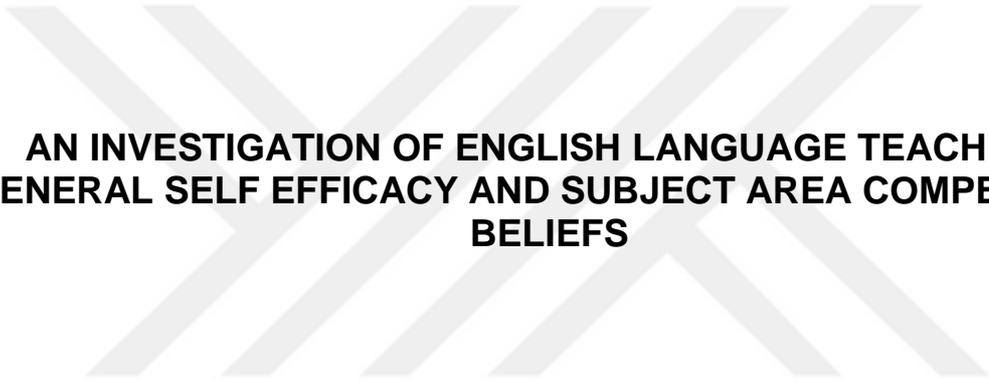


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AMASYA UNIVERSITY  
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**AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS'  
GENERAL SELF EFFICACY AND SUBJECT AREA COMPETENCY  
BELIEFS**

**Master of Arts Thesis**

**NAGİHAN ÖZLÜ**

**AMASYA  
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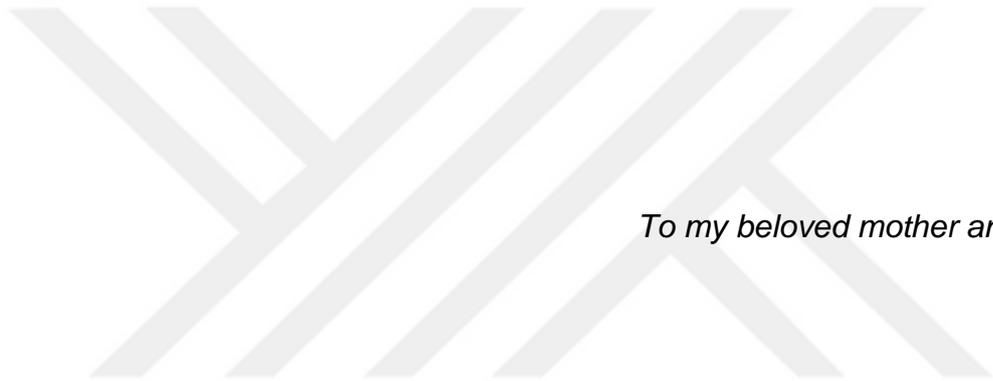
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**İNGİLİZCE ÖĞRETMENLERİNİN GENEL ÖZ YETERLİK VE ÖZEL  
ALAN YETERLİK İNANÇLARININ İNCELENMESİ**

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**Tez Danışmanı  
Dr. Öğr. Üyesi Ayfer SU BERGİL**

**AMASYA – 2022**



*To my beloved mother and father...*

## ETİK BEYAN

Tezimin içerdiği yenilik ve sonuçları başka bir yerden almadığımı ve bu tezi Amasya Üniversitesi Sosyal Bilimler Enstitüsünden başka bir bilim kuruluşuna akademik gaye ve unvan almak amacıyla vermediğimi; tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yapıldığını, bu tezde sunduğum çalışmanın özgün olduğunu bildirir, aksinin ortaya çıkması durumunda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 09/08/2022

**Nagihan ÖZLÜ**

## TEZ ONAY SAYFASI

Nagihan ÖZLÜ tarafından hazırlanan An Investigation of English Language Teachers' General Self Efficacy and Subject Area Competency Beliefs (İngilizce Öğretmenlerinin Genel Öz Yeterlik ve Özel Alan Yeterlik İnançlarının İncelenmesi) başlıklı bu çalışma 09.08.2022 tarihinde yapılan savunma sınavı sonucunda jürimiz tarafından Amasya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı'nda Yüksek Lisans Tezi olarak **oy birliği** ile başarılı bulunarak kabul edilmiştir.

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## ONAY

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylarım. \_\_ / \_\_ / 2022

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## **ABSTRACT**

### **AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS' GENERAL SELF EFFICACY AND SUBJECT AREA COMPETENCY BELIEFS**

Nagihan ÖZLÜ

Amasya University, Institute of Social Sciences

Department of Foreign Language Education, M.A., August/2022

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The quality of each element that makes up the educational system, such as teachers, students, parents, educational programs, and environment have direct impact on the quality of education. The most crucial factors that affect the product's quality in this system are the teachers' stance and their competencies. Teachers' self-perceptions, perceptions of others, and their reactions to events and situations, are as effective on students as the learning objectives they set. Teachers with self-efficacy beliefs are very effective in forming desired student behaviour and for optimal teaching.

This study aimed to determine the relationship between general self-efficacy beliefs and subject area competency beliefs of English language teachers. Also, it aimed to examine the level of their general and subject area self-efficacy belief levels regarding some demographic features such as gender, years of teaching experience, school type, school level, academic degree and graduated faculty and department. The research sample consisted of 203 English language teachers working at state and private schools in the central district of Amasya. The data was collected through two scales: General Self -Efficacy Scale (GSES) and English Language Teacher Subject Area Competency Scale (ELTSACS). ELTSACS was designed to assess English language teachers' subject area competency beliefs on three bases, efficacy for supporting language skills, efficacy for evaluation and assessment and efficacy for arranging educational setting.

The study revealed that English language teachers had high general self-efficacy beliefs and subject area competency beliefs. The years of teaching experience variable was proven to be an important factor that caused significant differences in English language teachers' subject area competency beliefs. Also, the current study concluded that English language teachers had the highest efficacy belief scores in Supporting Language Skills sub-

dimension. Lastly, a significant positive relationship between English language teachers' general self-efficacy beliefs and their subject area competency beliefs was found.

**Keywords:** General self-efficacy belief, Subject area competency, English language teacher self-efficacy belief



## ÖZET

### İNGİLİZCE ÖĞRETMENLERİNİN GENEL ÖZ YETERLİK VE ÖZEL ALAN YETERLİK İNANÇLARININ İNCELENMESİ

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Kaliteli bir eğitim, sistemi oluşturan öğretmen, öğrenci, veli, eğitim programı, çevre gibi her bir öğenin niteliğiyle doğrudan ilişkilidir. Öğretmenin sistem içindeki duruşu ve sahip olduğu yeterlilikler ortaya çıkacak ürünün niteliğini belirleyen en önemli faktörlerdir. Öğretmenlerin öz benliklerini algılayışları, olaylara, durumlara yaklaşımları ve bakış açıları, sundukları öğrenim hedefleri kadar öğrenciler üzerinde etkilidir. Kendine güvenen ve bu durumu öğrencilerine hissettiren öğretmenlerin istedikleri bilgiyi ve davranışı öğrencilere kazandırmaktaki etkinlikleri oldukça yüksektir. Bu bağlamda, hem genel öz-yeterlik inancına hem de özel alan yeterliliği inancına sahip öğretmenlerin varlığı eğitim sisteminin kalitesini artıran en etkili unsurdur.

Bu çalışmanın amacı, cinsiyet, deneyim yılı, çalışılan okul türü, okul düzeyi, mezuniyet derecesi, mezun olunan fakülte ve bölümün İngilizce öğretmenlerinin genel ve mesleki öz-yeterlik seviyelerini yordama gücünü belirlemektir. Çalışmada, öğretmenlerin özel alan öz-yeterlik inançları, dil becerileri destekleme yeterliliği, ölçme değerlendirme yeterliği ve öğrenme öğretme ortamı düzenleme yeterliliği alt boyutları ile değerlendirilmiştir. Ayrıca İngilizce öğretmenlerinin genel öz-yeterlik inançları ile özel alan yeterlik inançları arasındaki ilişkiye bakılmıştır. Çalışmaya Amasya ilinde ilköğretim ve ortaöğretim okullarında çalışan 203 İngilizce öğretmeni katılmıştır. Çalışmada veri toplamak amacı ile Genel Yetkinlik İnancı Ölçeği ve İngilizce Öğretmeni Özel Alan Yeterliği Ölçeği kullanılmıştır.

Çalışmanın sonucunda İngilizce öğretmenlerinin hem genel hem de alanlarında öz-yeterlik inançlarının yüksek olduğu görülmüştür. İncelenen değişkenler içinde sahip olunan deneyim yılının istatistiksel olarak anlamlı farklılığa sebep olduğu, diğer değişkenlerin böyle bir farklılığa sebep olmadığı anlaşılmıştır. Ayrıca İngilizce öğretmenlerinin kendilerini en çok dil becerilerini destekleme alt boyutunda yetkin gördükleri ortaya çıkmıştır. Son olarak

İngilizce öğretmenlerin genel öz-yeterlik inançları ve özel alan yeterlik inançları arasında olumlu bir ilişkinin olduğu tespit edilmiştir.

**Anahtar Kelimeler:** Genel öz-yeterlik inancı, Özel alan yeterliği, İngilizce öğretmeni öz-yeterlik inancı



## FOREWORD

This thesis has occurred as a result of a challenging process with the support of people who were with me through all writing process.

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## LIST OF ABBREVIATIONS

ASPC:	Assessment, Selection, and Placement Center
CoHE:	The Council of Higher Education
EFL:	English as Foreign Language
ELT:	English Language Teaching
ELTSACS:	English Language Teacher Subject Area Competency Scale
EAES:	Efficacy for Arranging Educational Setting
EEA:	Efficacy for Evaluation and Assessment
ESLS:	Efficacy for Supporting Language Skills
GSE:	General Self Efficacy
GSES:	General Self Efficacy Scale
MoNE:	Ministry of National Education

# CHAPTER I

## 1. INTRODUCTION

This section consists of background, purpose, significance, research questions, assumptions and limitations of the current study.

### 1.1. Background of the Study

Human behaviours have always been an important object of interest for researchers to explain numerous questions in the fields of psychology and education. There are different theories to shed light on the nature of learning and human behaviours. For example, Skinner, who is the proponent of Behaviourist Theory, defines learning as a process of conditioning with the effects of stimulus, reward, and punishment (Brigham, 1980). The theory says all the behaviours are under the control of the environment and people are passive recipients of environmental factors. As a counterargument to Skinner's (1953) Behaviourist Theory, Social Cognitive Theory fills out learning with thinking and reasoning abilities. Social Cognitive Theory, propounded by Albert Bandura, is one of the epoch-making theories scrutinizing mechanisms of behaviour formation through a self-system with the capability to control emotions, thoughts, actions, and motivation. It presents human behaviours as products of social interactions among others, between self and others, also self and the environment (Bandura 1989). From this point of view, human behaviours are defined as triadic, dynamic, and reciprocal. They both affect the personal features and social environment and are affected by them.

In Social Cognitive Theory, Bandura (1989) emphasizes that people's way of judging their own capabilities is the most effective and pervasive factor shaping their lives. Namely, what people think about their abilities and their efforts is highly effective on their further behaviours. This is exactly what concept of self-efficacy stands for. Self-efficacy belief refers to belief in one's own abilities to regulate and realize the courses of action necessary for a decision (Tschannen-Moran & Woolfolk-Hoy, 2001). Thus, it is quite apparent that people's self-efficacy beliefs are highly influential over their success, motivation, learning and teaching performances (Schunk & Pajares, 2009). The effects of self-efficacy belief in learning and teaching have been one of the interests in teacher and education studies.

Teacher self-efficacy basically means teachers' self-perceptions about their competency to engage students in learning, manage their classrooms appropriately, and use effective teaching strategies (Tschannen-Moran & Woolfolk-Hoy, 2001). In that case, a language teacher's self-efficacy belief is expected to be a significant determinant to identify the language teaching effectiveness. No doubt, in a school system, teacher is one of the most crucial elements and a language teacher should arouse enthusiasm to learn a new language, set a suitable atmosphere for teaching and learning and use appropriate techniques and methods to trigger students' motivation. Despite the beneficial effects of trainings on teachers' cognition, they mostly ignore teachers' beliefs in themselves, which is the primary source of motivation (Borg, 2003). This means that investigation of English language teachers' self-efficacy beliefs is very important to understand what their conceptions about teaching and learning are, how efficacious the teacher training programs are, and what is required to improve English language teaching issues.

## **1.2. Purpose of the Study**

The purpose of this study is investigating general self-efficacy beliefs and subject area competency beliefs of English language teachers and the relationship between these two efficacy beliefs. Searching for the efficacy belief levels of English language teachers, this study investigates whether gender, years of experience, school type, graduate degree, graduated faculty and department cause any significant differences in general self-efficacy and subject area competency beliefs of English language teachers.

## **1.3. Research Questions**

- A. What are English language teachers subject area competency belief levels?
  - i. Do English language teachers' subject area competency belief levels differ regarding their gender?
  - ii. Do English language teachers' subject area competency belief levels differ regarding their teaching experience?
  - iii. Do English language teachers' subject area competency belief levels differ regarding the school type?
  - iv. Do English language teachers' subject area competency belief levels differ regarding school level?

- v. Do English language teachers' subject area competency belief levels differ regarding their academic degree?
  - vi. Do English language teachers' subject area competency belief levels differ regarding the faculty and department they graduated from?
- B. What are English language teachers' general self-efficacy belief levels?
- i. Do English language teachers' general self-efficacy belief levels differ regarding their gender?
  - ii. Do English language teachers' general self-efficacy belief levels differ regarding their teaching experience?
  - iii. Do English language teachers' general self-efficacy belief levels differ regarding the school type?
  - iv. Do English language teachers' general self-efficacy belief levels differ regarding school level?
  - v. Do English language teachers' general self-efficacy belief levels differ regarding their academic degree?
  - vi. Do English language teachers' general self-efficacy belief levels differ regarding the faculty and department they graduated from?
- C. Is there a significant relationship between English language teachers' general self-efficacy beliefs and their subject area competency beliefs?
- D. Do general self-efficacy beliefs of English language teachers predict their subject-area competency beliefs?

#### **1.4. Significance of the Study**

Teaching profession can neither be limited to specializing in a subject area nor defined as providing students with knowledge in a formal classroom setting. It goes far beyond conveying contextual information to students through teaching materials. Education consists of extremely complex processes that emotions play crucial roles for both students and teachers (Öztürk, 2011). For an effective teaching or learning, the person should be motivated and the most important source for motivation is the belief he or she has for their capabilities. Likewise, teaching a foreign language requires higher self-efficacy belief besides specializing in teaching a foreign language.

The current study is important as it aims to find out how much English language teachers feel efficacious both as a person and specifically as an English teacher. The main motive behind this study is research gap in general and subject area competency beliefs of English language teachers. Based on theoretical framework of Bandura's Social Cognitive Theory, and subject area competency framework for English course set by Ministry of National Education (MoNE), this study will examine English language teacher's self-efficacy and subject area competency belief levels. To accomplish this objective, the abovementioned questions will be studied and answered.

### **1.5. Assumptions and Limitations**

It is believed that the current research will significantly support the English language teachers' professional developments through both their pre-service and in-service periods by providing a deep insight into different factors which are aforementioned and suggests implications for further studies. Yet, there are some certain limitations as follows:

1. ELTSACS which is used to assess the subject area competencies of English language teachers determined by MoNE (OYEGM,2008) was applied to 203 English language teachers serving in central district of Amasya. The universe of the study is 352 English language teachers and the sample was calculated as 184. Therefore, the current study is limited with 203 English language teachers serving at primary, secondary, and high schools in central district of Amasya. The size of the sampling is enough for reliable data distribution, accessible, and economical for the current study but a larger sample size may give way for a more detailed study in the field of English language teaching.
2. Another limitation is that the study was performed in the 2021-2022 academic year in Covid-19 pandemic period, so the scales were applied in online format. Although, the researcher attempted to make a pilot study for an interview session following the applications of scales, the participants hesitated to make face to face interviews because of the pandemic. Thus, as the reliability and validity of the study would be affected negatively, the researcher gave up the idea of interviewing the teachers.
3. The current study is limited to the aspects of General Self-Efficacy Belief Scale and English Language Teacher Subject Area Competencies Scale. Therefore, it is subject to the shortcomings of these instruments.
4. The Turkish version of GSES was applied to gather data as it was assumed that the participants would answer the scale questions more enthusiastically as they would feel more competent in their mother tongue. The reliability of the scale was

determined by the researchers who adapted the scale and the researcher of the current study.

5. For the statistical analysis of the data differentiation, only the variables stated in the scale were taken into consideration.
6. The sample of the current study is not limited to just ELT graduates but also university graduates who have bachelors' degree from other majors related to English language.



## CHAPTER II

### 2. LITERATURE REVIEW

A person's ability to use their personal traits and competencies effectively is not as simple as learning something new or getting motivated to take new steps. At this point, the concept of self-efficacy which represents the self-belief in realization of what is in mind occurs as a vital component to accomplish a goal. It consists of some cognitive, emotional, social, and behavioral skills. In this part of the study, the theoretical framework of self-efficacy belief and some studies assessing self-efficacy beliefs of learners and teachers are presented.

#### 2.1. Social Cognitive Theory

Social Learning Theory is the basis of Social Cognitive Theory, and it was first introduced to fields of education and psychology by Albert Bandura to emphasize the notion that learning cannot be limited to a punishment or reward system, which is the tenet of behaviorist approach (Senemoğlu, 1997). Bandura (1989) gave a deeper insight into learning keynoting on agentic perspective to self-development and adaptation. Thus, he transformed his theory under the name of Social Cognitive Theory. He asserts that being an agent means affecting one's functioning and the environment on intention. From this viewpoint, it can be deduced that human beings have the features of self-organization, proactivity, self-regulation, and self-reflection. People are beyond being products of their lives; in fact, they are the pioneers of the life circumstances around them (Bandura, 2006). There is a reciprocal determination among behavior, environment, and personal factors consisting of certain biological, affective, and cognitive variables. Human actions, in light of Social Cognitive Theory, are the products of the interactions among personal, behavioral, and environmental factors (Bandura, 2006).

Intentionality is the major component of human agency. Individuals have intentions to plan their actions and strategies to realize these intentions (Lewis, 2001). The other important component of the theory is the temporal extension of agency through forethought which goes beyond organized plans for the future. Every human being sets some goals to actualize and predicts possible results of further actions to get motivated. As the future is

something corresponded mentally at present and an abstract notion, visualization of future will serve as a guideline and means of motivation for the desired behavior. Besides, planning and anticipating agents are the self-regulators of people's behaviors. Individuals internalize some standards and evaluate their actions through self-reactive impacts. People are both decision-makers of their actions and examiners of their functioning. By the activation of self-awareness, they represent their self-efficacy and realize their actions and thoughts. In case of necessity, they revise the circumstances and adjust them properly (Bandura, 1989).

Social system houses the transactions between the personal agency and socio-structural influences. People constitute some social systems for organizing, guiding and regulating their actions and the implementation of social systems imposes restrictions or supports for personal development. Social Cognitive Theory makes sense of this dynamic bi-directionality and refuses to disembodiment of personal agency and social structure in terms of human activities (Bandura, 2010).

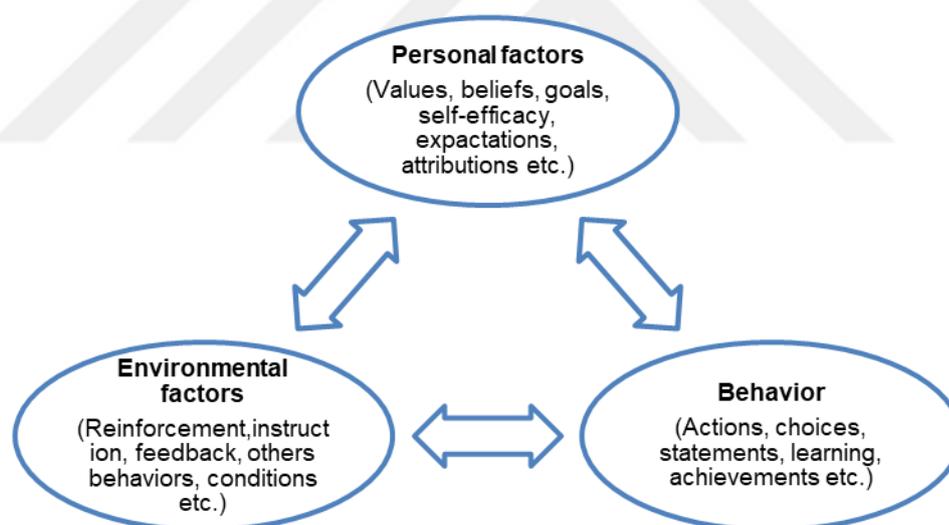


Figure 1. Bandura's Triadic Reciprocal Causation Model

Social Cognitive Theory unveils the nature of bidirectional reciprocal influences referring to five human capabilities; symbolization, forethought, vicarious learning, self-regulation, and self-reflection. Through these mechanisms, people can give start, regulate and carry on their behaviors. These capabilities shed light why people react differently in similar circumstances (En-Chong, 2004).

Symbolizing capability allows people to change, react, and get adapted to the environment surrounding them. Transformation of immediate visuals into innate cognitive models guides for further actions. It enables people to attribute meaning, shape, and duration to their previous experiences. Bandura (1997) expresses that symbols are the means of thought. In this way, people cumulate knowledge for their future actions. Also, symbolizing capability enables people to imitate the observed behavior. Human cognition stores all life experiences, thoughts, and emotions in a systematic way. The actions planned for future are first realized cognitively in a symbolic way at present.

Bandura (1997) argues that people use their forethought capabilities to regulate their future behaviors in addition to immediate reactions. Particularly, people set some goals for the near future, plan the process, and guess the possible consequences of their actions. Forethought enables individuals to start and pursuit their actions in line with their estimations.

Vicarious learning is the other capability that guides learning. Bandura (1989) emphasizes the roles of observation and imitation in the course of learning and states through vicarious learning capability, people learn by observing to get and collect rules for initiation and control of different behavioral patterns without taking risks. Vicarious learning is critical for human performance. When people learn from others' actions, they may have the chance to avoid possible undesired consequences. Observed behaviors are symbolized, coded, and stored in cognition to be used in the future. The process for vicarious learning consists of attention, retention, production, and motivation processes. First, individual should pay attention to behavior pattern which is intended to be acquired, and then it should be coded cognitively (Bandura, 1989).

The self-regulatory capability has a crucial function in Social Cognitive Theory, too. People do not behave according to others' expectations. Most of the actions are initiated and developed by inner mechanisms. Setting specific standards and behaviors incongruent with these standards operate in self-evaluative reactions. Even if there isn't any incongruity between the behavior and self-standards, people may set higher standards and organize their future actions to fulfill these standards (Bandura, 1989).

Self-reflective capability, in other words, self-reflective consciousness, allows people to think critically over their experiences and thoughts. People can get information about the environment and themselves by prompting their personal experiences. They are the agents of their actions. At the same time, they are the examiners of their functions (Bandura, 1989).

The capabilities mentioned above make up the notion of self-efficacy. Having self-efficacy belief is the foremost mechanism of cognition to control one's functioning and the factors in the environment. It regulates desires and enables the person to get control over the events. Additionally, self-efficacy belief is crucial for the proper operation of people's cognitive, motivational, affective, and decision-making mechanisms, which can either promote or hinder them for further steps. These processes determine to what extent people get motivated and endure the difficulties, and the way they cope with contretemps or stress (Bandura, 1989).

### **2.1.1. Self-Efficacy**

Self-efficacy stands for individuals' confidence in their abilities to act by their self-standards, and it refers to individuals' cognitive competency to execute a task (Dellinger et al., 2008). Namely, people who have different behavior standards set different personal goals and react in different ways towards the challenges and failures they have experienced. The notion of self-efficacy is the keystone of Social Cognitive Theory and crucial to perform a behavior. Although a person has the required symbols for the desired action and encodes it correctly, if they don't have enough self-efficacy belief, most probably, they cannot manage to fulfill their goals (Zimmerman, 1995).

Personal motivation, success, and relief all start with self-efficacy belief. Perceived self-efficacy serves as the mechanism for planning and carrying out the actions which are necessary to achieve specified goals. (Tschannen-Moran et al., 1998). If people have higher self-efficacy beliefs to realize their goals, they work more enthusiastically and are not distracted by the difficulties they face (Çapri & Çelikkaleli, 2008).

Lunenburg (2011) propounds that self-efficacy can be seen as a task-specific version of self-esteem. If someone feels competent during a task, the possibility of achievement will be high or vice versa. Self-efficacy is a means of forecasting. People behave in a way how they have a perception of their competence (Arseven, 2016). For example, if someone who has been employed with being the chairperson of a meeting about a specific content feels competent with his/her management skills and the topic, he or she will accomplish the task and get symbolic coding of the incident for further experiences. On the other hand, if he/she has a lower self-efficacy belief in his /her qualifications, stress will arise, and his/her attempts will fail. This failure may cause a long-term sense of inefficacy and further failures. While success increases self-efficacy level, stress and sense of failure decrease it. Self-efficacy belief at a moderate level is the substantial agent for motivation.

The term of self-efficacy is not a skill people have from birth, but it is how they perceive themselves in the course of task fulfilment. In this sense, Bandura (1989) differentiates efficacy expectancy and outcome expectancy. While perceived self-efficacy expectancy stands for the perception of efficacy during a performance, outcome expectancy stands for the people's judgements about the outcomes of this performance. Both of these expectancies lead the individual to get enthusiastic to start an action and complete a task. Yet, Bandura (1989) emphasizes that self-efficacy expectancy has a greater impact on the desired result. People with high self-efficacy expectancy are determined and enthusiastic to fulfil a duty and get success.

People's thoughts, feelings, motivation, and responses are affected by their self-efficacy beliefs. High self-efficacy belief brings along success and satisfaction. While people with high self-efficacy beliefs tend to perform more efficiently to accomplish harder tasks, people with lower self-efficacy beliefs exaggerate situations and it is harder for them to take a further step (Schunk, 1989).

The features of individuals with high and low self-efficacy beliefs are listed below (Bandura, 1997).

#### People with high self-efficacy beliefs

- persist trying hard when they face with challenging situations. They take them as a challenge to overcome rather than a threat.
- set challenging goals and take action with strong commitment to achieve these goals.
- in the face of failure, do not quickly give up; instead, they intensify their efforts to battle on.
- believe that their lack of knowledge, skills or insufficient effort is the reason for failure.
- have a viewpoint that everything can be taken under control, even the threatening situations.
- maximize their emotional well-being, boost their personal accomplishments, and reduce their stress through their perspective.

#### People with low self-efficacy beliefs

- avoid taking responsibility for difficult tasks as they don't know their capabilities and abilities well enough.
- do not attempt to achieve their goals with enthusiasm.

- use the barriers or their personal situations as an excuse rather than focusing to perform successfully when they face challenging tasks.
- tend to give up immediately when they face difficulties.
- believe that their perceived shortcomings are the cause of this problem after failures or setbacks, it takes them a long time to make up for it.
- go into stress very quickly and as a result, negative results occur.

Four primary sources contribute to the development of self-efficacy beliefs. These are verbal persuasion, mastery performances, vicarious experiences, and psychological and emotional states (Bandura, 1989).

### 2.1.2. Sources of Self Efficacy

Experiences are the major influential agents contributing to the self-efficacy belief. Bandura (1989) identifies the categories of experiences that define efficacy belief in Figure 2. Though all the past experiences influence self-efficacy beliefs in some way, it should be underlined that the real impact of personal feelings related to experiences has a stronger effect on developing self-efficacy belief than vicarious ones.

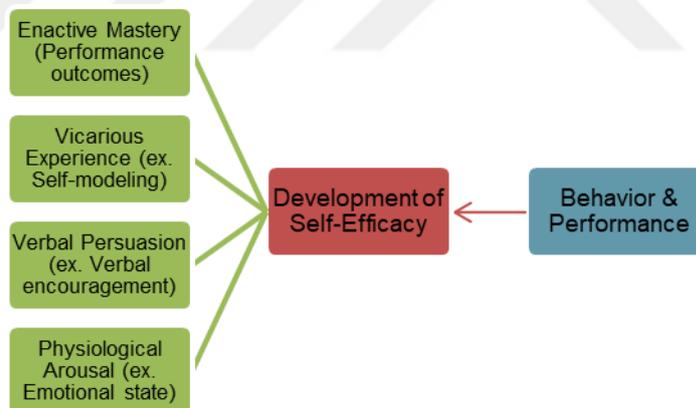


Figure 2. Sources of Self Efficacy in Social Cognitive Theory (Bandura,2006).

#### 2.1.2.1. Mastery Experiences

Successfully completed task experiences are the most important references for a moderate self-efficacy belief level. This is because mastery experiences provide authentic personal performance information and more satisfying and reliable judgements about self-efficacy beliefs. While successful experiences contribute to high self-efficacy beliefs of people, unsuccessful attempts, especially if they are successive and occur at the very early

session of the action, may decrease self-efficacy expectancies. Previous experiences resulting in success will guide and motivate the person for further attempts and increase their self-efficacy expectancies. Yet, if the source of the success is considered luck or other people's supports, self-efficacy may not be strengthened (Bandura, 1989; Pintrich & Groot, 1990).

#### **2.1.2.2. Vicarious Experiences**

Even though they are not as effective as mastery experiences, vicarious experiences are also very influential sources to develop self-efficacy beliefs (Bandura, 1989). The experiences gained in social contexts through observations can cause the observers to have low or high self-efficacy belief levels. People get ideas about their self-efficacy by observing other people's lives and deducing from their experiences. Witnessing others' successful attempts and not failing in performances increase the expectations for their own success if they work and be patient enough. Especially the ones who exhibit similar characteristics to the observer will be a good source for high level self-efficacy belief through their experiences. As the unsuccessful attempts of others will cause an adverse effect, the observed person should be competent enough. Stajkovic and Luthans (1998) state that the observed model should be seen apparently by the observer for a strong self-efficacy effect. That is to say, if the person modelling for a task in a social context is far away, their impact on the self-efficacy of the observer will be weaker.

#### **2.1.2.3. Social Persuasion**

Social persuasion is another key source for self-efficacy belief, and it refers to comments of others on personal performances. The expressions directed by others on performances encourage or discourage the individual to perform a new behavior (Bandura, 1989). Social persuasion aims to enhance self-efficacy belief through appraisals rather than increasing the level of ability or skill. For example, if teachers express their expectancy from their students and state that they can achieve the targeted behavior as they have the capability to accomplish the task, students will try hard to complete the task. On the contrary, when teachers hesitate about their students' abilities and they question their skills, students will also question their abilities and they will fail. Social persuasion in an educational setting consists of teachers' interactions with each other and students and encouraging feedbacks and motivational talks (Schunk, 1991).

#### 2.1.2.4. Physiological and Emotional States

Physiological and emotional states play crucial roles to form self-efficacy belief. They are crucial as emotional activations can be seen as signs of vulnerability and dysfunction. A person who experiences extreme fear, worry, or stress won't have a moderate level of self-efficacy belief. Emotional states of people influence how they perceive their performances. During stressful moments people may misevaluate their performances or lack performing accurately (Bandura, 2006).

The efficacy belief is an important factor when a person encounter with a problem as it determines their way of coping with the problem and their persistence in overcoming the obstacles (Luszczynska et al., 2005). It is the belief about one's ability to tackle a difficult situation (Schwarzer & Jerusalem, 1995) and is one of the components of cognitive flexibility which refers to the variety of options an individual alters for different situations (Dennis & Vander, 2010). Bandura (2010) states that people with high self-efficacy beliefs have cognitive reasoning and can set flexible strategies and are effective in their environment. Through a considerable amount of studies (Maddux, 1995; Shwarzwer & Jerusalem, 1995; Tschannen-Moran et al., 1998; Yaman et al., 2013) high self-efficacy belief was associated with high success, integrating with the other members of the society and state of relief. Chen et al. (2000) emphasizes the strong and positive relationship between general self-efficacy and task-specific self-efficacy. In the light of foregoing studies, general self-efficacy has important effects on professional life and having the key role in schooling process, teachers' judgmental perceptions, attitudes, and how they behave in different situations affect the learning process and students' personal developments. Ashton and Webb (1982) state both general self-efficacy and teaching self-efficacy of teachers affect how much efficacious they are. While teaching self-efficacy refers to the ability to influence students' performances, their general self-efficacy refers to the teachers' self-perceptions for their capabilities to positively affect their students' learning and development (Ashton & Webb, 1982). Woolfolk and Hoy (1990) identify teaching self-efficacy as an outstanding component of teachers' efficacy, and also they underline personal self-efficacy as an additional dimension for teacher self-efficacy. They are both effective factors that lead students' success or failure. Parallel to abovementioned studies, Malinauskas (2017) attributes the teacher competency to combination of general self-efficacy, social self-efficacy and teacher self-efficacy. Teacher with high general self-efficacy are courageous enough to take more responsibilities for challenging situations and tend to have ingenuity, mental resilience and they are skillful at managing their environment. Similarly Khan et al. (2015) emphasizes the effect of general self-efficacy on teacher self-efficacy. They assert low self-esteem and low general self-

efficacy cause low teacher self-efficacy while high self-esteem and high general self-efficacy lead high teacher self-efficacy.

### **2.1.3. Teacher Self-Efficacy**

The sense of a teacher for himself or herself, particularly in the process of teaching and facilitating learning, is known as teacher self-efficacy (Tschannen-Moran et al., 1998). Human behaviors are mainly shaped through interactions of self-efficacy and production expectations. Teacher self-efficacy belief refers to identified individual teacher performances and it provides opportunities for evaluation and development of teacher behaviors. Social Cognitive Theory claims that teachers' decisions about the applications in classes influence directly how much they feel efficient in the school setting (Bandura, 2006). Upon Bandura's theory, teachers who feel highly efficient get organized more easily, have more powerful skills of teaching, enquiring, and explaining (Bandura, 2010). Teachers with strong efficacy belief in their teaching can provide appropriate learning and teaching environments easily (Tavil, 2014). Also, they can behave in a more humanistic way when a trouble occurs. On the other hand, teachers who have low self-efficacy beliefs exhibit stricter and more aggressive attitudes when it comes to concerns with classroom management. They feel nervous and under stress when students misbehave and get in trouble while maintaining students on task (Gist & Mitchell, 1992).

Gibson and Dembo (1984) define teacher self-efficacy belief as teachers' self-perceptions about their capabilities to motivate all the students to learn, even the ones who have difficulty in learning and ones who are least eager to learn. This is one of the most prevailing features of teachers whose students are successful indeed. Teachers who feel efficient are prone to motivate their students more, increase their enthusiasm and distract negative feelings in the environment. Teacher self-efficacy belief is a multidimensional process. It is related to how teachers socialize their educational backgrounds, their personal traits, school organization, and their interactions with parents and others (Şişman & Acat, 2003).

Tschannen-Moran et al., (1998) define teacher self-efficacy as an integrated and circular model. (Figure 3). They state sources of self-efficacy are the same with the sources for general self-efficacy identified by Bandura (1989) these sources are experience, vicarious experience, verbal persuasion, and physiological arousal (Tschannen-Moran et al., 1998). The main component of the model offered by Tschannen-Moran et al. (1998) is analysing the teaching task and teaching competence.

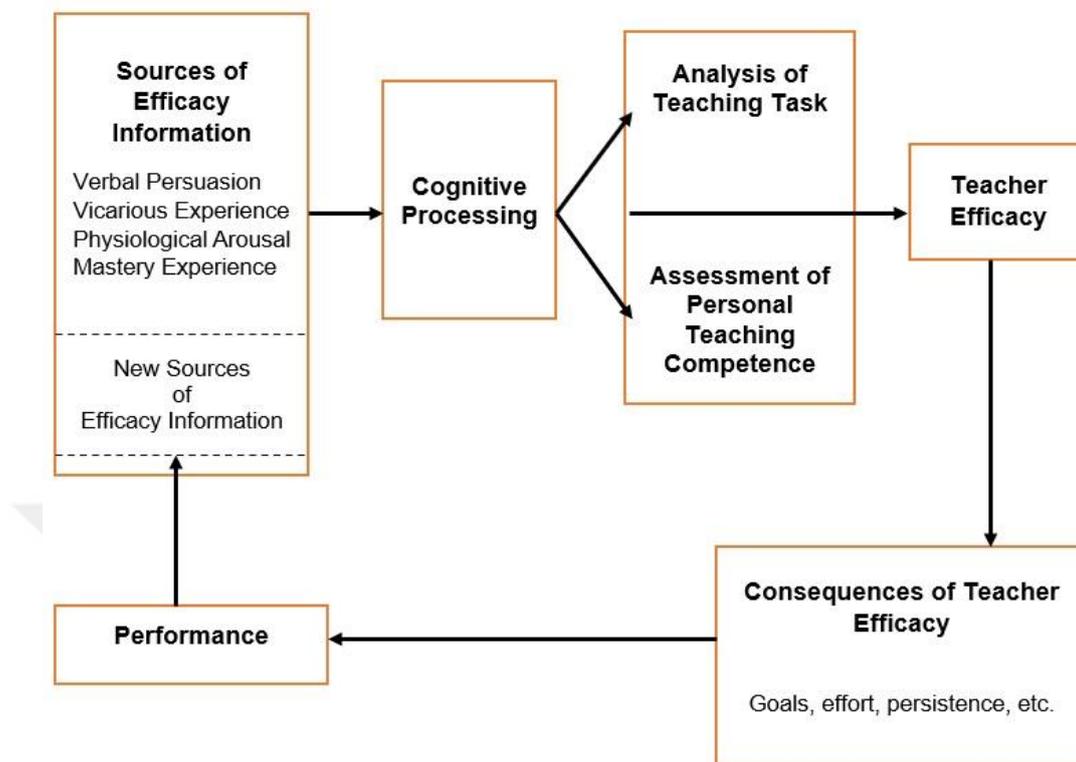


Figure 3. The Cyclical Nature of Teacher Efficacy

In this model, teacher self-efficacy belief goes parallel with Bandura's four sources for general efficacy belief, which are mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. Mastery experiences and emotional and physiological states are the most crucial sources of teacher self-efficacy belief. As the teachers engage in teaching activities, they gain experiences so-called enactive mastery experiences. By practicing teaching, they get ideas about their weaknesses and strengths related to classroom management, teaching techniques, proficiency in the subject area, student engagement and evaluation.

Emotional and physiological states of teachers affect their self-efficacy beliefs both in negative and positive ways. Physiological states like quick pulse and trembling hands may complicate the situation and hinder real performance whereas a heartbeat at a moderate rate may trigger attention and increase motivation (Tshannen-Moran et al., 1998).

Vicarious experiences give opportunities to teachers about teaching tasks and contexts by modeling. That is to say, they can observe others' performances and deduce from them. Conversations with successful teachers and observing them provide an appropriate model for a teacher who is in similar circumstances. Yet, if the observer thinks that he or she is less skillful or less competent with the subject area in a context in which

the model fails, his or her self-efficacy belief is affected by the model negatively (Tshannen-Moran et al., 1998).

Verbal persuasion gives teachers feedback for teaching settings, instructional methods, classroom management strategies, and their teaching performances. The sources of verbal persuasion are course books, workshops, colleagues, students and parents (Anderson 2012). Keeping the influential effects of these four information sources for teachers, Tshannen-Moran et al. (1998) assert the importance of teachers' cognitive processing and their interpretation skills cannot be denied or ignored.

Recently, teacher self-efficacy is valued as a key factor in creating a favorable school setting. A great many studies have shown that teacher self-efficacy belief affect significantly student performances in different subject areas (Alcı & Yüksel, 2012; Fernandez, 2008; Tschannen-Moran & Hoy, 2002). Creating an innovative atmosphere in classroom mostly depends on teachers' behaviors and their self-efficacy beliefs. Teachers with high self-efficacy beliefs promote student autonomy and they are self-confident enough to take responsibility for students with special needs. (Anderson 2012). Though students and their feelings, motivations and self-senses are crucial for teaching and learning process, teachers' stance also have prominent roles as they enter the classes with their own beliefs, thoughts, and feelings. They have the responsibility of implementing innovative settings (Güneş, 2011). Desired teacher qualification depends on certain standards and teacher competency is the most prevailing factor to ensure these standards.

#### **2.1.4. General Competencies for Teaching Profession**

Ministry of National Education (MoNE) in Turkey set the general competencies for teaching profession and published the first report in 2006. Based on the feedback and the arising needs, the report was updated and published again in 2017. General Competencies for Teaching Profession report serves as a framework for teacher training programmers and for stakeholders of education such as The Council of Higher Education (CoHE), the Assessment, Selection, and Placement Center (ASPC), universities, and MoNE. It guides teachers both in their personal and professional lives.

The first meetings for defining the competencies were organized in Ankara in 2004 with the participations of several academicians from different universities, education program development experts from different countries, and the board members. The competencies reports of 5 different countries (England, United States of America, the Seychelles, Australia, and Ireland) were examined by the participants and identified a common framework for the terminology and the concepts. At the end of this seminar, the

general competencies of the teaching profession were defined as main competencies, related competencies for each main competency were defined as sub-competences, and performance indicators for sub-competencies were identified (MEB, 2008).

The second meeting related to the competencies for teaching profession was held in Ankara in 2004 again with a larger participant group. Besides the first group members, 120 teachers, 25 academicians, 18 primary school supervisors, 6 assessment and evaluation experts, a group of MoNE central organization delegates, education union representatives attended to this charrette, and defined main competencies, sub-competencies and performance indicators. For the next step, the General Competencies for Teaching Profession survey was developed in order to determine whether teacher competencies were reliable, valid, applicable, and developable on a scientific basis. It was applied to a large group of teachers, administrators, lecturers, senior students, supervisors, and education unions' representatives.

According to the results and need analysis after the application of the survey, the framework was readjusted, and competencies were set in order to;

- develop in-service teacher training programs
- develop pre-service teacher training programs
- select teachers
- assess teacher performance and success
- support professional personal developments of teachers (MEB, 2008).

Finally, general competences for teaching profession framework were constituted with 6 main competencies, 31 sub-competencies and 233 performance indicators and published with the approval of Board of Education in Journal of Communiques no. 2590 in 2006. Identified competencies are common for all subject areas (MEB, 2008).

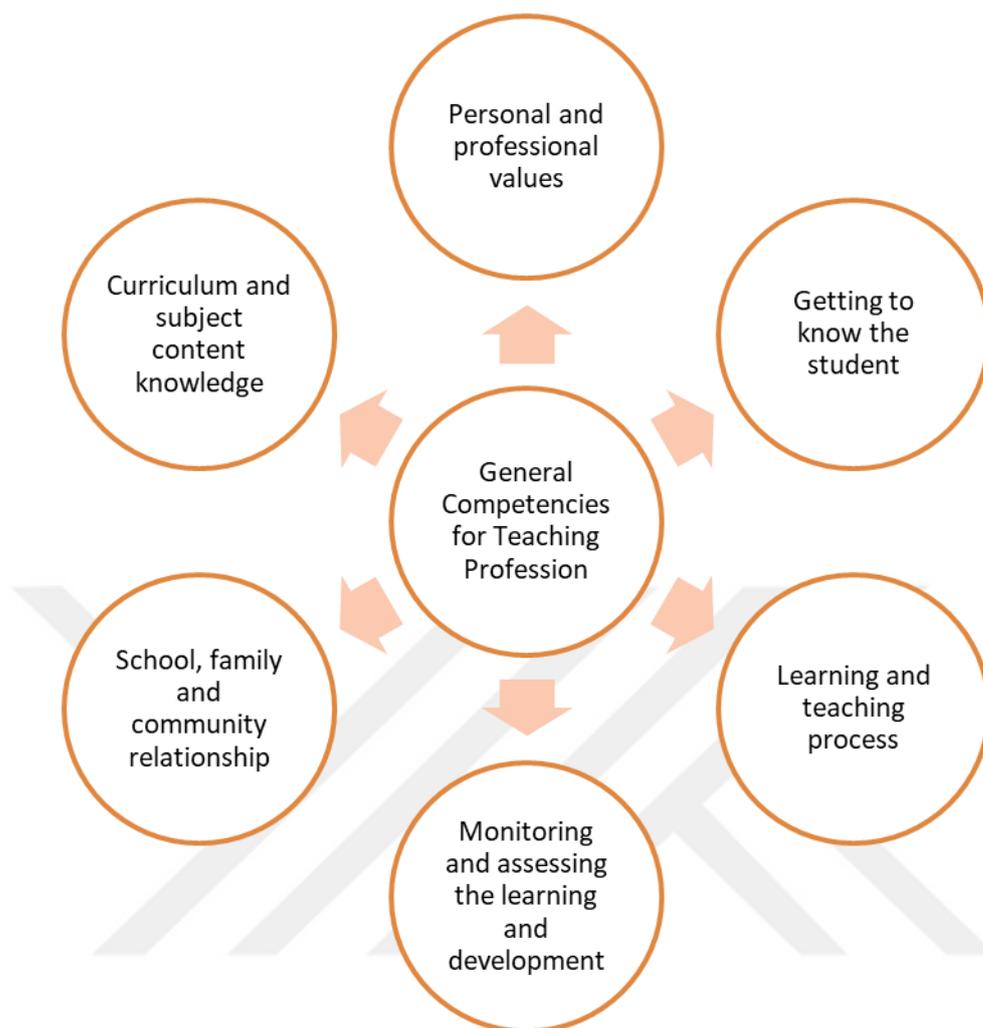


Figure 4. General Competencies for Teaching Profession

#### 2.1.4.1. Personal and Professional Values

Teachers recognize students' identities and value them as individuals. They endeavor for the optimum teaching and student development paying attention to individual differences and students' concerns and attitudes. They become role models for desired behaviors for their students. They make use of other teachers' successful experiences. They are open to interpretations and innovations, and effort for self-assessment and self-development. They play active roles for development of the institute they work for. They act upon the laws and regulations.

Sub-competencies:

A1- To value, understand, respect students

A2- To believe that students are able to learn and success

A3- To pay attention to national and universal values

A4- To do self-evaluation

A5- To increase personal development

A6- To follow and contribute to the professional developments

A7- To contribute to the school culture

A8- To know the professional laws and legislations and act upon them

#### **2.1.4.2. Getting to Know the Students**

Teachers know their students' personal traits, attitudes, concerns, and needs. They have the information about their families. They have ideas about their socio-cultural backgrounds and financial situations.

Sub-competencies:

B1- To know the developmental stages

B2- To pay attention to the students' needs and concerns

B3- To value the students

4B- To guide the students

#### **2.1.4.3. Learning and Teaching Process**

Teachers plan, put in practice, and manage learning and teaching processes. They make their students take part actively in these processes.

Sub-competencies:

C1- To plan the lessons

C2- To develop materials

C3- To arrange educational setting

C4- To organize extracurricular activities

C5- To diversify teaching methods and techniques according to individual differences

C6- To manage time appropriately

C7- To manage behaviors

#### **2.1.4.4. Monitoring and Assessing the Learning and Development**

Teachers evaluate the students' progress and learning. They support their students to evaluate themselves and other students. They utilize measurement results for further teachings. They share the results with students, parents, administrators and other teachers.

Sub-competencies:

- D1- To determine measurement and evaluation methods and techniques
- D2- To measure students' learning using the varied measurement techniques
- D3- To analyze and interpret data, and provide feedback
- D4- To review teaching-learning process upon the results

#### **2.1.4.5. School, Family, and Community Relationship**

Teachers recognize financial, natural and socio-cultural features of the school environment. They promote the collaboration of families and school in terms of educational processes.

Sub-competencies:

- E1- To get familiar with the environment
- E2- To make use of environmental sources
- E3- To make the schools cultural centres
- E4- To know the families and develop a balanced relationship with them
- E5- To promote parental involvement in education and collaborate with them

#### **2.1.4.6. Curriculum and Subject Content Knowledge**

Teachers know the fundamental principles and values of Turkish National Education and have the required subject content knowledge. They apply appropriate methods and techniques to realize objectives of their fields.

Sub-competencies:

- F1- To know the basic principles and aims of Turkish National Education

F2- To have subject content knowledge and application skills

F3-To follow, assess and develop subject content programs

### **2.1.5. Studies on Teacher Self-Efficacy Belief and General Competencies for Teaching Profession**

Since the efficacy of teachers is linked to the success of students and educational initiatives, Bandura's concept of self-efficacy has long been a topic of investigation. Thus, researchers have investigated and discussed teacher self-efficacy associating it with various concepts such as teaching experience, classroom management, student engagement and student achievement, physiological satisfaction, subject area competency, pedagogical competency, career adaptability, etc. (Üstünbaş, 2020). Also, they have focused on the link between self-efficacy belief and both teacher and student achievements. Here are some sample studies searching for the effects of teacher self-efficacy. The following documents were scanned from 2002 till 2022 gathered through Council of Higher Education Thesis Center, ISI-Web of Science, Google Scholar. First, national studies were presented. Following the national studies international studies took place in this part.

Savran and Cakiroglu (2003) compared self-efficacy beliefs and classroom management beliefs of student-teachers studying science teaching at state elementary and primary schools departments. The sampling group was 412 senior students who studied science teaching at secondary schools and 234 senior students studying science teaching at primary schools. Science Teaching Efficacy Belief Scale and Attitudes and Beliefs on Classroom Control Scale were applied to the sampling group. The results showed that students studying science teaching at secondary schools had higher self-efficacy beliefs compared to ones studying science teaching at primary schools. In terms of attitudes and beliefs on classroom control, no meaningful difference was found between the scores of two groups.

Morgil et al., (2004) examined chemistry student-teachers' self-efficacy beliefs regarding gender, attitudes to chemistry, whether it was their choice to study in that department. 162 students studying at Gazi University participated in this study and two different scales were applied to them. The first scale was Chemistry Teaching Self-Efficacy Belief Scale and the second one was Attitude Scale to Chemistry. The research revealed that gender predicted the attitudes of participants to chemistry and they found a positive relationship between chemistry teachers' self-efficacy beliefs and their attitudes to

chemistry. Department choice variable made no significant difference in their self-efficacy beliefs. Male student-teachers had more positive attitudes towards chemistry than female student-teachers.

Çakıroğlu et al., (2005) compared science teaching self-efficacy beliefs of Turkish and American prospective science teachers. They used a scale consisting of two subscales. The first subscale examined their personal science teaching efficacy belief and the second one evaluated their science teaching outcome expectancies. It was found that American participants had higher science teaching self-efficacy beliefs than Turkish teacher participants but both groups had high teacher self-efficacy beliefs.

Önen and Öztuna (2005) searched the relationship between years of experience and self-efficacy beliefs of mathematics and science teachers. The participants were 32 science teachers and 24 mathematics teachers teaching in Kadıköy in İstanbul. They answered 25 itemed Self-Efficacy Belief Scale. It was concluded that teachers who had more teaching experience had higher self-efficacy beliefs. The participants were efficient in using techniques and methods, applications of instructional stages, and subject area knowledge. Yet, teachers attributed students' success to their success but they related the reasons for failure to other factors except for their performances. In other words, professional self-efficacy beliefs of teachers were higher and their general self-efficacy beliefs were lower.

Orhan (2005) studied the self-efficacy beliefs of prospective computer teachers. He focused on how proficient they were in computer use. Also, he searched for whether there was a positive relationship between self-efficacy belief levels of prospective teachers and their willingness to teach after graduation. The participants were given two scales. The first scale consisted of 32 items and aimed to assess their computer use self-efficacy beliefs and the second scale with 18 items measured their computer teaching self-efficacy beliefs. Findings revealed a positive relationship between their self-efficacy beliefs in computer use and teaching computer.

Uredi and Uredi (2006) studied the self-efficacy beliefs of prospective science teachers according to gender, grade, and academic degree variables. The study was carried out with 405 university students studying in Primary School Science Teaching Department at Marmara University. The participants answered the questions of Primary School Teaching Self-Efficacy Belief in Science Teaching Scale. The findings revealed that the self-efficacy beliefs of fourth-grade students were higher than third-grade students. Also, female students felt more efficacious in teaching science than male students. The researchers found out that students with high grades in Science Teaching 1 course had higher self-efficacy belief levels, too.

Cinkara (2009) carried out a study to search the self-efficacy beliefs of university students studying at Gaziantep University. The results showed that English language learners at School of Foreign Languages had high self-efficacy beliefs for learning a foreign language. Also, he concluded that there was a positive relationship between students' EFL self-efficacy beliefs and their course scores. Mastery experiences and social persuasion made important differences in students' English learning self-efficacy beliefs.

Özlük (2010) examined self-efficacy beliefs of Turkish language teachers. In order to obtain data, the researcher developed 5-point-Likert scale utilizing Subject Content Competencies Framework set by MoNE and conducted the study with 74 Turkish language and Literature teachers and 82 Turkish language teachers in Kırıkkale. According to the results of the study, Turkish language teachers had high level self-efficacy beliefs in their subject area. Gender, academic degree, department graduated and years of teaching experience didn't cause meaningful differences on self-efficacy belief levels of teachers.

Güneş (2011) looked for the self-efficacy beliefs of university students studying chemistry. He examined the participants' teacher self-efficacy beliefs based on some variables such as gender and class level. The study was conducted with 37 4<sup>th</sup> and 5<sup>th</sup> grade chemistry teaching student studying at Gazi University. The researcher constituted Chemistry Teacher Self-Efficacy Belief Scale utilizing Subject Content Competencies framework prepared by MoNE. According to the results, it was found that the participants felt efficacious in teaching chemistry. Gender caused no significant difference in self-efficacy beliefs of chemistry teachers while 5<sup>th</sup> grade students had higher self-efficacy beliefs than 4<sup>th</sup> grade students. Yet, the difference regarding class level was not significant.

One of the most crucial elements in fostering self-efficacy belief is motivation. Aşıcı (2016) found a positive relationship between motivation and self-efficacy beliefs of university students for learning a foreign language. Also, he discovered that female students had higher levels of motivation to learn English than male students.

One of the most known research studies on efficacy was the one conducted by Tschannen-Moran and Hoy (2002). The purpose of the study was to find out the sources of teacher self-efficacy belief. 255 participants who were students in two universities and teachers working at elementary and high schools in Ohio attended in this study. They looked for the sources of self-efficacy beliefs in these two groups and determined whether there was a statistically significant difference between the levels of self-efficacy beliefs of novice and experienced teachers. The findings indicated that mastery experiences and verbal persuasions were the main sources of self-efficacy belief for new teachers.

In a study conducted in China to examine the self-efficacy beliefs of 273 in-service and pre-service teachers, experience teachers were found to have higher self-efficacy beliefs, and the highest self-efficacy score was found for Teaching to Highly Able Learners sub-dimension and the lowest one was found for Classroom Management sub-dimension (Chan, 2008).

Another study done with 648 teachers in USA searched the impacts of socio-cultural factors as elements of social persuasion source. Verbal persuasion and vicarious experiences were found as the most important self-efficacy sources (Tschannen-Moran & Jhonson, 2011).

Working conditions have been an important subject for researchers to search for teacher self-efficacy belief. Devos et al., (2012) conducted a study with 110 teachers experiencing their first year in profession in Belgium. They found out that there was a positive relationship between mastery goals and school climate. Also, there was a positive relationship between teacher self-efficacy belief and state of relief.

According to Mojavezi and Tamiz (2012), student motivation and achievement are significantly correlated with teachers' beliefs in their own abilities. Teachers with higher self-efficacy perceptions said they could design innovative and motivating learning environments, but those with lower self-efficacy beliefs attributed their inadequacies on the pupils. These results support Bandura's (1989) hypothesis. Teachers who have high levels of self-efficacy belief help pupils think more critically and encourage them more successfully.

The study by Ghasemboland and Hashim (2013) propounded that there was a positive relationship between native speaker English language teachers' self-efficacy beliefs and four language skills. Also, the students got more motivated when they were taught by teachers who seemed more content with their language skills.

Knoblauch and Chase (2015) examined whether school setting was an important factor for teacher self-efficacy belief. They worked with 368 pre-service teachers in USA. The participants were prospective teachers who had worked at rural, suburban and urban schools. According to the results of this study, teachers working at urban and rural areas where they faced challenging situations had lower self-efficacy beliefs levels.

Clark and Newberry (2019) conducted a study on the sources of self-efficacy beliefs of teachers. They found out that all the sources of self-efficacy beliefs were effective, but the efficiency of these sources was lower than their expectations. Thus, they put forward that there were other factors affecting the self-efficacy beliefs of teachers.

A recent study to compare teacher self-efficacy belief in two countries was conducted in Finland and Japan by Yada et al. (2019). This quantitative study was done with a sample of 261 Japanese and 1123 Finnish teachers. According to the results of the study, the main source for self-efficacy belief was mastery experiences for both groups. It was found that there was a difference between two groups in terms of verbal persuasion source. Finnish teachers chose verbal persuasion as an effective source for their self-efficacy beliefs while it was not such an important source for Japanese teachers.

### **2.1.6. Subject Area Competencies**

Subject area competencies are defined as all the knowledge, skills and attitudes that are required for an effective and efficient teaching in specific subject content (MEB, 2008). Accomplishment of educational objectives is much related to efficacy and competency of the teacher who is the leading component of this process. When teachers feel efficacious enough in teaching, they can manage to appeal their students' motivation and pave way for further developments. Studies related to subject area competencies got start in 2004 and competencies for English language teaching were presented officially in 2008.

Competencies for subject area teaching aim the accomplishments of goals below:

- to contribute to the fulfilment of national education objectives
- to realize national cooperation and to share information effectively
- to create a system to enhance the quality by comparing and contrasting teacher performances
- to hold consistency in social expectations related to teaching profession
- to create a reliable and comprehensible source to support professional developments of teachers
- to constitute a common terminology to define and discuss teacher efficacies
- to promote teacher profession in the eyes of public by defining teachers' knowledge, skills, attitudes and values
- to open doors for students to learn more

In the light of purposes mentioned above, there are subject area competency frameworks specifically designed for fields such as:

- Turkish Language Teaching
- Primary School Teaching
- Preschool Teaching

- Mathematics Teaching
- Social Studies Teaching
- Music Teaching
- Foreign Language Teaching
- Science and Technology Teaching
- Technology and Design Teaching
- Physical Education Teaching
- Visual Arts Teaching
- Religion and Moral Education Teaching
- Visually Impaired Teaching
- Hearing Impaired Teaching
- Mental Disabled Teaching
- Information Technologies Teaching

Subject area competencies compose of main competencies, sub-competencies and performance indicators. Main competency covers the combination of skills, themes, concepts, and values associated to a subject area. Sub-competency is defined as status of having professional knowledge, skills, and attitudes to fulfil professional tasks and performance indicators are the observable and assessable behaviours to measure the targeted objectives and they are designed in three levels as A1, A2, A3.

Level A1: It includes the performance indicators that cover teacher awareness about applications and basic knowledge, skills and attitudes related to teaching profession.

Level A2: It includes the performance indicators showing that a teacher can fulfil programme objectives with his/her professional experiences, diversify the activities according to students' expectations and attitudes as well as his/her A1 level awareness and knowledge.

Level A3: It includes the performance indicators which are required for diversified practices of applications developed in level A2 by taking different variables of teaching (MEB,2008).

### **2.1.7. English Language Teacher Self Efficacy**

English language teaching is a crucial part of education and requires more attention and effort, especially in societies where language learners lack of foreign language exposure (Sarıçoban, 2010). It is a multidimensional process and based on different

domains such as psychology, sociology, and philology and requires teacher qualifications, especially in classroom management issues, applications of language teaching methods and techniques, interactions with students, and engaging students in classroom activities, and so on. Sarıçoban (2010) gives a general frame for an effective language teacher listing the responsibilities. An efficient English language teacher is able to

- motivate and prepare his students to learn
- plan his teaching according to the learners' physical and cognitive developments
- guess his students' conceptual levels and organize enjoyable activities for them
- enhance group and pair works in lessons
- support positive feedback
- pay attention to needs of learners and listen their expectations
- interact with his students efficiently and effectively
- apply various teaching techniques
- provide clear explanations, create a suitable atmosphere for questioning and discussing.

The social context and education philosophy of the society defines the roles, expectations and competencies of teachers (Şeker et al., 2005). Thus, the expectations from teachers differ from one country to another. MoNE in Turkey defined subject area competency of teachers as all domain-specific needs, skills and attitudes of teachers to fulfil the expectations. From this point of view, it can be deduced that as well as general efficacy beliefs of teachers, their subject area competency beliefs are also important for effective teaching (MEB, 2008).

### **2.1.8. Subject Area Competencies for English Language Teaching**

Subject area competencies for English language teachers consist of 5 main competencies, 26 sub-competencies and 158 performance indicators.

#### **2.1.8.1. Planning and Organizing Process of English Language Teaching**

It covers planning of English language teaching and learning process, preparing or adapting teaching materials, making use of sources.

Sub-competencies:

- A1. To plan English language teaching processes properly

- A2. To set suitable learning environment to teach English
- A3. To use suitable materials and resources to teach English
- A4. To use suitable methods and techniques to teach English
- A5. To use technological resources effectively in English teaching process

#### **2.1.8.2. Developing Language Skills**

It covers language learning and teaching theories, and teachers' competencies to prepare appropriate activities enhancing learners' language skills and taking learners' needs into account through planning.

Sub-competencies:

- B1. To help students develop effective language learning strategies
- B2. To support students to use English accurately and fluently
- B3. To develop learners' listening skills
- B4. To develop learners' speaking skills
- B5. To develop learners' reading skills
- B6. To develop learners' writing skills
- B7. To support learners with special needs to learn English

#### **2.1.8.3. Monitoring and Assessing Language Development**

It covers the applications used to monitor and assess learners' English language developments

Sub-competencies:

- C1. To identify objectives to assessment applications in English language teaching
- C2. To use assessment and evaluation instruments in English language teaching
- C3. To interpret the results of assessment and give feedback accordingly
- C4. To reflect assessment results into teaching process

#### **2.1.8.4. Cooperation with School Principle, Parents and the Society**

It covers the applications to support English language teaching processes through cooperation with parents, leadership in society, and enhancing the role of schools as cultural and conventional centers.

Sub-competencies:

- D1. To cooperate with parents to develop learners' language skills
- D2. To cooperate with relevant institutes and organizations to inculcate learners about the importance of learning English language
- D3. To encourage learners to attend celebrations and ceremonies actively
- D4. To organize occasions for national days
- D5. To cooperate with members of society to make schools cultural and conventional centers
- D6. To lead the society

#### **2.1.8.5. Professional Development in English Language Teaching**

It covers the applications of professional development of English language teachers

Sub-competencies:

- E1. To identify professional competencies
- E2. To contribute their professional and personal developments
- E3. To make use of scientific research methods and techniques to develop their competencies
- E4. To reflect the consequences of their research in professional development

The profession of teaching is a dynamic domain and requires constant and ongoing updating. Parallel to changes in the society and technology, expectations from teachers are changed and educational goals and objectives can only be realized through qualified and competent teachers. They play crucial roles to adapt the classroom and teaching setting according to innovations in the field. If the teachers have the basic competencies, they let their students get the success and develop themselves (Çapri & Çelikkaleli 2008)

### **2.1.9. Studies on English Language Teachers' Self-Efficacy Beliefs**

To accomplish language teaching objectives, English language teachers' self-efficacy beliefs and their stance within school context are primary factors. However, it is clear when the literature on the self-efficacy beliefs of teachers who teach a variety of academic disciplines scanned, it is seen that few research have attempted to look at the self-efficacy beliefs of English language teachers. Studies on the self-efficacy beliefs of English language teachers conducted in Turkey and abroad are chronically presented in this section. Data were gathered using documents from the Council of Higher Education Thesis Center, ISI-Web of Science, and Google Scholar.

Güven and Cakır (2005) studied ELT teachers' self-efficacy beliefs in Mersin. The sample of the study was 266 English language teachers who worked in state schools. Regarding age, years of experience, and gender variables, no significant differences between groups' self-efficacy belief levels were found. However, there were significant differences in their self-efficacy belief levels depending on the department graduated and in-service training variables.

Büyükduman (2006) investigated English language competency levels and teaching skills of candidate English language teachers. 1182 senior English language teaching students from 22 universities participated in the study. At the end of this study, it was discovered that the participants had higher self-efficacy beliefs in Classroom Management, Teaching Strategies, and Student Engagement sub-scales. Also, it was found that graduated high school variable didn't cause a significant difference in their self-efficacy beliefs in teaching English.

Aliş (2008) studied the relationship between the perceived self-efficacy beliefs and communicative language teaching states of preparatory school instructors at Yıldız Technical University. 48 of the instructors at the preparatory school were the participants of this qualitative study. He concluded, there were significant differences between reading and listening; reading, and writing; listening, and speaking; and speaking and writing skills according to the sub-dimensions of English Self-Efficacy Scale. The instructors had higher self-efficacy beliefs in reading and speaking while they had lower self-efficacy beliefs in writing and listening sub-dimensions. Also, it was concluded that there was a positive correlation between their attitudes towards the communicative language teaching sub-dimension and their self-efficacy beliefs in reading skills and the nature of peer-teacher correction sub-dimension.

Er (2009) investigated the predictors of pre-service teachers' self-efficacy beliefs in classroom management, instructional strategies and student engagement sub-scales in

terms of subject area knowledge, relationship with the guide teacher, attitude toward teaching, and high school graduation. The study was conducted with 179 senior students studying English teaching at universities in Ankara. She applied three different scales: Teachers' Sense of Self-Efficacy Scale, Relationship with Your Mentor Scale, and Students' Attitudes towards Teaching Profession Scale. The results of this study showed that teacher candidates' perceptions about their efficacy in instructional strategies were higher than their efficacy perceptions of classroom management. Other predictors of high self-efficacy beliefs were being content with the subject area and being graduated from teacher training high schools. Also, it was concluded that the relationship between mentor teacher and teacher candidate was only significant in student engagement sub-dimension.

Yüksel (2010) conducted a self-efficacy research with 114 English language teachers working at elementary schools in Turkey and searched for teacher self-efficacy belief in student engagement, competency in using teaching strategies, and competency in classroom management sub dimensions. Also, he looked for the effects of seniority and perceived language efficacy variables in his study. Both qualitative and quantitative research methods were applied to gather data. The results revealed that English language teachers had high level self-efficacy beliefs in all dimensions of the scale.

Baykara (2011) studied the relationship between teaching competency beliefs and metacognitive learning strategies of university students studying English language teaching. Also, she investigated the effects of gender and class level variables on their self-efficacy and metacognitive learning strategies. The sample group consisted of 172 students studying ELT at Muğla University. According to the results, English language teaching students had higher self-efficacy beliefs. While gender didn't cause a significant difference in their self-efficacy scores, class level caused a significant difference. The researcher found a significant relationship between self-efficacy beliefs of university students at English language teaching department and their metacognitive learning strategies.

Solar-Şekerci (2011) examined the effects of self-efficacy beliefs of English language teachers in their classroom management skills, instructional strategies, and student engagement skills. This sample group of the study consisted of 257 English language instructors working at preparatory schools of different universities in Turkey. In order to gather data, the researcher used three scales: Teacher Sense of Efficacy Scale, Self-Reported Proficiency Scale, and Language Teaching Methods Scale. The results revealed that university instructors had high level teacher self-efficacy beliefs in terms of classroom management skills. Years of experience also made a significant difference in the results.

Finally, he determined a positive correlation between participants' English competency, self-reported proficiency, and self-efficacy beliefs.

Demirtaş et al., (2011) studied pre-service teachers' self-efficacy beliefs and their attitudes toward the teaching profession. The participants of the study were 380 university students studying in different departments in the Faculty of Education at Inonu University. There was not a significant difference in their attitudes toward teaching profession according to gender and education program they attended. Students studying in English language teaching department had low level self-efficacy beliefs in classroom management and student engagement sub dimensions.

Kulekci (2011) investigated 353 prospective English language teachers' self-efficacy beliefs at Dokuz Eylül University. He examined their self-efficacy beliefs regarding gender, grade, perceived academic achievement, and choice of major variables. According to research results, participants had high level self-efficacy beliefs. No significant difference was found between self-efficacy beliefs of participants and their grade and perceived academic achievement states.

Uçar (2012) conducted a quantitative research study to look for a meaningful relationship between self-efficacy beliefs of English language teacher candidates and success orientation, and willingness to participate in online learning. The sample of the study consisted of 186 university students studying English language teaching in Open Education Faculty at Anadolu University. The results revealed that the participant had high teacher self-efficacy beliefs. Besides, there wasn't a significant relationship between teacher self-efficacy beliefs and willingness to participate in online learning. On the other hand, he found a significant relationship between their self-efficacy beliefs and success orientation.

Ekizler (2013) studied the relationship between self-efficacy beliefs and teaching anxiety of 181 pre-service, and 11 in-service English language teachers. She used Teacher Self Efficacy Belief Scale and Teaching Anxiety Scale. According to the results, in-service EFL teachers' self-efficacy perceptions about student engagement, instructional strategies, and classroom management were higher than pre-service EFL teachers'. Yet, pre-service teachers had higher concern levels of teaching than in-service teachers in terms of self-related, task-related, and impact-related variables.

Tavil (2014) studied with 40 pre-service English language teachers who were in their practicum periods to investigate the effects of keeping self-reflective e-journals on their self-efficacy beliefs. The participants were asked for keeping self-reflective e-journals during

practicum period. At the very beginning of the period and the end of the period, their efficacy belief levels were measured through Teacher efficacy Scale and the results were compared. At the end of the study, the results revealed that keeping reflective e-journals in teaching practice period let them become active decision-makers and more efficacious and confident teachers.

Uygun and Cakır (2015) searched the self-efficacy beliefs of 222 university students studying English teaching department at Mersin University regarding some demographic variables. At the end of the study, it was revealed that the participants had high level self-efficacy beliefs. While the researcher didn't find out a significant difference according to gender, graduate high school, and instructional program variables, he found that there was a significant difference according to class level variable. The students attending the 4<sup>th</sup> class were more efficacious than other groups.

Ölmez-Çağlar (2019) conducted a study with university students studying English Language Teaching at Hacettepe University and found that there was a positive relationship between their emotional and social intelligence. Also, the study showed that there was a positive relationship between emotional intelligence and teacher self-efficacy belief.

Chacon (2005) investigated the self-efficacy beliefs, English language competencies, and language teaching strategies of English language teachers working at elementary schools in Venezuela regarding some demographic variables. The sample consisted of 100 English language teachers and a scale for English language teaching competencies was applied to get data. It was concluded that, English language teachers felt more efficacious in classroom management and student engagement sub-dimensions and they felt more competent in teaching grammar than teaching other language skills. It was seen that they abstained from using communicative language skills. They felt less efficacious in listening, speaking skills and teaching cultural values. He found a positive correlation between classroom management strategies and language competencies. While years of teaching experience and studying abroad or being abroad didn't predict self-efficacy beliefs of English language teachers, taking part in in-service training programs predicted their efficacy in using teaching strategies. The teachers took part in in-service training programs felt more efficacious in Student Engagement sub dimension.

Eslami and Fatahi (2008) carried out a study to search for English language teachers' competencies and their self-efficacy beliefs in teaching English. They used Teacher Self-Efficacy Scale and English Language Competency Scale. The participants were 40 high school English language teachers with 1-5 years of teaching experience. The results of self-efficacy scale showed that self-efficacy beliefs of teachers in using teaching strategies sub-

dimension were higher than classroom management and student engagement sub-dimensions. The results of English language Competency Scale revealed that they felt more competent in reading and speaking skills than listening and writing skills. It was found that they used grammar based teaching techniques rather than communicative ones. Also, a positive correlation was found between their teacher self-efficacy belief and English language competency belief.

Ah Lee (2009) from Korea studied self-efficacy beliefs of primary school English language teachers searching their English language competency and attitudes to English language. He applied both quantitative and qualitative research methods to analyze the data obtained from the participants. The sample consisted of 1327 teachers who answered scale questions, 23 teachers being interviewed, 5 teachers whose lessons were observed. According to the results, English language teachers had moderate level of self-efficacy beliefs in classroom management, using English language teaching strategies, and student engagement sub-dimensions. Verbal expression competency was the highlighted language area that the teacher felt least competent with.

The research by Akbari and Moradkhani (2010) examined the relationship between English language teachers' self-efficacy beliefs and their seniority as well as their academic background. The study was carried out with 447 English teachers. The results of the study underlined that teacher who had less experience years had lower level self-efficacy beliefs. Also results confirmed that they are less efficacious in use of instructional strategies, classroom management and student engagement sub-dimensions. Yet, it was seen that their academic degree, majors did not make any significant differences in their self-efficacy beliefs.

Ghanizadeh and Moafian (2011) conducted a study to examine the relationship between self-efficacy levels of English language teachers and their achievement in their profession. The participants of the study were 89 English language teachers and their students in Mashhad, Iran. Teachers' Sense of Efficacy Scale was applied to English language teachers and Characteristics of Successful EFL Teachers Scale was applied to their students. The results showed that there was a strong relationship between the self-efficacy beliefs of teachers and their success. This study also looked for the relationship between teachers' seniority and their self-efficacy beliefs. According to the findings of the research, more experienced teachers had higher self-efficacy beliefs.

In a study carried out with 64 lecturers and 48 associate professors of English in China by Huangfu (2012), the predictability of English language teachers' self-efficacy beliefs on motivational teaching behavior was examined. The participants answered a scale consisting

of two sections and demographic information part. Teacher self-efficacy beliefs, and strategies to motivate students were the parts that the participants were expected to answer. According to scale results, it was seen that participants felt highly efficacious in classroom management and student engagement sub-dimensions. Also, it was found out that they used primary motivations as increasing, maintaining and conserving strategies. Their teacher self-efficacy beliefs predicted how they used motivational strategies.



## CHAPTER III

### 3. METHODOLOGY

This chapter covers the research design, sampling, data collection instruments, and data analysis procedures of the study.

#### 3.1. Research Design

The current study was designed as a quantitative research to examine English language teachers' general self-efficacy beliefs and special field competency beliefs and whether some variables such as gender, years of experience, school type, school level, academic degree, faculty and department graduated would make any significant effects on their general self-efficacy belief levels and special field competency belief levels. It was conducted with English language teachers working in central district of Amasya during 2021-2022 academic year and correlational research design, one of the quantitative research methods was used to process the data. Correlational research design is one of the survey models, which aims to describe general assumptions and attitudes of the universe quantitatively according to data gathered from a sampling group and it targets to identify the change of two or more variables simultaneously. Also, it aims to find out how the change occurs (Karasar, 2012; Büyüköztürk et al., 2013).

#### 3.2. Universe and Sampling

The universe of the study was composed of 352 English language teachers (female=242, male=110) working at high, secondary, and primary schools in Amasya during 2021-2022 academic year. Sampling was calculated by simple random sampling technique. Simple random sampling technique is used when universe is not large and scattered. By the formula;

$$N = \frac{N \cdot t^2 \cdot p \cdot q}{d^2 \cdot (N - 1) + t^2 \cdot p \cdot q}$$

which is used when number of members in universe is known and when the chance of each element constituting the cluster and given weight is equal (Arıkan,2005), the sampling was found as 184. 203 (female=143, male=60) English language teachers in total participated in the study. Büyükoztürk et al. (2013) emphasize that the sampling should consist of at least 35% of the universe. This study was conducted with 57.67% of the universe (female= 59.09%, male= 54.55%). The descriptive statistics on the demographic data of the English teachers participating in the study are presented in Table 1.

**Table 1. Descriptive Statistics of English Teachers' Demographic Features**

Variable		n	%
Gender	Female	143	70.4
	Male	60	29.6
Years of Teaching Experience	1-5 years	27	13.3
	6-10 years	51	25.1
	11-15 years	44	21.7
	16-20 years	53	26.1
	20 years and more	28	13.8
School Type	Public School	186	91.6
	Private School	17	8.4
School Level	Primary School	23	11.3
	Secondary School	80	39.4
	High School	100	49.3
Academic Degree	Bachelor / Associate Degree	161	79.3
	Master of Arts	42	20.7
Faculty Graduated	Faculty of Education	161	79.3
	Faculty of Science and Literature	35	17.2
	Others (The School of Foreign Languages, Open Education Faculty)	7	3.4
Department Graduated	English Teaching	164	80.8
	English Language and Literature	29	14.3
	Others (American Culture and Literature, English Linguistics)	10	4.9

According to Table 1, out of 203 English language teachers, 143 participants (70.4%) are female and 60 participants (29.6%) are male teachers. In terms of years of teaching experience variable, 27 (13.3%) of the participants have 1-5 years of teaching experience, 51 teachers (25.1%) have 6-10 years of teaching experience, 44 teachers (21.7%) have 11-15 years of teaching experience, 53 teachers (26.1%) have 16-20 years of teaching experience and 28 teachers (13.8%) have 20 or more years of teaching experience.

When the school type variable examined, it is seen that 186 (91,6%) of the teachers work at public schools while 17 (8.4%) of them work at private schools. 23 (11.3%) of the teachers work at primary schools, 80 (39.4%) teachers work at secondary schools and 100 (49.3%) of them work at high schools. When academic degree variable is revised, it can be seen that while 161 (79.3%) of them have a bachelor and associate degree, 42 (20.7%) of them have master's degree. When faculty graduated variable is examined, it is seen that 161 (79.3%) of the participants graduated from Faculty of Education, 35 (17.2%) of them graduated from Faculty of Science and Literature, and 7 (7.2%) of them graduated from

other faculties or colleges (The School of Foreign Languages and Open Education Faculty). According to Department Graduated variable, 164 (80.8%) of them graduated from English Teaching Department, 29 (14.3%) of them graduated from English Language and Literature Department and 10 (4.9%) of them graduated from American Culture and Literature Department and English Linguistics.

### **3.3. Data Collection Tools**

In order to obtain data, the researcher used two scales: General Self-Efficacy Scale (GSES) (Çapri & Çelikkaleli, 2008) and English Language Teacher Subject Area Competency Scale (ELTSACS) (Çelik et al., 2018). Having taken the permissions from the authors of the scales, questionnaires were designated in online format and were delivered to the participants.

The research form consists of three individual sections. In the first section of the form, some demographic variables such as gender, years of experience, school type, school level, academic degree, faculty and department graduated took place in order to examine if they would cause any significant differences in general self-efficacy beliefs and special field competency beliefs of English language teachers. The second part of the form consists of English Language Teacher Subject Area Competency Scale (ELTSACS) and General Self-Efficacy Scale (GSE) took part in the third section.

#### **3.3.1. English Language Teacher Subject Area Competency Scale (ELTSACS)**

ELTSACS is a 36 itemed scale developed by Çelik et al. (2018) to investigate self-efficacy belief levels of English language teachers in their subject area and it has 3 subscales. Efficacy for Supporting Language Skills subscale consists of 16 items (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>st</sup>, 12<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup>, 36<sup>th</sup> items). Efficacy for Evaluation and Assessment subscale has 11 items (21<sup>st</sup>, 22<sup>nd</sup>, 23<sup>rd</sup>, 27<sup>th</sup>, 28<sup>th</sup>, 29<sup>th</sup>, 30<sup>th</sup>, 31<sup>st</sup>, 33<sup>rd</sup>, 34<sup>th</sup>, 35<sup>th</sup> items) and Efficacy for Arranging Educational Setting consists of 9 items (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 24<sup>th</sup>, 25<sup>th</sup>, 26<sup>th</sup>, 32<sup>nd</sup> items). There are no reverse items. It is a 5-point Likert scale ranging from Definitely Disagree (1) to Definitely Agree (5).

Çelik et al. (2018) found the Cronbach Alpha internal consistency coefficient for Efficacy for Supporting Language Skills (ESLS) sub-dimension as .96, for Efficacy for

Evaluation and Assessment (EEA) sub-dimension as .90, and for Efficacy for Arranging an Educational Setting (EAES) sub-dimension as .91.

Table 2. The Reliability of English Language Teacher Subject Area Competency Scale (ELTSACS) and General Self-Efficacy Scale (GSES)

Scale	Subscales	Cronbach Alpha
ELTSACS	ESLS	.96
	EEA	.95
	EAES	.91
	Whole Scale	.98
GSES	Whole Scale	.93

Table 2 shows the Cronbach  $\alpha$  coefficients for the scales and each sub-dimension of the current study. Cronbach  $\alpha$  coefficient for ESLS subscale is .96, Cronbach  $\alpha$  coefficient for EEA sub-scale is .95, Cronbach  $\alpha$  coefficient for EAES subscale is .91 and Cronbach  $\alpha$  coefficient for whole scale is .98. It is known that .70 and above coefficient for scales shows the reliability and as the value gets closer to 1, the reliability of the scale gets higher. Therefore, it can be said that English Language Teacher Subject Area Competency Scale is one of the reliable scales (Büyükoztürk, et al., 2013).

### 3.3.2. General Self-Efficacy Scale (GSES)

General Self-Efficacy Scale (GSES) developed by Jerusalem and Scharzer (1992) and adapted into Turkish by Çapri and Çelikkaleli (2008) who studied its validity and reliability takes place in the third part of the study. It is a one-dimensional 4-point Likert scale and composed of 10 items. It ranges in Definitely Not True (1), Sometimes True (2), Mostly True (3), and Definitely True (4). Çapri and Çelikkaleli (2008) found the Cronbach  $\alpha$  coefficient for the scale as .87. In another study done with school principals, the Cronbach  $\alpha$  coefficient for General Self-Efficacy Scale was found as .92 (Çelikay,2019).

According to the Table 2, upon the data gathered for the current study, Cronbach  $\alpha$  coefficient for the scale was found as .93.

### 3.4. Data Collection Procedure

The most appropriate scales whose reliability and validity were proved by their authors were chosen for data collection instruments for the current study. Permissions to use the

scales were taken from the authors. Also, the approval was taken from Amasya University Social Sciences Ethics Research Centre to ensure the study confirms the principles of the ethical committee (13.10.2021 dated and 38241 numbered research ethics committee approval), and the application permissions were taken from Amasya Provincial Directorate for National Education (16.02.2021 dated and E-47613789-44-43651713 numbered approval).

As data were collected in Covid-19 pandemic period, a research form was adapted into Google forms and was delivered to English language teachers with a detailed description via the internet. The participants were informed that the study was based on voluntariness, and they could withdraw from the study. Also, they were guaranteed that their answers would be kept confidential and used just for the current study.

### 3.5. Data Analysis

To analyse the data collected in the Google Forms account, they were transformed into Microsoft Office Excel programme. After encoding process, they were transformed to SPSS Statistics 22.0 programme and analysed through this programme. Frequency and percentile from descriptive statistical techniques were used in order to determine the demographic information distribution of the participants.

Table 3. Normality Distribution of Data

Scales and Subscales	n	Min	Max	sd	$\bar{X}$	Skewness	Kurtosis	p
ESLS Subscale	203	2.25	5.00	.57	4.2645	-0.67	0.63	0.00
EEA Subscale	203	1.91	5.00	.61	4.2212	-0.42	0.04	0.00
EAES Subscale	203	2.11	5.00	.62	4.1533	-0.42	-0.05	0.00
ELTSACS Total score	203	2.14	5.00	.56	4.2235	-0.52	0.35	0.00
GSES Total score	203	1.70	4.00	.55	3.0251	0.07	-0.37	0.00

In order to check the normality of the data distribution, Shapiro-Wilk test was applied. One data breaking the normality distribution was eliminated. The Shapiro- Wilk test results were reported to be  $p < .05$  for the total and, Efficacy for Supporting Language Skills subscale, and Efficacy for Evaluation and Assessment subscale, Efficacy for Arranging an Educational Setting subscales of English Language Teacher Subject Area Competency Scale and General Self-Efficacy Belief Scale.

When Skewness-Kurtosis values for the total score of English Language Teacher Subject Area Competency Scale (-.516, .346), Efficacy for Supporting Language Skills subscale (-.666, .634), Efficacy for Evaluation and Assessment subscale (-.422, .040), Efficacy for Arranging Educational Setting subscale (-.420, -.053) and General Self-Efficacy Scale (.073, -.368) were examined, they were reported to be between -1,00 and +1,00. Skewness-Kurtosis values between -1.00 and +1.00 indicate the normal distribution of data (Heir et al., 2013). Recognizing the normality distribution of the data, application of parametric tests was approved. Independent-Samples T-Test was used to compare the English language teachers' gender, school type and academic degree scores and One-Way ANOVA was used to compare years of teaching experience, school level, faculty and department graduated variable scores. Post-Hoc-Gabriel Test was used to determine the source of the variance in English Language Teacher Subject Area Competency Scale and Efficacy for Supporting Language Skills subscale, Efficacy For Evaluation and Assessment subscale, Efficacy for Arranging An Educational Setting subscales and General Self-Efficacy Scale total scores so as to get a homogeneous distribution of variances. Pearson correlation test was used to determine the relationship between English language teachers' subject area competency beliefs and general self-efficacy beliefs. Lastly, Linear Regression analysis was used for analysing the total scores of General Self Efficacy Scale and English Language Teacher Subject Area Competency Scale in order to determine whether general self-efficacy beliefs and subject area competency beliefs of English language teachers were predictive.

Table 4. Data Analysis Procedures

Data Analysis Procedures	Methodological Approaches	Data Collection Tools	Data Analysis
<b>Research Questions</b>			
<b>RQA1:</b> Do English language teachers' subject area competency belief levels differ regarding their gender?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	Independent Samples T-test
<b>RQA2:</b> Do English language teachers' subject area competency belief levels differ regarding their teaching experience?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	One-Way ANOVA
<b>RQA3:</b> Do English language teachers' subject area competency belief levels differ regarding the school type?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	Independent Samples T-test
<b>RQA4:</b> Do English language teachers' subject area competency belief levels differ regarding school level?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	One-Way ANOVA
<b>RQA5:</b> Do English language teachers' subject area competency belief levels differ regarding their academic degree?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	Independent Samples T-test
<b>RQA6:</b> Do English language teachers' subject area competency belief levels differ regarding graduated faculty and department?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	One-Way ANOVA
<b>RQB1:</b> Do English language teachers' general self-efficacy belief levels differ regarding their gender?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	Independent Samples T-test

<b>RQB2:</b> Do English language teachers' general self-efficacy belief levels differ regarding their teaching experience?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	One-Way ANOVA
<b>RQB3:</b> Do English language teachers' general self-efficacy belief levels differ regarding the school type?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	Independent Samples T-test
<b>RQB4:</b> Do English language teachers' general self-efficacy belief levels differ regarding school level?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	One-Way ANOVA
<b>RQB5:</b> Do English language teachers' general self-efficacy belief levels differ regarding their academic degree?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	Independent Samples T-test
<b>RQB6:</b> Do English language teachers' general self-efficacy belief levels differ regarding the faculty and department they graduated from?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	One-Way ANOVA
<b>RQC:</b> Is there a significant relationship between English language teachers' general self-efficacy beliefs and their subject area competency beliefs?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	Pearson correlation
<b>RQD:</b> Do general self-efficacy beliefs of English language teachers' predict their subject-area competency beliefs?	Quantitative	ELTSACS-GSES Surveys (Online Adapted)	Regression

## CHAPTER IV

### 4. FINDINGS

This section contains statistical analysis of collected data regarding the research questions.

#### 4.1. Do English language teachers' subject area competency belief levels and general self-efficacy belief levels differ regarding their gender?

The changes in ELTSACS and GSES total and subscale scores according to gender variable were analysed with Independent Sample T-Test and results were presented in Table 5.

Table 5. T-Test Results of GSES and ELTSACS Scores According To Gender Variable

Scale	Subscale/Total Score	Gender	n	$\bar{X}$	ss	t	sd	p	
ELTSACS	ESLS Subscale	Female	143	4.30	0.54	1.205	201	0.23	
		Male	60	4.19	0.62				
	AES Subscale	Female	143	4.26	0.56	1.430	201	0.15	
		Male	60	4.13	0.70				
	EAES Subscale	Female	143	4.19	0.60	1.262	201	0.21	
		Male	60	4.07	0.66				
	ELTSACS Total Score	Female	143	4.26	0.53	1.356	201	0.18	
		Male	60	4.14	0.63				
	GSES	GSES Total Score	Female	143	3.01	0.52	-0.589	201	0.56
			Male	60	3.06	0.60			

p<.05

As seen in Table 6, gender variable didn't cause statistically a significant difference in ELTSACS total score ( $t_{0.05:201}=1.356$ ;  $\bar{X}_{\text{Female}}=4.26$ ,  $\bar{X}_{\text{Male}}=4.14$ ), in Efficacy For Supporting Language Skills subscale score ( $t_{0.05:201}=1.205$ ;  $\bar{X}_{\text{Female}}=4.30$ ,  $\bar{X}_{\text{Male}}=4.19$ ), Efficacy For Evaluation And Assessment subscale score ( $t_{0.05:201}=1.430$ ;  $\bar{X}_{\text{Female}}=4.26$ ,  $\bar{X}_{\text{Male}}=4.13$ ) and Efficacy For Arranging Educational Setting subscale score ( $t_{0.05:201}=1.262$ ;  $\bar{X}_{\text{Female}}=4.19$ ,  $\bar{X}_{\text{Male}}=4.07$ ). Similarly, it didn't effect significantly the general self-efficacy beliefs of English language teachers. ( $t_{0.05:201}=-0.589$ ;  $\bar{X}_{\text{Female}}=3.01$ ,  $\bar{X}_{\text{Male}}=3.06$  ( $p>0.05$ )). As the results of Independent Samples T-Test didn't have significant differences, Cohen's d was not calculated.

#### 4.2. Findings of RQA2 and RQB2: Do English language teachers' subject area competency belief levels and general self-efficacy belief levels differ regarding the years of teaching experience?

Descriptive statistics results for ELTSACS and GSES total scores and subscale scores of English language teachers related to years of teaching experience were given in Table 6.a. and One-Way ANOVA results were given in Table 6.b.

Table 6.a. Descriptive Statistics of ELTSACS and GSES Total and Subscale Scores According to Years of Teaching Experience Variable

Scale/ Subscale	Years of Teaching Experience											
	1-5 years (n=27)		6-10 years (n=51)		11-15 years (n=44)		16-20 years (n=53)		21 years and more (n=28)		Total (n=203)	
	$\bar{X}$	ss	$\bar{X}$	ss	$\bar{X}$	ss	$\bar{X}$	ss	$\bar{X}$	ss	$\bar{X}$	ss
ESLS Subscale	4.63	0.38	4.25	0.51	4.08	0.71	4.19	0.50	4.39	0.53	4.26	0.57
EEA Subscale	4.48	0.48	4.29	0.55	4.07	0.72	4.14	0.58	4.24	0.61	4.22	0.61
EAES Subscale	4.54	0.43	4.12	0.51	4.00	0.75	4.08	0.62	4.22	0.62	4.15	0.62
ELTSACS Total Score	4.56	0.39	4.23	0.49	4.06	0.71	4.15	0.52	4.30	0.55	4.22	0.56
GSES Total Score	3.05	0.60	2.98	0.48	3.09	0.56	2.93	0.54	3.18	0.57	3.03	0.55

ELTSACS total score of teachers who had 1-5 years of teaching experience was 4.56, it was 4.23 for teachers with 6-10 years of experience, 4.06 for teachers with 11-15 years of teaching experience, 4.15 for teachers with 16-20 years of teaching experience, and 4.30 for teachers with 21 years and more experience. Teachers who had 1-5 years of teaching experience had the highest ELTSACS total score. There was a significant difference between ELTSACS total score of English language teachers with 1-5 years of teaching experience ( $\bar{X}=4.56$ ) and others who had 6-10 years of teaching experience ( $\bar{X}=4.23$ ), 11-15 years of teaching experience ( $\bar{X}=4.06$ ) and 16-20 years of teaching experience ( $\bar{X}=4.15$ ).

ELTSACS Efficacy for Supporting English Language Skills subscale score of English language teachers who had 1-5 years of teaching experience was 4.63, it was 4.25 for teachers who had 6-10 years of teaching experience, 4.08 for teachers who had 11-15 years of teaching experience, 4.19 for teachers who had 16-20 years of teaching experience and 4.39 for teachers who had 21 years or more teaching experience. Teachers with 1-5 years of teaching experience had the highest ESLS score. There was statistically a significant difference between the ESLS subscale scores of teachers who had 1-5 years ( $\bar{X}=4.63$ ), 6-10 years ( $\bar{X}=4.25$ ), 11-15 years ( $\bar{X}=4.08$ ), and 16-20 years ( $\bar{X}=4.19$ ) of teaching experience.

ELTSACS Efficacy for Arranging Educational Setting subscale score of English language teachers who had 1-5 years of teaching experience was 4.54, it was 4.12 for teachers who had 6-10 years of teaching experience, 4.00 for teachers who had 11-15 years of teaching experience, 4.08 for teachers who had 16-20 years of teaching experience and it was 4.22 for the ones who had 21 years or more teaching experience. Teachers with 1-5 years of teaching experience had the highest EAE subscale score. There was statistically a significant difference between the EAE subscale scores of teachers with 1-5 ( $\bar{X}=4.54$ ) years of teaching experience and teachers with 6-10 ( $\bar{X}=4.12$ ), 11-15 ( $\bar{X}=4.00$ ) and 16-20 ( $\bar{X}=4.08$ ) years of teaching experience.

Table 6.b. One-Way ANOVA Results of ELTSACS and GSES Total and Subscale Scores According To Years of Teaching Experience Variable

Scale/ Subscale	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Difference between groups
ESLS Subscale	Between Groups	5.733	4	1.433	4.806	0.00	1-5 years>6-10 years
	Within Groups	59.048	198	0.298			1-5 years>11-15 years
	Total	64.782	202				1-5 years>16-20 years
EEA Subscale	Between Groups	3.385	4	0.846	2.352	0.06	No Difference
	Within Groups	71.242	198	0.360			
	Total	74.627	202				
EAES Subscale	Between Groups	5.473	4	1.368	3.748	0.01	1-5 years>6-10 years
	Within Groups	72.277	198	0.365			1-5 years>11-15 years
	Total	77.751	202				1-5 years>16-20 years
ELTSACS Total Score	Between Groups	4.716	4	1.179	3.922	0.00	1-5 years>11-15 years
	Within Groups	59.521	198	0.301			1-5 years>16-20 years
	Total	64.237	202				
GSES Total Score	Between Groups	1.488	4	0.372	1.257	0.29	No Difference
	Within Groups	58.594	198	0.296			
	Total	60.082	202				

When ELTSACS total and subscale scores were compared according to years of teaching experience variable, the results showed that years of teaching experience variable caused statistically a significant difference in ELTSACS total score ( $F_{4-202}=3.922$ ;  $p=0.00$ ), Efficacy for Supporting Language Skills subscale score ( $F_{4-202}=4.806$ ;  $p=0.00$ ), Efficacy For Evaluation and Assessment subscale score ( $F_{4-202}=4.806$ ;  $p=986.00$  and Efficacy for Arranging Educational Setting subscale score ( $F_{4-202}=3.748$ ;  $p=0.01$ ) ( $p<0.05$ ).

Years of teaching experience didn't make statistically any significant difference in English language teachers' Efficacy for Evaluation and Assessment subscale scores ( $F_{4-202}=2.352$ ;  $p=0.06$ ). ( $p>0.05$ ).

When GSES total scores were compared, it was seen that years of teaching experience didn't cause any significant differences ( $F_{4-202}=0.219$ ;  $p=0.00$ ) ( $p>0.05$ ).

### 4.3. Findings of RQA3 and RQB3: Do English language teachers' subject area competency belief levels and general self-efficacy belief levels differ regarding the school type the teachers work at?

The changes in ELTSACS and GSES total and subscale scores according to school type variable were analysed with independent sample T-test and results were presented in Table 7.

Table 7. T-Test Results of ELTSACS and GSES Scores According to School Type Variable

Scale	Subscale/ Total Score	School Type	n	$\bar{X}$	ss	t	sd	p
ELTSACS	ESLS Subscale	Public School	186	4.24	0.57	-1.630	201	0.11
		Private School	17	4.48	0.46			
	EEA Subscale	Public School	186	4.22	0.60	-0.440	201	0.66
		Private School	17	4.28	0.66			
	EAES Subscale	Public School	186	4.13	0.63	-1.666	201	0.10
		Private School	17	4.39	0.44			
	ELTSACS Total Score	Public School	186	4.21	0.57	-1.379	201	0.19
		Private School	17	4.40	0.49			
GSES	GSES Total Score	Public School	186	3.02	0.52	-0.266	201	0.85
		Private School	17	3.06	0.77			

$p<0.05$

According to Table 7, school type variable didn't affect the subject area competency beliefs of English language teachers ( $t_{0.05:201}=1.379$ ;  $\bar{X}_{\text{Public School}}=4.21$ ,  $\bar{X}_{\text{Private School}}=4.140$ ). Also it didn't cause statistically a meaningful difference in Efficacy for Supporting Language Skills subscale scores ( $t_{0.05:201}=1.630$ ;  $\bar{X}_{\text{Public School}}=4.24$ ,  $\bar{X}_{\text{Private School}}=4.48$ ), Efficacy for Evaluation and Assessment subscale scores ( $t_{0.05:201}=0.440$ ;  $\bar{X}_{\text{Public School}}=4.22$ ,  $\bar{X}_{\text{Private School}}=4.28$ ) and Efficacy for Arranging Educational Setting subscale scores ( $t_{0.05:201}=1.666$ ;  $\bar{X}_{\text{Public School}}=4.39$ ,  $\bar{X}_{\text{Private School}}=4.21$ ). Similarly, school type variable didn't affect English language teachers' general self-efficacy beliefs. ( $t_{0.05:201}=-0.266$ ;  $\bar{X}_{\text{Public School}}=3.02$ ,  $\bar{X}_{\text{Private School}}=3.06$ ) ( $p>0.05$ ). As the results of Independent Samples T-Test did not have significant differences, Cohen's d was not calculated.

Descriptive statistics results for ELTSACS and GSES total and subscale scores of English language teachers regarding school level were given in Table 8.a. and One-Way ANOVA results were given in Table 8.b.

#### 4.4. Findings of RQA4 and RQB4: Do English language teachers' subject area competency belief levels and general self-efficacy belief levels differ regarding the school level the teacher work at?

Table 8.a. Descriptive Statistics of ELTSACS and GSES Scores of English Language Teachers According to School Level Variable

Scale/Subscale	School Level							
	Primary School (n=23)		Secondary School (n=80)		High School (n=100)		Total (n=203)	
	$\bar{X}$	ss	$\bar{X}$	ss	$\bar{X}$	ss	$\bar{X}$	ss
ESLS Subscale	4.08	0.68	4.20	0.61	4.36	0.49	4.26	0.57
EEA Subscale	4.13	0.63	4.14	0.65	4.30	0.57	4.22	0.61
EAES Subscale	3.99	0.67	4.11	0.64	4.22	0.59	4.15	0.62
ELTSACS Total Score	4.07	0.63	4.16	0.60	4.31	0.51	4.22	0.56
GSES Total Score	2.96	0.47	2.95	0.55	3.10	0.56	3.03	0.55

Table 8.b. One-Way ANOVA ELTSACS and GSES Scores of English Language Teachers According to School Level

Scale/Subscale	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Differences among groups
ESLS Subscale	Between Groups	2.030	2	1.015	3.234	0.04	Primary School<High School
	Within Groups	62.752	200	0.314			
	Total	64.782	202				
EEA Subscale	Between Groups	1.342	2	0.671	1.831	0.16	No Difference
	Within Groups	73.285	200	0.366			
	Total	74.627	202				
EAES Subscale	Between Groups	1.259	2	0.630	1.646	0.20	No Difference
	Within Groups	76.491	200	0.382			
	Total	77.751	202				
ELTSACS Total Score	Between Groups	1.564	2	0.782	2.496	0.08	No Difference
	Within Groups	62.672	200	0.313			
	Total	64.237	202				
GSES Total Score	Between Groups	1.231	2	0.615	2.091	0.13	No Difference
	Within Groups	58.851	200	0.294			
	Total	60.082	202				

When ELTSACS total and subscale scores of English language teachers were compared regarding school levels they work at, statistically no significant difference was found in scale's total score ( $F_{2-202}=2.496$ ;  $p=0.08$ ), Efficacy for Evaluation and Assessment subscale score ( $F_{2-202}=1.831$ ;  $p=0.16$ ), and Efficacy for Arranging Educational Setting subscale score ( $F_{2-202}=1.646$ ;  $p=0.20$ ) ( $p>0.05$ ). Yet, school level variable caused statistically a meaningful difference in Efficacy for Supporting Language Skills subscale score ( $F_{2-202}=3.234$ ;  $p=0.04$ ) ( $p<0.05$ ). The difference was found in favour of teachers working at high school ( $\bar{X}=4.36$ ) compared to primary schools ( $\bar{X}=4.08$ ). The ESLS score of English language teachers working at primary schools was 4.08, the ESLS score of teachers working at secondary

schools was 4.20 and it was 4.36 for teachers working at high schools. It was seen that English language teachers working at high schools had the highest ESLS score.

School level variable didn't cause any meaningful differences in GSES scores of the participants ( $F_{2-202}=2.091$ ;  $p=0.13$ ) ( $p>0.05$ ).

#### 4.5. Findings of RQA5 and RQB5: Do English language teachers' subject area competency belief levels and general self-efficacy belief levels differ regarding their academic degree?

The changes in ELTSACS and GSES total and subscale scores regarding academic degree variable were analysed with independent sample T-test and results were presented in Table 9.

Table 9. T-test Results of ELTSACS and GSES Scores of English Language Teachers According to Academic Degree Variable

Scale	Subscale/Total Score	Academic degree	n	$\bar{X}$	ss	t	sd	p
ELTSACS	ESLS Subscale	Bachelor's_Associate's	161	4.31	0.51	1.628	201	0.11
		Master's	42	4.11	0.74			
	EEA Subscale	Bachelor's_Associate's	161	4.25	0.56	1.124	201	0.27
		Master's	42	4.11	0.77			
	EAES Subscale	Bachelor's_Associate's	161	4.18	0.57	0.822	201	0.42
		Master's	42	4.07	0.79			
ELTSACS Total Score	Bachelor's_Associate's	161	4.26	0.51	1.306	201	0.20	
	Master's	42	4.10	0.74				
GSES	GSES Total Score	Bachelor's_Associate's	161	3.05	0.51	1.128	201	0.26
		Master's	42	2.93	0.65			

According to Table 9, academic degree variable didn't yield statistically any meaningful differences in ELTSACS total scores ( $t_{0.05:201}=1.306$ ;  $\bar{X}_{\text{Bachelor's-Associate's}}=4.26$ ,  $\bar{X}_{\text{Master's}}=4.10$ ), in Efficacy for Supporting Language Skills subscale scores ( $t_{0.05:201}=1.124$ ;  $\bar{X}_{\text{Bachelor's-Associate's}}=4.31$ ,  $\bar{X}_{\text{Master's}}=4.11$ ), in Efficacy for Evaluation and Assessment subscale scores ( $t_{0.05:201}=0.822$ ;  $\bar{X}_{\text{Bachelor's-Associate's}}=4.25$ ,  $\bar{X}_{\text{Master's}}=4.11$ ) and in Efficacy for Arranging Educational Setting subscale scores ( $t_{0.05:201}=1.128$ ;  $\bar{X}_{\text{Bachelor's-Associate's}}=4.18$ ,  $\bar{X}_{\text{Master's}}=4.07$ ). Similarly, academic degree variable didn't significantly affect English language teachers' general self-efficacy beliefs. ( $t_{0.05:201}=-0.266$ ;  $\bar{X}_{\text{Bachelor's-Associate's}}=3.05$ ,  $\bar{X}_{\text{Master's}}=2.93$ ) ( $p>0.05$ ). As the results of Independent Samples T-Test did not have significant differences, Cohen's d value was not calculated.

#### 4.6. Findings of RQA6 and RQB6: Do English language teachers' subject area competency belief levels and general self-efficacy belief levels differ regarding faculty they graduated from?

Descriptive statistics results for ELTSACS and GSES total scores and subscale scores of English language teachers related to faculty graduated variable were given in Table 10.a- and One-Way ANOVA results were given in Table 10.b.

Table 10.a. Descriptive Statistics of ELTSACS and GSES Scores of English Language Teachers According to Faculty Graduated Variable

Scale/Subscale	Faculty Graduated							
	Faculty of Education (n=161)		Faculty of Science and Literature (n=35)		Others (n=7)		Total (n=203)	
	$\bar{X}$	ss	$\bar{X}$	ss	$\bar{X}$	ss	$\bar{X}$	ss
ESLS Subscale	4.27	0.59	4.28	0.46	4.18	0.63	4.26	0.57
EEA Subscale	4.25	0.62	4.12	0.53	4.03	0.61	4.22	0.61
EAES Subscale	4.16	0.65	4.15	0.48	4.08	0.69	4.15	0.62
ELTSACS Total Score	4.23	0.59	4.20	0.45	4.11	0.63	4.22	0.56
GSES Total Score	3.05	0.56	2.91	0.50	3.10	0.48	3.03	0.55

Table 10.b. One-Way ANOVA Results of ELTSACS and GSES Scores of English Language Teachers According to Faculty Graduated Variable

Scale/ Subscale	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Difference Among Groups
ESLS Subscale	Between Groups	0.056	2	0.028	0.086	0.92	No Difference
	Within Groups	64.726	200	0.324			
	Total	64.782	202				
EEA Subscale	Between Groups	0.804	2	0.402	1.090	0.34	No Difference
	Within Groups	73.822	200	0.369			
	Total	74.627	202				
EAES Subscale	Between Groups	0.040	2	0.020	0.052	0.95	No Difference
	Within Groups	77.710	200	0.389			
	Total	77.751	202				
ELTSACS Total Score	Between Groups	0.141	2	0.070	0.219	0.80	No Difference
	Within Groups	64.096	200	0.320			
	Total	64.237	202				
GSES Total Score	Between Groups	0.593	2	0.297	0.997	0.37	No Difference
	Within Groups	59.489	200	0.297			
	Total	60.082	202				

ELTSACS total and subscale scores regarding faculty graduated variable were found as ( $F_{2-202}=0.219$ ;  $p=0.80$ ) for scale's total score, as ( $F_{2-202}=0.086$ ;  $p=0.92$ ) for Efficacy for Supporting Language Skills subscale, ( $F_{2-202}=1.090$ ;  $p=0.34$ ) for Efficacy for Evaluation and Assessment subscale score, ( $F_{2-202}=0.052$ ;  $p=0.95$ ) for Efficacy for Arranging Educational Setting subscale. There were no statistically meaningful differences in the scores ( $p>0.05$ ).

When GSES scores of English language teachers were compared regarding faculty graduated variable, it was found that there was no statistically meaningful difference ( $F_{2-202}=0.0997$ ;  $p=0.37$ ) ( $p>0.05$ ).

#### 4.7. Findings of RQA6 and RQB6: Do English language teachers' subject area competency belief levels and general self-efficacy belief levels differ regarding the department they graduated from?

Descriptive statistics results for ELTSACS and GSES total scores and subscale scores of English language teachers regarding department graduated variable were given in Table 11.a- and One-Way ANOVA results were given in Table 11.b.

Table 11.a. Descriptive Statistics of ELTSACS and GSES Scores of English Language Teachers According to Department Graduated Variable

Scale/ Subscale	Department Graduated							
	English Language Teaching (n=164)		English Language and Literature (n=29)		Other (n=10)		Total (n=203)	
	$\bar{X}$	ss	$\bar{X}$	ss	$\bar{X}$	ss	$\bar{X}$	ss
ESLS Subscale	4.28	0.55	4.24	0.57	4.08	0.86	4.26	0.57
EEA Subscale	4.26	0.59	4.09	0.65	3.99	0.80	4.22	0.61
EAES Subscale	4.16	0.62	4.13	0.58	4.09	0.78	4.15	0.62
ELTSACS Total Score	4.24	0.55	4.17	0.58	4.05	0.79	4.22	0.56
GSES Total Score	3.05	0.55	2.94	0.50	2.80	0.56	3.03	0.55

Table 11.b. One Way ANOVA Results of ELTSACS and GSES Scores of English Language Teachers According to Department Graduated Variable

Scale/ Subscale	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Difference Among Groups
ESLS Subscale	Between Groups	0.425	2	0.212	0.660	0.52	No Difference
	Within Groups	64.357	200	0.322			
	Total	64.782	202				
EEA Subscale	Between Groups	1.218	2	0.609	1.660	0.19	No Difference
	Within Groups	73.408	200	0.367			
	Total	74.627	202				
EAES Subscale	Between Groups	0.075	2	0.037	0.096	0.91	No Difference
	Within Groups	77.676	200	0.388			
	Total	77.751	202				
ELTSACS Total Score	Between Groups	0.458	2	0.229	0.718	0.49	No Difference
	Within Groups	63.779	200	0.319			
	Total	64.237	202				
GSES Total Score	Between Groups	0.822	2	0.411	1.387	0.25	No Difference
	Within Groups	59.260	200	0.296			
	Total	60.082	202				

ELTSACS scores regarding department graduated variable were calculated as ( $F_{2-202}=0.718$ ;  $p=0.49$ ) for total score, ( $F_{2-202}=0.660$ ;  $p=0.52$ ) for ESLS subscale score, ( $F_{2-202}=0.609$ ;  $p=0.19$ ) for EEA subscale score, ( $F_{2-202}=0.096$ ;  $p=0.91$ ) for EAES subscale score, ( $F_{2-202}=0.411$ ;  $p=0.49$ ) for ELTSACS total score, and ( $F_{2-202}=1.387$ ;  $p=0.25$ ) for GSES total score.

$_{202}=1.660$ ;  $p=0.19$ ) for EEA subscale, ( $F_{2-202}=0.096$ ;  $p=0.91$ ) for EAES subscale. There was not statistically a meaningful difference in the scores ( $p>0.05$ ).

When GSES scores of English language teachers were compared regarding department graduated variable, there wasn't statistically a meaningful difference in total scale score ( $F_{2-202}=1.387$ ;  $p=0.25$ ) ( $p>0.05$ ).

#### 4.8. Findings of RQC: Is There A Significant Relationship Between English Language Teachers' General Self-Efficacy Beliefs and Their Subject-Area Competency Beliefs?

Statistics related to the relationships between ELTSACS and GSES total and subscale scores of English language teachers were given in Table 12.

Table 12. Pearson Correlation Analysis of ELTSACS and GSES total and subscale scores of English language teachers

		ESLS	EEA	EAES	ELTSACS Total	GSES Total
ESLS	r	1	0.876**	0.841**	0.966**	0.457**
	p		0.000	0.000	0.000	0.000
	n	203	203	203	203	203
EEA	r	0.876**	1	0.842**	0.952**	0.493**
	p	0.000		0.000	0.000	0.000
	n	203	203	203	203	203
EAES	r	0.841**	0.842**	1	0.928**	0.481**
	p	0.000	0.000		0.000	0.000
	n	203	203	203	203	203
ELTSACS Total	r	0.966**	0.952**	0.928**	1	0.499**
	p	0.000	0.000	0.000		0.000
	n	203	203	203	203	203
GSES Total	r	0.457**	0.493**	0.481**	0.499**	1
	p	0.000	0.000	0.000	0.000	
	n	203	203	203	203	203

\*\*Correlation is significant at the .01 level (2-tailed)

A correlation coefficient of +1 indicates a perfectly positive relationship; -1 indicates a perfectly negative relationship, and .00 is interpreted as no relationship. However, the ranges calculated in the interpretation of the correlation coefficient in terms of magnitude may differ from one researcher to another. Büyüköztürk (2013) defines an absolute value of .70-1.00 as high, absolute value of .70-.30 as moderate and absolute value of .00-.30 as low relation. According to Pearson's correlation analysis that shows the relationship between ELTSACS and GSES total and subscale scores, there is a highly positive and meaningful relationship between ESLS sub-scale score and, EEA, EAES subscale ELTSACS total scores. There is moderately a positive and meaningful relationship between

ESLS sub-scale and GSES total scores ( $r_{EEA}=0.876$ ,  $r_{EAES}=0.841$ ,  $r_{ELTSACS}=0.966$  and  $r_{GSES}=0.457$ ;  $p<.01$ ). There is highly a meaningful relationship between EEA sub-scale score and EAES sub-scale and ELTSACS total scores. There is moderately a positive and meaningful relationship between EEA sub-scale and GSES total scores ( $r_{EAES}=0.842$ ,  $r_{ELTSACS}=0.952$  and  $r_{GSES}=0.493$ ;  $p<.01$ ). There is highly a meaningful relationship between EAES sub-scale score and ELTSACS total score. There is moderately a positive and meaningful relationship between EAES sub-scale and GSES total scores ( $r_{ELTSACS}=0.928$  and  $r_{GSES}=0.481$ ;  $p<.01$ ). Considering the coefficients of determination ( $r^2_{EEA}=.77$ ,  $r^2_{EAES}=.71$ ,  $r^2_{ELTSACS}=.93$  and  $r^2_{GSES}=.21$ ) total variance of ESLs can be said to be originated 77% of EEA, 71% of EAES, 93% of ELTSACS, and 21% of GSES.

#### 4.9. Findings of RQD: Do General Self-Efficacy Beliefs of English Language Teachers' Predict Their Subject-Area Competency Beliefs?

Table 13.a. Cook's Distance coefficient for regression analysis

Residuals Statistics a					
	N	Min	Max	Mean	Std. Deviation
Std. Residual	203	-2,656	2.313	.000	.998
Cook's Distance	203	.000	.077	.005	.008

a. Dependent Variable: GSES Total

When the residual values were reviewed, it was determined that the data was between  $Min=-2.656$  and  $Max=2.313$  and it can be accepted as a normal value as Standard Residual value is accepted as  $Min=-3$ ;  $Max=+3$ . There is a no outlier value.

In addition, according to histogram and Normal P-P plot glyphs, errors were normally dispersed, and when Scatterplot was examined, variables were co-variance.

Table 13.b. Durbin-Watson coefficient for regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.499 <sup>a</sup>	.249	.245	.47387	2.098

a. Predictors: (Constant), ELTSACS total

b. Dependent Variable: GSES Total

Finally, when the Durbin-Watson coefficient was examined, the errors were determined to be independent of each other and regression analysis was applied.

Table 13.c. Regression coefficients in regression analysis

	B	Standard error	$\beta$	t	p
GSES	.988	.252		3.921	.000
ELTSACS	.482	.059	.499	8.158	.000

According to the regression analysis results, 0.25% of the variance in total score of GSES ( $R^2=.249$ ) was predicted by ELTSACS total score. Thus, a meaningful regression

model occurred ( $F_{(1, 201)} = 66.559, p < 0.05$ ). It was found that English language teachers' subject area competency beliefs determined their general self-efficacy beliefs in a positive and meaningful way ( $\beta = .482, t(201) = 8.16, p < 0.05$ ).

According to the regression equation and estimation generated, a unit increase in the independent exchange corresponds to a 0.482-unit increase in the dependent variable.



## CHAPTER V

### 5. DISCUSSION

In this chapter, the findings will be interpreted in consideration of the literature and discussed according to the research questions. This study aimed to examine the general self-efficacy and subject area competency beliefs of English language teachers and whether their self-efficacy belief levels differ due to some demographic variables. Also, the study investigated whether there was a relationship between English language teachers' general self-efficacy beliefs and their subject area competency beliefs. The study's limitations and some recommendations for further research will be discussed at the end of the section.

The current study showed that English language teachers had high general and subject area competency self-efficacy belief levels. GSES mean score was determined as 3.02 out of 4.00 and ELTSACS score was determined as 4.22 out of 5. Considering subscale scores, English language teachers had high scores in all sub-scales but they had the highest score in Efficacy for Supporting Language Skills subscale (ESLS) and the least score in Efficacy for Arranging Educational Setting subscale (EAES). These results show similarity with the studies done by Esen (2012), Doğan (2009), Dolgun (2016) and Kaygısız (2018). Esen (2012) found that English language teachers had high level general and professional sense of self-efficacy and there was a positive and meaningful relationship between general self-efficacy and professional self-efficacy beliefs of English language teachers. Likewise, Doğan (2009) examined the English language teachers' professional self-efficacy perceptions and the issues they come across in teaching English. He discovered that English language teachers had high self-efficacy beliefs in their subject area but the most challenging situation for them was cooperating with parents. Dolgun (2016) conducted a study to look into the self-efficacy beliefs of pre-service and in-service ELF teachers in terms of their abilities to manage their classrooms, use effective instructional practices, and engage student into activities. At the end of the study, she discovered that English language teachers held strong beliefs in their self- efficacy. She found that in-service teachers felt more efficacious in student engagement while there were no meaningful differences between self-efficacy scores of groups in term of classroom

management. The predictability of English language teachers' self-efficacy beliefs for the language teaching methods was explored by Kaygısız (2018). The findings indicated that English language teachers had high level confidence in their ability to teach a foreign language. The teachers taking part in the study were mostly felt efficacious in assessment and material adaptation. He also found that English language teachers were tend to use activities based on communicative approach, but not grammar based activities. He determined that English language teachers' self-efficacy beliefs were the predictor of the methods they used in their classrooms.

As there is a bidirectional relationship between self-efficacy belief and proficiency in practice, teachers with high level self-efficacy belief are very important for an ideal learning environment. That means that teachers with self-efficacy beliefs will perform at their best and cope with difficulties arising in classroom and transform compelling tasks into opportunities for further teachings. However, of course, these results can be seen as speculative as there have been some studies asserting the differences between teachers' self-efficacy beliefs and their observed performances (Jacob & McGovern, 2015). It can be explained by illusion of efficacy which means exaggerated self-efficacy beliefs that do not reflect reality or the answers can serve social acceptability which leads the participants to give different answers than what they really feel because of the need for approval (Jacob & McGovern, 2015). Therefore, researchers should keep this possibility in their mind.

Research questions sought to find out the level of general self-efficacy beliefs and subject area competency beliefs of English language teachers in Amasya regarding some variables such as gender, years of experience, school type, school level, academic degree, faculty and department which the participants graduated from. Discussion will be carried out according to these variables.

### **5.1. Discussion of English Language Teachers' General Self-Efficacy and Subject Area Competency Beliefs Regarding Gender**

Reviewing the effects of demographic features on subject-area competency beliefs and general self-efficacy beliefs of English language teachers, gender variable results revealed that female teachers scored higher for subject-area competency belief than male teachers, but there was no statistically significant difference between the scores of groups. Also, there was a modest difference in favor of female English language teachers for each of the three sub dimensions of the ELTSACS. Studies done by Aydoğdu (2007), Eslami and Fatahi (2008), Cantekin (2009), Doğan (2009), Tunç-Yüksel (2010), Esen (2012), Karaca

(2020), Sarı (2019), Temizel-Zengin (2019), Turan (2018) and Yıldırım (2019), Akbaş and Çelikkaleli (2006), Üstüner, et al. (2009), Sarıkaya et al. (2005) supported the findings of the current study related to effect of gender on ELT teachers' subject area self-efficacy beliefs. These studies demonstrated that gender didn't have statistically significant effect on teacher self-efficacy beliefs. Aydoğdu (2007) investigated the teaching English competencies of English language teachers using a scale which he developed based upon the competencies framework presented by MoNE. 150 English language teachers from Edirne working at primary, secondary, and high schools made up the study's sample. He examined the competencies of teachers according to educational background, type of school, experience years, gender, and type of contract. He concluded that gender variable didn't cause a significant difference in participants' English competencies scores. Eslami and Fatahi (2008) investigated self-efficacy beliefs and perceived English language proficiency levels of nonnative speakers of English teachers in Iran. To assess teachers' effectiveness in classroom management, engaging students, and implementing instructional practices, they employed the Teacher Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001). They found that gender, grade level which the participants taught, and general self-efficacy levels of the participants didn't cause any significant differences in both total and sub-dimensional scores of the participants. Cantekin (2009) identified perceived self-efficacy beliefs of English language teachers concerning their professional and communication competencies regarding some certain variables. 163 English language teachers working at high schools in Ankara made up the study's sample. The results revealed that English language teachers had high self-efficacy beliefs in their subject-area competencies but they had lower self-efficacy beliefs in their communicative skills. Gender variable caused statistically no meaningful differences in their two scale scores. Tunç-Yüksel (2010) aimed in her study to assess the perceived self-efficacy belief levels of English language teachers working at state primary schools. The sample consisted of 144 English language teachers. The scale had three sub-dimensions. According to results of the scale scores, gender didn't make any significant differences in total and sub-scale scores. Esen (2012) investigated the self-efficacy profiles of primary school English language instructors in Mersin concerning gender, school type, years of experience, department graduated, and academic level. She developed English Language Teachers' Sense of Self-Efficacy Scale on English language teaching competencies framework presented by MoNE and applied the scale to 345 English language teachers working in Mersin. The scale consisted of three sub-dimensions. The findings showed that English language teachers had high scores in Observing and Evaluating Language Development, Collaborating with School Staff, Colleagues, Family, and Society, Organizing Suitable Methods and

Techniques for a Suitable Classroom Environment, and Professional Development sub-dimensions. The gender variable did not significantly affect the participants' general self-efficacy or subscale scores. Doğan (2009) aimed to study the perceived self-efficacy belief levels of English language teachers working at elementary and secondary schools in Istanbul. 201 English language teachers from various parts of the city participated in the study. The researcher looked into the teachers' self-efficacy perceptions and the challenges they encounter when teaching English. He discovered that participants' opinions about their subject area proficiency were not significantly influenced by their gender. Turan (2018) examined the self-efficacy beliefs and preferred language teaching techniques of English teachers. There were 212 English language teachers who worked in Adıyaman in the sample group of the study. The Sense of Self-Efficacy Scale was employed by the researcher to gauge the English teachers' self-efficacy beliefs. While school type, seniority, weekly course load made significant differences in participants' self-efficacy belief scores, gender, graduated high school, faculty and in-service training participation didn't cause any significant differences in their scores. The classroom management techniques and professional self-efficacy beliefs of English language instructors employed in secondary and high schools were examined by Yıldırım (2019). She looked at how factors including gender, years of experience, graduated faculty, and academic stage affected the level of self-efficacy beliefs. According to the aforementioned variables, she did not come across any statistically significant variations in self-efficacy scores of English language teachers. Temizel-Zengin's (2019) research sought to ascertain the communicative and professional proficiency levels of English language teachers working at elementary and secondary schools in Istanbul. She studied with 104 English language teachers. She found statistically no meaningful differences in the general and sub-dimensional scores of the scale between males and females. Sarı (2019), in her study related to English language teachers' competencies for teaching English to young learners, examined the effects of some variables on self-efficacy beliefs of English language teachers. The sample of the study consisted of 80 English language teachers in Kutahya. She applied Foreign Language Teaching Proficiency Scale for Children. Gender didn't cause a significant difference in the total score of the scale between groups. The self-efficacy perceptions of in-service English language teachers working at Turkish public elementary, secondary, and high schools were examined by Karaca (2020). She utilized the Turkish translation of the Teachers' Sense of Efficacy Scale adapted in Turkish by Çapa et al. (2005). The scale had three sub-dimensions: Instructional Methodologies, Classroom Management, and Student Engagement. In terms of the scale's overall score as well as the scores for its sub-dimensions, gender had no significant effect. Akbaş and Çelikkaleli (2006) investigated

science teaching self-efficacy beliefs of pre-service elementary teachers according to gender. The sample consisted of 491 pre-service science teachers from Dokuz Eylül, Balıkesir, Cumhuriyet, Mersin, Ankara, and Van Yüzüncü Yıl Universities. The results showed that pre-service elementary teachers' science teaching self-efficacy beliefs and outcome expectancies didn't change owing to gender variable. The study by Üstüner, et al. (2009) aimed to determine self-efficacy beliefs of secondary school teachers teaching different subject matters. They studied according to some variables such as gender, years of experience, school type, academic degree and pedagogical formation. The participants were 292 teachers working in Malatya. They found that self-efficacy beliefs of secondary school teachers didn't differ according to gender. Sarıkaya et al. (2005) examined preservice elementary teachers' science teaching self-efficacy beliefs and their classroom management beliefs according to their gender and grade level. The study was conducted with 584 third year and fourth year university students. The results revealed that pre-service teachers' self-efficacy beliefs didn't differ according to gender variable.

On the other hand, Bilican (2016), Çankaya (2018), Eslami and Fatahi (2008), İlgör (2019), Kaygısız (2018), Odabaş-Kararmaz (2013), Şen (2021) and Yoldaş (2019) found out that there was statistically a meaningful difference between the subject area competency belief scores of participants in favor of female teachers, which is incompatible with the current study. Odabaş-Kararmaz (2013) looked at several demographic factors with respect to how subject-area competencies of English language teachers in primary schools were perceived. A total of 195 English language teachers who work in Zonguldak composed the study's sample. While seniority and participation in in-service training programs had no statistically significant impact on the scale's overall and sub-scale scores, gender made statistically a significant difference in favor of female teachers in Language Skill Development and Cooperation with School, Family, and Society sub-scale scores. Bilican (2016) aimed to explore the effectiveness and professional competencies of English language teaching department graduates in their first five years after graduation. He looked at the effects of factors like experience years, educational attainment, involvement in in-service training programs, and gender. 251 novice English language teachers from Ankara, İzmir, Manisa, Çanakkale, and Burdur participated in the study. Other than gender, none of the aforementioned factors significantly affected participants' scores. Compared to male graduates, female ELT graduates reported having higher levels of self-efficacy beliefs for English language proficiency. The self-efficacy perceptions of in-service English instructors and student teachers were studied by Çankaya (2018). The study involved 35 in-service teachers and 17 student teachers from three universities. Although the analysis revealed

no statistically meaningful differences in self-efficacy beliefs between student-teachers and in-service teachers in terms of university any teaching experience variables; female participants were found more self-efficacious in teaching English. Kaygısız (2018) investigated whether the self-efficacy of English language instructors predicted their pedagogical approaches. The study was done with English teachers employed at public schools. The results revealed that female English language teachers were more efficacious than male teachers in teaching English. The relationship between English language teachers' perceptions of their professional competence and their beliefs in their self-efficacy was examined by İlgör (2019) regarding gender, age, marital status, graduated faculty, school type, and seniority. The study involved 209 English language teachers from public elementary, secondary, and high schools in Erzurum. She utilized Teachers' Self-Efficacy Scale in her research. The findings revealed that the participants had high self-efficacy belief scores in both scale's total and sub-dimensional scores. Gender, graduated faculty, and seniority variables caused statistically meaningful differences in participants' scores in favor of female teachers. Yoldaş (2019) investigated self-efficacy beliefs of both novice and experienced English language teachers teaching to young learners. She looked into their self-efficacy perceptions in instructional techniques, student engagement, and classroom management. 158 ELT instructors who taught English to young learners made up the sample of the study. She concluded that gender variable yielded statistically a significant difference in the scale's total and Student Engagement sub-scale score. Şen (2021) examined the relationship between language teachers' lifelong learning tendencies with professional competencies and technological self-efficacies. The sample was composed of 561 English language teachers working at state and private primary, elementary, and high school in Turkey. In her study, Şen (2021) concluded that while male English language teachers were statistically more efficacious in integrating technology in their teaching strategies, female teachers had higher tendencies in lifelong learning and higher self-efficacy beliefs in their subject area competencies.

There are some studies incompatible with the current study, which found that male teachers had statistically higher subject area competency beliefs than female teachers. Aslan (2019) focused on English language teachers' perceptions about their professional senses of self-efficacy. The sub dimensions of the scale were Observing and Evaluating Language Development, Interacting with Society, Family, and Coworkers, and Developing Appropriate Methods and Strategies for a Desirable Classroom Environment. Gender, school type, years of experience, department graduated, academic degree, and work position were determined as the demographic variables. Male teachers' scores were higher

in Supporting Professional Development sub dimension and total score of the scale. English language teachers' self-efficacy perceptions about the teaching process and how they apply their efficacy skills in the classroom were examined by Yenen (2018). The participants were 406 English language teachers working in Elazığ. He used Self-Efficacy Scale developed by Tschannen-Moran and Hoy (2001). According to the results of the study, male English language teachers felt more effective concerning Classroom Management and Student Engagement, but female teachers felt more efficacious in Teaching Techniques. In their study, Demirtaş et al. (2011) explored the relationship between pre-service teachers' views to teaching profession and their teacher self-efficacy beliefs. 380 university students from Inonu University participated in the study. The findings showed that department and gender variables caused statistically significant differences in favor of male participants.

There aren't so many studies searching general self-efficacy beliefs of English language teachers. Esen's (2012) and Atmaca's (2016) studies are the most remarkable ones searching general self-efficacy beliefs and subject area competency beliefs of English language teachers and they looked for the relationship between self-efficacy belief types. In Esen's (2012) research the relationship between gender and general self-efficacy beliefs of English language teachers was studied and scores were tabulated with t-tests results and it was found that there was not a statistically significant relationship between gender and general self-efficacy beliefs of English language teachers. Yet, it was seen that there was a slight difference in favor of male teachers. Atmaca was the other researcher seeking for the general self-efficacy and subject area competency beliefs of English language teachers. She also concluded that gender made no difference in general self-efficacy beliefs between groups. The current study showed consistency in terms of the effect of gender on general self-efficacy beliefs of people working in different fields. In studies done by Endler, Johnson & Flett (2001) Milner and Woolfolk-Hoy (2003), Yıldırım and İlhan (2010), Altun (2019), and Üstüner et al. (2009) gender didn't cause a significant difference in teachers' general self-efficacy beliefs. On the other hand, studies done by Rimm and Jerusalem (1999), Schwarzer and Scholes (2000), Aypay (2010), Aydın (2011), Yeğin (2020) found statistically a meaningful difference in general self-efficacy beliefs in favor of male participants. Conversely, Göller (2015) found that females had higher self-efficacy belief scores in Maintenance Effort sub dimension.

## **5.2. Discussion English Language Teachers' General Self-Efficacy and Subject Area Competency Beliefs Regarding Years of Teaching Experience**

Years of teaching experience was another demographic factor whose effects on English language teachers' general self-efficacy and subject-area self-efficacy beliefs were examined in this study. The findings of this study showed that the total ELTSACS score differed statistically significantly depending on years of teaching experience. Also, Efficacy for Supporting Language Skills and Efficacy for Arranging Educational Setting sub-scale scores changed statistically in a meaningful way in favor of teachers with 1-5 years of teaching experience. Yet, it didn't cause a meaningful difference in Efficacy for Evaluation and Assessment subscale scores. Unexpectedly, teachers with 1–5 years of experience had the highest levels of general self-efficacy and subject area competency beliefs, whereas those with 11–15 years of experience had the lowest levels of self-efficacy in ELTSACS. Here are some studies with similar results related to effects of years of teaching experience on self-efficacy beliefs. Çankaya (2018) investigated the self-efficacy beliefs of both in-service English language teachers and pre-service English language teachers. The participants were 35 practicing and 17 student teachers. In her study, she discovered that the participants with the least experience felt most efficacious. Likewise, Shaukat and Iqbal (2012) expressed in their article titled *Teacher Self-Efficacy as a Function of Student Engagement, Instructional Strategies and Classroom Management* that younger teachers are more likely to engage students in activities and maintain classroom discipline than older teachers. Regarding instructional strategies, there were no statistically significant differences between younger and more experienced teachers' scores. In addition, Esen (2012) found that there was an inverse relationship between the number of years of experience and teachers' sense of self-efficacy in her master's thesis on the general self-efficacy and professional self-efficacy beliefs of English language teachers. Teachers with more experience felt less effective in teaching English. The teachers with 1-5 years of experience had the highest level of subject area self-efficacy beliefs. Additionally, they scored highly in Observing and Evaluating Language Development, Cooperating with the School, Staff, Coworkers, Family, And Society, And Organizing Appropriate Methods and Techniques for a Supportive Classroom Environment sub-scales. The lowest results belonged to teachers with 16 years or more experience.

However, there are certain studies that show inconsistency with the current study. Tschannen-Moran and Woolfolk-Hoy (2001) Thompson (2016), Yıldız- Narinalp (2018), Yoldaş (2019) found that teachers with longest experience years had the highest self-efficacy belief scores. Serin (2019) investigated if there was a significant difference between self-efficacy beliefs of native and nonnative English language teachers according to years

of teaching experience variable. She concluded that experienced teachers had higher self-efficacy scores in both total and subscales scores than novice teachers. Ulker (2020) studied professional competencies of English language teachers in her MA thesis and found that years of experience didn't cause significant differences in Making Learning Easier, Varying Teaching, Professional Collaboration, Creating Socioemotional Environment, Appealing Intercultural Awareness, And Professional Development subscale scores. Yet, teachers with 21 years and more teaching experiences felt most efficacious concerning teaching language skills.

On the other hand, there are some Aslan (2019) found in her study that years of teaching experience didn't cause any significant differences in self-efficacy beliefs of participants. Their scores related to Assessing and Evaluating Language Skills of Students, Collaborating with Collogues, School, Family and the Society, Material Choosing and Applying Suitable Teaching Methods, Supporting Professional Development sub-scale scores also didn't change according to years of teaching experience variable. Bilican (2016) concluded that years of teaching experience didn't cause any significant differences in effectiveness and professional competencies of English language teachers. He studied with teachers with 1 year of teaching experience and 5 years of teaching experiences. He concluded that there was not a significant difference in competency levels of two groups. Also, similar to abovementioned studies, Cantekin (2009), Güven and Çakır (2012), Hines (2013), Odabaş-Korkmaz (2013) Yahşi (2020) found that years of teaching experience did not cause a meaningful difference in self-efficacy scores of English language teachers.

It should be reworded that teachers with 1- 5 years of teaching experience had the highest levels of general self-efficacy belief, while those with 6-10 years of experience had the lowest levels. Esen (2012), similarly, found the highest self-efficacy score with teachers who had 1-5 years teaching experience and she found that the lowest general self-efficacy scores belonged to the teachers with 16 years and more teaching experience. In her study, Güngördü (2021) found that computer teachers' self-efficacy beliefs didn't differ according to seniority. Likewise, Korkmaz et al. (2019) concluded that years of teaching experiences didn't cause any significant effects on teachers' general self-efficacy beliefs. Güler (2021) studied the self-efficacy beliefs and burnout levels of teachers in special education schools and found that years of teaching experience didn't cause any significant differences in teachers' general self-efficacy beliefs.

### **5.3. Discussion of English Language Teachers' General Self-Efficacy and Subject Area Competency Beliefs Regarding the School Type**

The effect of the school type variable on self-efficacy beliefs of English language teachers was examined in current study. It was found whether teachers worked at state schools or private schools did not cause a significant difference in teachers' general self-efficacy and subject area competency belief scores. Teachers working at state schools and private schools had very close self-efficacy scores. A study conducted by Pekbay (2021) on self-efficacy beliefs of English language teachers found that the school type variable did not cause an important effect. Likewise, Odabaş-Kararmaz (2013) found that the type of school the teachers working at didn't cause any significant differences in total score of Self-Efficacy Belief Scale and its Planning and Arranging English Teaching Processes, Assessing and Evaluating Development Of Language Skills, Collaborating with School, Colleagues, Families, and Society sub-scale scores. Yet, a significant difference in favor of teachers working at private schools was found in Developing Language Skills sub-scale scores. Yahşi (2020) investigated the effects of the teaching English to Young Learners course on perceived efficacy beliefs of primary school English language teachers regarding some demographic variables. The study conducted with 108 teachers from different cities. She concluded that working at state or private schools didn't make any significant differences in participants' subject area competency beliefs.

On the other hand, Ülker (2021) found that English language teachers who worked at private schools had higher self-efficacy belief levels than the ones working at state schools. She attributed this significant difference between the scores of teachers working at state schools and private schools to the more opportunities that were supported by private school administrates. She declared that it should be taken into account that the financial and physical opportunities offered by private schools affect many factors from the methods, techniques and materials used in the lesson to the indoor-outdoor areas where the lesson is taught. She affirmed, the idea of lifelong learning is fostered by supporting teachers with more opportunities. Continual and well-planned professional development and cooperation activities are directly related to efficacy beliefs in private schools. Furthermore, due to the commercial competitiveness of these schools as a private sector institution, the personal qualities and professional competencies expected from the teachers push them to both demonstrate all their existing competencies in practice and engage in continuous professional development activities in order to respond to this demand (Ülker, 2021).

The current study found that the school type variable didn't cause any significant differences in English language teachers' general self-efficacy beliefs. In a similar way

Göksu (2020) studied the relationship between general self-efficacy perceptions and job satisfactions of pre-school teachers and found that general self-efficacy beliefs of pre-school teachers working at state schools are higher than pre-school teachers working at private schools. Esen (2012) found that English language teachers working at private schools felt more efficacious in general.

#### **5.4. Discussion of English Language Teachers' General Self-Efficacy and Subject Area Competency Beliefs Regarding School Level**

School level variable caused no meaningful differences in total scores of both General Self Efficacy Scale and Subject Area Competency Scale. Yet, Efficacy for Supporting Language Skills subscale scores showed that school levels that the teachers served at had impact on their teacher self-efficacy beliefs. In this sub-scale, high school teachers had the highest efficacy scores. Thompson (2016), Kaygısız (2018), Turan (2018) found that high school English language teachers had higher self-efficacy belief levels than the teachers working at secondary or primary schools. Similarly, Karaca (2020) investigated the self-efficacy beliefs of English language teachers who were employed at elementary, secondary, and high schools. In order to explore the self-efficacy beliefs of English language teachers, she looked for the years of experience effect and school level. She concluded that there was statistically a significant difference in favor of high school teachers' Classroom Management sub scale scores but school level variable didn't cause any significant differences in Self-Efficacy Scale's total score and Student Engagement and Instructional Strategies sub-scale scores. Ülker (2021) stated in her study, according to the school level variable, there was no difference in total self-efficacy belief scores of English language teachers; however, some slight differences were found in three sub dimensions. Teachers working at secondary and high schools felt most efficacious in teaching language skills; teachers working at primary schools felt most efficacious in creating a socioemotional environment. Ülker (2021) proposed several reasons why primary school teachers find themselves less competent in skill teaching competency than their colleagues working in other school levels. She stated the main goal of English language teachers working at primary schools is to make students love English using games, songs and activities and to avoid stress and anxiety causing barriers to language learning. They not only focus on the communicational function of foreign language teaching but also joyful nature of learning a new language. Thus, they may not need to develop their four basic language skills at the same rate, they may have underestimated the teaching competencies of reading and writing skills they use less and scored accordingly, or they may have weakened these

competencies that they use less. Tılfarlıođlu and Ulusoy (2012) studied secondary and high school English language teachers' self-efficacy for classroom management in target language and their handling misbehaviors in terms of classroom management. They concluded that there was no a significant difference between the self-efficacy scores of teachers working at high schools and secondary school related to classroom management self-efficacy beliefs.

### **5.5. Discussion of on English Language Teachers' General Self-Efficacy and Subject Area Competency Beliefs Regarding Academic Degree**

Academic degree was another variable whose effects on general self-efficacy and subject area competency beliefs of English language teachers were revised in this study. It did not make any significant differences in general self-efficacy beliefs of English language teachers and their subject area competency beliefs. Also, it did not cause a meaningful difference in Efficacy for Supporting Language Skills subscale scores, Efficacy for Evaluation and Assessment subscale scores and Efficacy for Arranging Educational Setting subscale scores. Unlike the current study, Esen (2012) found that the teachers' professional sense of self-efficacy levels differed according to their academic degree. She analyzed teachers' academic degrees and found statistically a meaningful difference in favor of teachers with master's degree in both total and sub dimension scores such as Observing and Assessing the Language Development, Cooperating with the School Personnel, Colleagues, Families and Society, Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere and Professional Development. Teachers with bachelor's degree had lower self-efficacy belief level in total and four sub-scales scores. Also, she found that general self-efficacy beliefs of the participants differed according to academic degree variable. Once more, it was seen that teachers with master's degrees believed in their own abilities more than those with bachelor's degrees. In parallel with Esen's (2012) study, ankaya (2018) Ően (2021), and YahŐi (2020) found that academic degree caused a significant difference in English language teachers' professional sense of self-efficacy in favor of teachers with master's degree. Yenen (2018) stated that academic degree made a significant difference in favor of teachers with master's degree, especially in their classroom management sub-scale and teacher self-efficacy total scores. He mentioned that academic degree variable didn't cause a significant difference in Student Engagement and Teaching Strategies sub-scale scores.

General self-efficacy beliefs of English language teachers didn't change according to their academic degree. Yet, Esen (2012) found that academic education level caused

statistically a significant difference in self-efficacy beliefs of teachers in favour of teachers with master's degree.

### **5.6. Discussion of English Language Teachers' General Self-Efficacy and Subject Area Competency Beliefs Regarding Graduated Faculty and Department**

General self-efficacy and subject area competency beliefs of English language teachers were examined according to department and faculty they graduated from. The findings revealed that graduated faculty and department variable did not cause statistically an important effect on English language teachers' ELTSACS and GSES total and subscale scores. Teachers graduated from English Language Teaching departments and English Language and Literature departments had high general self-efficacy and subject area competency belief levels. Similarly the faculty they graduated from didn't make any significant differences in their general self-efficacy scale scores and subject area competency sub-scale and total scores. The English language teachers graduated from faculties of Education and Science and Literature had high self-efficacy belief scores. This result is in line with the studies of Odabaş-Karamaz (2013), and Temizel-Zengin (2019). Odabaş-Karamaz (2013) found that graduated department variable caused statistically no meaningful differences in teacher self-efficacy scale total and Supporting Language Skills, Collaborating with School, Family, and Society sub-scale scores. She only found a meaningful difference in English language teachers' Assessing and Evaluating Language Skills sub-scale scores according to graduated faculty variable. ELT graduates had higher self-efficacy scores in Assessing and Evaluating Language Skills sub-scale. Temizel-Zengin (2019) stated in her study that graduated department didn't cause any significant differences in English language teachers' teaching English competencies total scores. On the other hand, the current study does not overlap with the studies of Aslan (2019), İlgör (2019), and Kaygısız (2018). They concluded that teachers who graduated from the education faculty (ELT department) had higher self-efficacy beliefs. Aslan (2019) found that graduated faculty variable cause statistically meaningful differences in Special Field Competency Scale's total and Assessing And Evaluating Language Development sub-scale scores. According to İlgör (2019) ELT teachers who graduated from Faculty of Education showed higher self-efficacy beliefs than those who graduated from Faculty of Science and Literature. Kaygısız (2018) found statistically a meaningful difference in self-efficacy scores of English language teachers in regard to graduated faculty variable. He mentioned that teachers who graduated from ELT departments had higher self-efficacy belief levels than English Language and Literature graduates. Considering the current study, it can be

deduced that the teaching formation after graduating from faculties of Science and Literature is of high quality and teachers graduated from this faculty feel competent enough. Demir and Koçyiğit (2014) found that there was no statistically a meaningful difference in English proficiency, pedagogical knowledge, and social-emotional skills of English instructors working at universities according to faculty and department they graduated from. Yet, Çelik and Arıkan (2012) found that Science and Literature graduates thought pedagogical formation applications were not enough and practical.

The current study found that general self-efficacy beliefs of English language teachers didn't differ according to department and faculty variables. In the study conducted by Esen (2012) general self-efficacy beliefs of English language teachers graduated from English Language Teaching departments were just like their subject area competency beliefs.

### **5.7. The Correlation between General Self-Efficacy and Subject Area Competency Beliefs of English Language Teachers**

In the current study searching for the relationship between general self-efficacy and subject area competency beliefs of English language teachers, Efficacy For Supporting Language Skills and Efficacy For Evaluation and Assessment subscale scores, as well as Efficacy for Arranging Educational Setting and Efficacy for Evaluation and Assessment subscale scores, have a highly positive and significant relationship according to Pearson's correlation analysis. Also, there is moderately positive and meaningful relationship between Efficacy for Supporting Language Skills sub-scale and General Self-Efficacy Scale. Likewise, Esen (2012) found a positive and significant correlation between each of the dimensions of teachers' professional sense of self-efficacy and general self-efficacy.

### **5.8. The Regression between General Self-Efficacy and Subject Area Competency Beliefs of English Language Teachers**

The regression analysis was used to investigate whether general self-efficacy beliefs of English language teachers would predict their subject area competency beliefs. It was found that English language teachers' general self-efficacy beliefs predicted their subject area competency beliefs. This outcome overlaps with that of the Esen's regression analysis (2012). Esen (2012) deduced that General Self-Efficacy Scale score of English language teachers predicted Professional Sense of Self-Efficacy Scale subscale scores (Professional Development, Observing and Evaluating Language Development, Cooperating with School Staff, Colleagues, Family, and Society, Organizing Appropriate Methods and Techniques

For A Classroom Environment, and Cooperating with School Personnel) The highest regression result in her study was associated with Professional Development sub dimension.



## CHAPTER VI

### 6. CONCLUSION AND RECOMMENDATIONS

This part of the study presents the summary of the study with conclusion remarks and suggestions for further studies.

Schools are the places where students both learn about official curriculum and are exposed to hidden curriculum, which refers to unwritten and unofficial lessons, values, perspectives, and norms conveyed in the classroom and social environments (Posner, 2004). Considering that the hidden curriculum covers the educational opportunities, all of the hidden or deep messages conveyed, it shapes every individual in the environment, from school principal to employees, from teachers to students. In short, every stakeholder that affects and is affected by the environment forms an important part of the corporate culture. Teachers are active participants of this corporate culture and interact with students most frequently and closely in educational contexts. Their stance as both individuals and professionals has an important role to form desired student behaviours. Cunningsworth (1995) argues that textbooks, social interactions among students or between student and teacher convey social and cultural beliefs to the students and develop an understanding of self and others through these interactions. As one of the prevailing components in schooling process, teacher stance play the most important role in the hidden curriculum and school settings (Freeman & McElhinny, 1996).

The present study was focused on two basic aims; (1) to find out English language teachers' general self-efficacy and subject area competency beliefs regarding five variables (gender, years of teaching experience, school type, school level, academic degree graduated faculty and department), (2) to show if the level of English language teachers' general self-efficacy beliefs predict their subject area competency beliefs. It was conducted with 203 English language teachers working at secondary and high schools in Amasya. In order to get data about general self-efficacy beliefs of teachers, the researcher used General Self-Efficacy Scale (GSES) (Çapri & Çelikkaleli, 2008) and English Language Teacher Subject Area Competency Scale (ELTSACS) (Çelik et al., 2018) for getting data about self-efficacy belief levels in their subject area. ELTSACS consists of three subscales:

Efficacy for Supporting Language Skills, Efficacy for Evaluation and Assessment, Efficacy for Arranging Educational Setting.

The data collected through the google forms account was converted to the Microsoft Office Excel software and it was processed by SPSS version 20.0. Also means, percentages and frequencies, standard deviations, were calculated through SPSS version 20.0. First, self-efficacy beliefs and subject area competency beliefs of English language teachers were analyzed by descriptive statistics tools of the SPSS software package and then, Pearson correlation test was used to investigate the relationship between general self-efficacy and subject area competency beliefs of teachers.

The study's findings showed that English language teachers had high levels of general self-efficacy beliefs and subject area competency beliefs. Revising the subscales of ELTSACS, the highest mean was calculated for Efficacy for Supporting Language Skills Subscale (ESLS). Also, it was found that school type, school level, academic degree, faculty, and department which the participants graduated from didn't affect general self-efficacy and subject area competency belief levels of English language teachers, but years of teaching experience was a significant indicator for both general self-efficacy and subject area competency beliefs of English language teachers.

Human behaviours are constructed upon beliefs that people assume as true rather than the truth itself. Therefore, in order to evaluate human behaviours in an adequate way, understanding of mental process of the behaviours should be taken into consideration carefully. For last two decades, educational studies have shifted from a behaviourist view to cognitive one. Accordingly, the scope of academic studies shifted cognitive processes and underlying reasons of a behaviour. While the relationship between teachers' behaviours and students' behaviours was examined in a linear way and rated below in the past; today, it has gained a wider perspective with the contributions of cognitive processes of both teacher and student behaviours. It has been suggested in many studies that teacher behaviours are effective mechanisms on students' thinking and decision-making processes (Doyle, 1986; Ashton & Webb, 1986).

Having a high self-efficacy belief, feeling competent in teaching a language and appreciating own problem-solving abilities are very important characteristics of a language teacher. It is very substantial for teachers to have a humanistic understanding in their classes. With all these traits, they will be able to let the students to make choices, cooperate with their friends and take responsibilities of their actions. Also, self-efficacy belief is crucial as it affects decision making processes of a teacher related to classroom management,

teaching, and guiding issues. Teachers who feel efficacious personally and in their profession tend to motivate their students to learn new concept more, be courageous to utilize new teaching techniques and strategies, and be less interfering in terms of classroom management issues by generating self-regulation mechanisms of students.

There are four substantial features that an effective language teacher should have, socio-affective competency, pedagogical competency, field competency and positive personality traits (Shishavan & Sadeghi, 2009). A good language teacher is one who has proficiency in target language, is qualified pedagogically, and is able to utilize different teaching strategies and methods. Every teacher should be enthusiastic to keep pace with developments and innovations in their professional lives. Especially English language teachers should have a wider perspective as they are expected to teach a new language and also a new culture. They should be an inspiring model for the students with an efficacious stance.

Çelik and Arıkan (2012) found that only 8% of English teachers working at primary schools stated that they felt competent in teaching English to young learners because they thought that English language teaching programmes were not effective in this area. They also concluded that most of the participants figured English Language Teaching programmes at universities as insufficient. The underlying reason behind the situation was explained as mostly theoretical teachings instead of practical applications. The solution to this problem may be dividing ELT departments into different programmes as primary School English Teaching Department and High School English Teaching Department just like Mathematics Teaching Programme.

To sum up, self-efficacy is a significant factor for creating an effective teaching atmosphere. It is highly depended on an English language teacher's general self-efficacy beliefs and subject area competency beliefs to engage the students in educational context and activate their language skills. The most important way to enable teachers get higher level self-efficacy belief is to let them improve their mastery experiences through some opportunities. Therefore, it can be expected from universities and Ministry of Education to support candidate teachers with more realistic and useful implications in terms of mastery experiences. Also, it is known that vicarious experiences are important sources to develop self-efficacy belief. Therefore, school administrates may prepare suitable settings to provide the teachers with their colleagues' supports. They can observe their teaching and ways of dealing with classroom management issues or debate on these issues on certain intervals.

### **6.1. Implications for English Language Teacher Education (ELTE)**

In the light of the current study, implications related to English language teachers' general self-efficacy beliefs and subject area competency beliefs are listed below:

1. According to the research results, it can be clearly seen that English language teachers feel least efficacious in Arranging Educational Setting sub-scale. Therefore, teachers should be provided with some seminars or in service training opportunities to develop their efficacy related to create a suitable atmosphere to teach English and also they should be provided with classroom management competencies.
2. The techniques and strategies used by English language teachers with high professional efficacy levels can be examined and compared to the ones who have lower self-efficacy belief levels. Therefore, some suggestions for developing professional competencies of English language teachers who felt least efficacious may be taken into in-service training programs by MoNE. Although there are similar studies done abroad, there are so few studies examining the relationship between them in Turkey.
3. Developing general self-efficacy is such an important concept that every individual should be considered as a unique being and they should be provided with opportunities to have high self-efficacy belief from the very beginning of their academic lives. Supporting them with sportive and artistic activities to explain their inner world will provide areas to build higher efficacy beliefs. General self-efficacy is a key factor for success for each human being. Therefore, The Council of Higher Education should take developing self-efficacy beliefs of university students into consideration in academic content development procedures. Also, prospective teachers should get education in line with general and subject area competences set by MoNE in order to get ready and feel efficacious before engaging in real classroom settings.
4. Workshops may be effective for English language teachers to develop their proficiency in target language, assessment and evaluation skills and classroom management skills. With the collaborations of universities and Ministry of Education, some workshops specific to English language teaching may be prepared and applied periodically. By the way, in-service training should be prepared according to real needs of teachers and developed and instructed by experts. Otherwise, they are assumed as formal procedures to be followed compulsorily or work overload for

teachers. Rather, in-service trainings or workshops should be valued and seen opportunities for professional developments.

5. In light of research findings, it was concluded that teachers with least experience years feel most efficacious themselves in both general and special field competency areas. This situation is something pleasing but at the same time, it is a bit disappointing. It is pleasing because it shows that new beginner English teachers are enthusiastic and feel efficient in their professions and a teacher with a high self-efficacy stance is the prevailing factor for an effective teaching. Yet, what causes declining in self-efficacy belief should be studied in detail because the present study has showed that teachers with more experience years feel less efficacious in their professions. The inverse correlation between self-efficacy beliefs and years of teaching experience could be explained with Bandura's (2010) assumption about advancing age confliction. He says that self-efficacy beliefs may decline or be placed with misappraisals with advancing age. Resistance to change and having difficulty to be adapted to new technological developments after many years may also cause this decline. Also, this case might be resulted from burnout feelings, challenging tasks, too many expectations, unsatisfying income of teachers with longer teaching experience years. In spite of expectations endorsing positive relationship between years of teaching experience and subject area competency belief, this study showed novice teachers were enthusiastic, productive and they got high self-efficacy beliefs and professional satisfaction. This might be the result of a growing desire to get proficient in using English language among young people with the effect of social media and globalized world.
6. University students studying teaching different subject areas should receive education supporting general and subject matter teaching competencies set by MoNE in order to get well prepared before real class environments and increase their perceived self-efficacy.
7. The primary school teachers have the lowest scores in Efficacy for Arranging Educational Setting subscale. Further studies for the reasons for this situation are recommended to understand primary school English language teachers' challenges in classroom management and setting suitable educational environment.
8. The positive correlation between English teachers' general-self efficacy beliefs and subject-area competency beliefs highlighted the transferability of self-efficacy, which can increase as a consequence of a positive experience in one area but it may result in decrease in case of negative experiences. It is recommended to school principals

to pay attention to support teachers' general self-efficacy beliefs to enhance more enthusiastic teaching performances in classes.

## **6.2. Recommendations for Further Studies**

Based on the aforementioned limitations of the current study, recommendations for further studies are as follows:

1. 203 English language teachers serving in Amasya constituted the sampling of the current study. The same study can be conducted with more English language teachers in different contexts to get a more general result. Also, current study intended to determine the levels of English language teachers' general self-efficacy beliefs and subject area competency beliefs regarding some demographic variables and the relationship between two self-efficacy belief types. Yet, the underpinned reasons for efficacy beliefs were not studied. Further studies may search for the factors affecting and contributing to general self-efficacy and subject area competency beliefs. Researchers interested in self-efficacy beliefs of English language teachers may make use of interviews in order to get qualitative data and observe the lessons to develop a deeper perspective about teachers' stances in the classroom as well.
2. As the data gathered for the current study is limited to a sample group of 203 English language teachers, implementing the study with a larger sampling group would provide a more detailed scope for efficacy studies in the field of English language teaching.
3. As the data gathering process of the current study took place in Covid-19 pandemic period, unfortunately; an interview session following the applications of scales couldn't be possible. For a deeper insight about general self-efficacy and subject area competency beliefs of English language teachers, researchers may interview with English language teachers.
4. The researchers interested in general self-efficacy and subject area competency beliefs of English language teachers may use English versions of the scales to gather data as the targeted sample consists of teachers teaching English.
5. For the statistical analysis of the data differentiation, other variables besides the ones stated in the scale may be taken into consideration.

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# APPENDICES

## APPENDIX 1. Ethical Approval

Evrak Tarih ve Sayısı: 21.10.2021-39312



T.C.  
AMASYA ÜNİVERSİTESİ  
Bilim Etik Kurulu  
Sosyal Bilimler Etik Kurulu

Sayı : E-30640013-108.01-39312  
Konu : Etik Kurul Başvurusu

21.10.2021

**REKTÖRLÜK MAKAMINA**  
**Sayın Dr. Öğr. Üyesi Ayfer SU BERGİL**  
**Öğretim Üyesi**

İlgi : 13.10.2021 tarihli ve 38241 sayılı yazı.

"An Investigation on The Relationship Between Special Field Competency and Self Efficacy Beliefs of English Language Teachers (İngilizce Öğretmenlerinin Özel Alan Yeterlikleri ile Öz Yeterlik Algıları Arasındaki İlişkinin İncelenmesi Üzerine Bir Araştırma)" adlı araştırmanız Sosyal Bilimler Etik Kurulu tarafından bilimsel araştırma etiği yönünden incelendi ve değerlendirildi. Konu ile ilgili kurul görüşü ektedir.

Bilgilerinizi rica ederim.

Doç.Dr. Songül KEÇECİ KURT  
Etik Kurul Başkanı

Ek:

- 1- Dr. Ayfer Su Bergil Başvuru Değerlendirme 38241 (1 sayfa)
- 2- Etik Kurul Başvurusu (14 sayfa)

**Bu belge, güvenli elektronik imza ile imzalanmıştır.**

Belge Doğrulama Kodu :BSN47LS1UP Pin Kodu :54582

Belge Takip Adresi :  
<https://turkiye.gov.tr/ebd?eK=5544&eD=BSN47LS1UP&eS=39312>

Adres: Akbilek Mah. Muhsin Yazıcıoğlu Cad. No:7 Merkez/Amasya  
Telefon:2600060 Faks:2600059  
e-Posta: genelsekreterlik@amasya.edu.tr Web: <http://www.amasya.edu.tr/idari/etik-kurul/bilim-etik-kurulu.aspx>  
Kep Adresi: amasyauniversitesi@hs01.kep.tr

Bilgi için: Melike BAŞ  
Unvanı: Etik Kurul Üyesi  
Tel No: 1



**Bu belge, güvenli elektronik imza ile imzalanmıştır.**

	<b>AMASYA ÜNİVERSİTESİ</b> <b>SOSYAL BİLİMLER ETİK KURUL DEĞERLENDİRME FORMU</b>
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Ek-1

<b>Araştırmanın Başlığı:</b> “An Investigation on The Relationship Between Special Field Competency and Self Efficacy Beliefs of English Language Teachers (İngilizce Öğretmenlerinin Özel Alan Yeterlikleri ile Öz Yeterlik Algıları Arasındaki İlişkinin İncelenmesi Üzerine Bir Araştırma)”	
<b>Başvuru Formunun Etik Kurula geldiği tarih</b>	13.10.2021
<b>Başvuru Formunun Etik Kurulda incelendiği tarih</b>	18.10.2021
<b>Karar tarihi</b>	18.10.2021

**SONUÇ**

1.	<input checked="" type="checkbox"/> Kabul
2.	<input type="checkbox"/> Düzeltme gereklidir: Etik sorun olabilecek sorular/maddeler, süreçler ya da unsurlar bulunmaktadır. Açıklama:
3.	<input type="checkbox"/> Red Gerekçe, Görüş, Tavsiye ve Açıklamalar:

Başvuru dosyasının incelenmesinde hazır bulunan ve araştırmayla doğrudan veya dolaylı olarak ilişkisi bulunmayan Etik Kurul başkan ve üyelerinin ad, soyad ve imzaları.

(Başkan)  
Doç. Dr. Songül KEÇECİ  
KURT

(Üye-Bşk Yardımcısı)  
Dr. Öğr. Üyesi Fatih CAN

(Üye- Raportör)  
Dr. Öğr. Üyesi Melike BAŞ

(Üye)  
Dr. Öğr. Üyesi Kürşat EFE

(Üye)  
Dr. Öğr. Üyesi Davut AĞBAL

(Üye)  
Dr. Öğr. Üyesi Mustafa YILDIZ

## APPENDIX 2. Government Approval

Amasya Üni Gelen Evrak Tarih ve Sayısı: 18.02.2022-58314



T.C.  
AMASYA VALİLİĞİ  
İl Millî Eğitim Müdürlüğü



Sayı : E-47613789-44-43651713  
Konu : Tez Çalışması Kapsamında  
Araştırma/Anket İzni Hk.

16.02.2022

### DAĞITIM YERLERİNE

- İlgi : a) Amasya Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığının 04.02.2022 tarih ve E-47526769-302.08.01-55278 sayılı yazısı.  
b) Valilik Makamının 15.02.2022 tarih ve E-47613789-44-43592308 sayılı Onayı.

Amasya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı 208010007 numaralı öğrencisi Nagihan ÖZLÜ tarafından uygulanması planlanan "*İngilizce Öğretmenlerinin Özel Alan Yeterlikleri ile Öz Yeterlik Algıları Arasındaki İlişkinin İncelenmesi*" konulu tez çalışması kapsamında, Dr. Öğr. Üyesi Ayfer SU BERGİL'in danışmanlığında, Müdürlüğümüze bağlı İlimiz genelinde bulunan okullarda görevli öğretmenlere, belirtilen anketi uygulayabilmek için talep edilen iznin verildiğine dair ilgi (b) ekte gönderilmiş olup Müdürlüğünüze bağlı okullara söz konusu araştırmanın duyurulması hususunda;

Bilgilerinizi ve gereğini rica ederim.

Ömer COŞKUN  
Vali a.  
İl Millî Eğitim Müdür V.

Ek: Onay ve Ekleri (26 Sayfa)

Dağıtım:

- İlçe Kaymakamlıklarına  
(İlçe Millî Eğitim Müdürlüklerine)
- Amasya Üniversitesi Rektörlüğüne  
(Öğrenci İşleri Daire Başkanlığı)
- Merkez İlçe Tüm Okul Müdürlüklerine

**Bu belge güvenli elektronik imza ile imzalanmıştır.**

Adres : Hızırpaşa Mah. İstasyon Cad. No: 72 Merkez/AMASYA

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Bilgi için: Ahmet DDURMUŞ

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E-Posta: [arge05@meb.gov.tr](mailto:arge05@meb.gov.tr)

Unvan : Memur

Kep Adresi : [meb@hs01.kep.tr](mailto:meb@hs01.kep.tr)

İnternet Adresi: Faks: (0358) 218 50 31

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**APPENDIX 3. Scale Approvals**



#### APPENDIX 4. Data Collection Instrument(s)

Değerli Öğretmenim,

Bu ölçek İngilizce öğretmenlerinin özel alan yeterliklerini belirlemek için hazırlanmıştır. Ölçek iki bölümden oluşmaktadır. Birinci bölümde size ait bazı bilgilerle ilgili sorular bulunmaktadır. İkinci bölümde ise İngilizce Öğretmeni Özel Alan Yeterlikleri ile ilgili ifadeler yer almaktadır. Sizden beklenen, aşağıdaki ifadeleri okumanız, kendinizi ve çevrenizde İngilizce öğretmeni olarak görev yapan öğretmenleri düşünerek bu ifadelerde kesinlikle katılmıyorum, katılmıyorum, kısmen katılıyorum, katılıyorum ve kesinlikle katılıyorum seçeneklerinden uygun gördüğünüzü işaretlemenizdir.

Elde edilen veriler bir bilimsel araştırmada kullanılacaktır. Başka herhangi bir amaçla kullanılmayacaktır. Araştırmanın güvenilirliği bakımından görüşlerinizi doğru biçimde belirleyebilmemiz önemlidir. Bu nedenle ölçeğe adınızı yazmayınız. Katılımınız için teşekkür ederiz.

Dr. Öğr. Üyesi Ayfer Su BERGİL

Nagihan ÖZLÜ

Amasya Üniversitesi Öğretim Üyesi

İngilizce Öğretmeni

Cinsiyetiniz nedir?

( ) Kadın ( ) Erkek

Meslekteki deneyiminiz kaç yıldır?

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

( ) 16-20 yıl ( ) 21 yıl ve üstü

Çalıştığınız okul hangisidir?

( ) Resmi (kamu) okul ( ) Özel okul

Görev yaptığınız kademe hangisidir?

( ) İlkokul ( ) Ortaokul

( ) Lise ( ) Üniversite

Eğitim düzeyiniz nedir?

( ) Lisans ( ) Lisansüstü

Mezun olduğunuz fakülte hangisidir?

( ) Eğitim Fakültesi ( ) Diğer (belirtiniz).....

## İNGİLİZCE ÖĞRETMENİ ÖZEL ALAN YETERLİKLERİ ÖLÇEĞİ

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

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

### GENEL YETKİNLİK İNANCI ÖLÇEĞİ

Ölçeğin Puanlanması: 10 maddeden oluşan Likert tipi ölçeğin maddeleri orijinal formda 1 ile 4 arasında puanlanmaktadır. Ölçekten alınabilecek en düşük puan 10, en yüksek puan ise 40'tır. Ölçeğin Yorumlanması: Kişilerin aldıkları puanların yükselmesi öz yeterlik/genel yetkinlik inancı düzeylerinin de yükseldiği biçiminde yorumlanmaktadır.

Lütfen, aşağıdaki ifadelerden her birini okuduktan sonra, bu ifadelerin <b>GENEL OLARAK</b> sizin için ne ölçüde doğru olduğunu veya doğru olmadığını liste üzerinde yer alan ifadenin yanındaki kutulardan size en uygun olanın içine (X) işareti koyunuz. Her bir ifadeyi okuduktan sonra üzerinde uzun süre düşünmeden, aklınıza ilk geleni işaretleyiniz. Lütfen işaretsiz ifade bırakmayınız.		Hiç Doğru Değil	Bazen Doğru	Çoğunlukla Doğru	Tamamen Doğru
1	Yeni bir durumla karşılaştığımda ne yapmam gerektiğini bilirim.				
2	Beklenmedik bir durumda nasıl davranmam gerektiğini bilirim.				
3	Bana karşı çıktığımda kendimi kabul ettirecek çare ve yolları bulurum				
4	Ne olursa olsun üstesinden gelirim.				
5	Güç sorunların çözümünü eğer gayret edersem her zaman başarabilirim				
6	Planlarımı gerçekleştirmek ve hedeflerime ulaşmak bana güç gelmez.				
7	Bir sorunla karşılaştığımda onu çözebilmeye yönelik birçok fikrim vardır				
8	Yeteneklerime güvendiğim için, zorlukları soğukkanlılıkla karşılarım.				
9	Aniden gelişen olayların üstesinden geleceğimi sanıyorum.				
10	Her sorun için bir çözümlüm vardır.				

## CURRICULUM VITAE

### PERSONAL INFORMATION

Name Surname: Nagihan ÖZLÜ

Place of Birth:

Date of Birth:

### EDUCATIONAL BACKGROUND

**Master's Degree:** Amasya University / Institute of Social Sciences / English Language Teaching (2020-....)

**Bachelor's Degree:** Middle East Technical University / Faculty of Education / English Language Teaching (1999-2003)

**High School:** Kırıkkale Teacher Training Anatolian High School (1996-1999)

**Foreign Languages:** English

### WORK EXPERIENCE

Amasya – Alptekin Anatolian High School - English Language Teacher (2013-.....)

Amasya – Vali Hüseyin Poroy Primary School - English Language Teacher (2012-2013)

Amasya – Gümüşhacıköy – Gümüşhacıköy Anatolian High School - English Language Teacher (2008-2012)

Ankara – Polatlı – Hikmet Uluğbay YİBO - English Language Teacher (2004-2008)

Sivas - Yenişehir High School - English Language Teacher (2003-2004)

### CONTACT INFORMATION

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