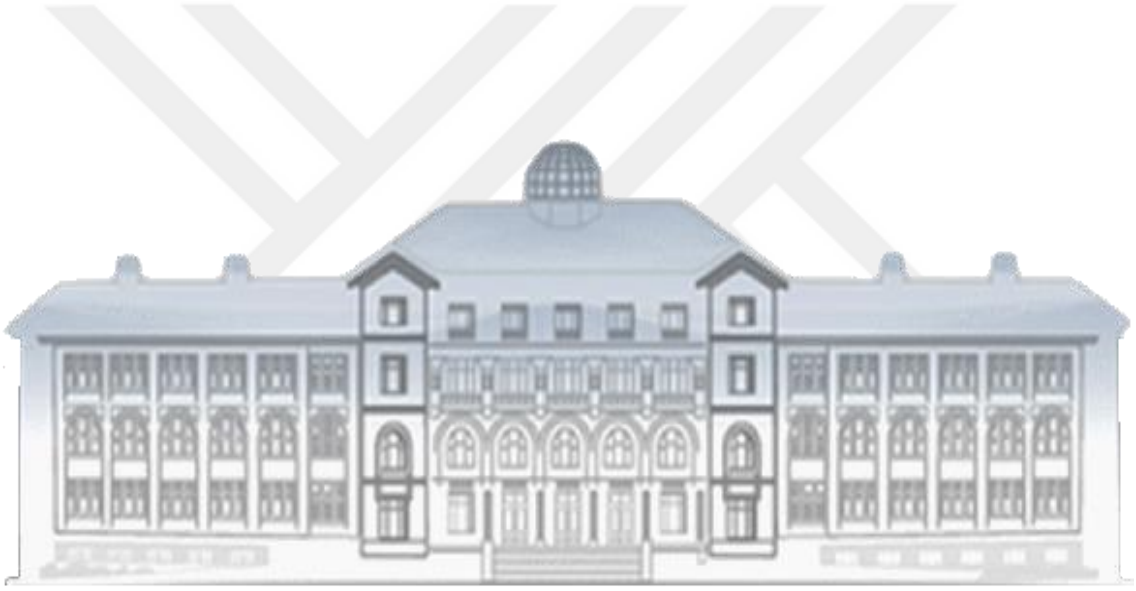
Task 2: Imaginal Experiences/Visualization

- « *Please close your eyes and focus on my voice. Now it is time imagine our future self. Imagine yourself 20 years from now. You are a very successful and world-famous teacher. You have written books on language learning and teaching, you have given TedTalks for foreign language teachers. You are exactly where you want to be in your life and you are very happy with this success. You have reached your ideal self, the person you want to be. You've been able to do the things you've always dreamed of. Your loved ones are proud of you. Everyone appreciates you. Now feel the peace of having accomplished your goals up to that point and be proud of yourself. Now imagine at this time in your life a journalist comes to visit you and wants to interview you about your life story. So you have to go back in time and tell your success story.*»
- Now write about your future self and how you overcome the difficulties you have encountered in your dreams. Write your imaginary life stories as a short paragraph about you and goals you achieved.

NOTE: When you share your imaginary life story, please provide effort-feedback on your group member's story.

References

- Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of social and clinical psychology*, 4(3), 359-373.
- Bandura, A. (1997). Exercise of personal and collective efficacy in changing societies. In A Bandura (Ed.), *Self-efficacy in changing societies* (pp. 1 – 45). Cambridge: Cambridge University.



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