

**T.C.**  
**Mersin Üniversitesi**  
**Eđitim Bilimleri Enstitüsü**  
**Yabancı Diller Eđitimi Ana Bilim Dalı**  
**İngiliz Dili Eđitimi Bilim Dalı**

**ENGLISH LANGUAGE TEACHERS' GENERAL AND PROFESSIONAL SENSE  
OF SELF-EFFICACY: MERSİN PROFILE**

**Gökçe ESEN**

**YÜKSEK LİSANS TEZİ**

**Mersin, 2012**



**T.C.**  
**Mersin Üniversitesi**  
**Eđitim Bilimleri Enstitüsü**  
**Yabancı Diller Eđitimi Ana Bilim Dalı**  
**İngiliz Dili Eđitimi Bilim Dalı**

**ENGLISH LANGUAGE TEACHERS' GENERAL AND PROFESSIONAL SENSE  
OF SELF-EFFICACY: MERSİN PROFILE**

**Gökçe ESEN**

**YÜKSEK LİSANS TEZİ**

**Danışman**  
**Yrd. Doç. Dr. Şaziye YAMAN**

**Mersin, 2012**

Mersin Üniversitesi, Eğitim Bilimleri Enstitüsü Müdürlüğüne,

Gökçe ESEN tarafından hazırlanan “İngilizce Öğretmenlerinin Genel ve Mesleki Öz-Yeterlik Algıları: Mersin İli Profili” başlıklı bu çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Başarılı

Başarısız



Başkan

Yrd. Doç. Dr. Şaziye YAMAN  
(Danışman)



Üye

Yrd. Doç. Dr. Gülden İLİN



Üye

Yrd. Doç. Dr. Yusuf İNANDI

Onay

Yukarıdaki imzaların, adı geçen öğretim elemanlarına ait olduklarını onaylarım.

11.19.2012

Prof. Dr. Yüksel KELES  
Enstitü Müdürü



## ACKNOWLEDGEMENTS

The end of an amazing academic journey; love, support, guidance, dreams... all great things have been gathered by many invaluable people and presented to me gratefully on my way. It would not have been possible to experience this amazing academic journey without the help and the guidance of kind people around me to only some of whom it is possible to give particular mention here...

Above all, I would like to offer my heartfelt thanks and sincerest gratitude to my supervisor Asst. Prof. Dr. Şaziye Yaman, head of English Language Teaching Department who has always provided a great guidance with her never-ending patience, invaluable contributions and enthusiastic encouragement throughout my endeavours in life to realize my dreams. I can not find words to express my appreciation to my supervisor as she has never left me alone with her enlightening support on the journey of my academic life and believed in me.

I wish to express my deep sense of appreciation to the committee members, Asst. Prof. Dr. Gülden İlin, and Asst. Prof. Dr. Yusuf İnandı for their encouragement and invaluable contributions on my thesis. I owe a special gratitude to Asst. Prof. Dr. Yusuf İnandı who gave me a helping hand unhesitatingly with his invaluable guidance, great contributions and tactful support. I'm also thankful to Asst. Prof. Dr. İlter Helvacı for his unending, sincere and constructive efforts to support my thesis study.

I would like to thank to my friends, Sinem Derkuş, Sibel Sert, Meryem Özdemir, Nurdan Armutcu for their precious suggestions, contributions and especially hearty and always supportive friendship. If they had not been always near me and tolerant of my "difficult person" times, I would never have succeeded that. My special thanks are also extended to the academic and administrative staff of SUTİYO. I also wish to

acknowledge the help and contributions provided by the all teachers who took part in the present study.

I would like to extend my thanks to my beloved family, especially my parents Zekiye and Cemal Özçift, my great grandmother Bedia Özer and my aunt Hatice Aktaş for their irreplaceable support, strenght, love and for everything. I would also like to thank to Bahattin Avcı and my dear uncle Halil İbrahim Özer for their great contributions and invaluable support. Last, but by no means least, I owe much to my soulmate, Mehmet Ali Esen who has always replaced black and whites with colourful dreams, for his endless love, miracles and great support.

## ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN GENEL VE MESLEKİ ÖZ-YETERLİK ALGILARI:  
MERSİN İLİ PROFİLİ

GÖKÇE ESEN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Yrd. Doç. Dr. Şaziye YAMAN

Ağustos, 2012

Bu çalışmanın üç temel amacı bulunmaktadır; (1) Mersin ili profil çalışması aracılığıyla Türkiye’de görev yapan ilköğretim İngilizce öğretmenlerinin genel yeterlik algılarını ve İngilizce öğretimi alanına özgü mesleki öz-yeterlik algılarını ortaya koymak (cinsiyet, okul türü, tecrübe yılı, mezun olunan bölüm, akademik düzey) (2) İngilizce öğretmenlerinin genel yeterlik algı düzeylerinin İngilizce öğretimi alanına özgün mesleki öz-yeterlik algılarını yordayıp yordamadığını araştırmak (3) İngilizce öğretmenlerinin alan özgü mesleki öz-yeterlik algılarına dair veri toplamak üzere Milli Eğitim Bakanlığınca (MEB) belirlenen İngilizce öğretmeni yeterlik göstergeleri çerçevesinde geçerli ve güvenilir bir ölçek geliştirmek. Çalışma örneklemi iki katılımcı grubundan oluşmaktadır. Güvenilir bir “İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği” geliştirmek amacıyla Türkiye genelinden 500 ilköğretim İngilizce öğretmenine ölçek uygulanmıştır. Bunun yanı sıra, geliştirilen ölçeğin geçerliğini sınamak ve il profilini çıkarmak üzere Mersin ilinde görev yapan 345 ilköğretim İngilizce öğretmeni ikinci çalışma grubunu oluşturmuştur. Güvenilir ve geçerli bir “İngilizce Öğretmenlerinin Öz-yeterlik Algısı Ölçeği” geliştirilmiştir. Bu

çalışma “Genel Yetkinlik Ölçeği” (Çelikkaleli & Çapri, 2008), “İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği” ve araştırmacılar tarafından geliştirilen anket olmak üzere üç veri toplama aracı ile yürütülmüştür. Toplanan veri faktör analizi, betimsel istatistik analizi, bağımsız gruplar için t-testi, regresyon analizi, korelasyon ve One-way Anova ile analiz edilmiştir. Anket aracılığıyla elde edilen nitel veriler betimsel analiz kriterlerine uygun olarak analiz edilmiştir. Nicel analizler sonucunda, öğretmenlerin “Dil Gelişimini İzleme ve Değerlendirme”, “Meslektaş, Okul, Aile ve Toplumla İşbirliği Yapma”, “Uygun Eğitim Ortamı için Materyal Kullanımı ve Yöntem Seçimi” boyutlarında yüksek düzeyde öz-yeterlik algısına sahipken “Mesleki Gelişim” boyutunda daha düşük düzeyde öz-yeterlik algısına sahip olduğu bulunmuştur. Paralel şekilde, öğretmenlerin genel yeterlik inancının da yüksek olduğu görülmüştür. Öğretmenlerin hem mesleki öz-yeterlilik algısında hem de genel yeterlik algısında cinsiyet değişkeni haricinde, tüm değişkenler (okul türü, tecrübe yılı, mezun olunan bölüm, akademik düzey) bakımından istatistiksel olarak anlamlı bir fark tespit edilmiştir. Ayrıca İngilizce öğretimi alanına özgün mesleki öz-yeterlik algısının dört boyutunun birbirleri ve genel yetkinlik inancı ile aralarında pozitif yönde anlamlı bir ilişki belirlenmiştir. Regresyon analizi aracılığıyla, genel yeterlik algısı düzeyinin, alan özgü mesleki öz-yeterliliğin her boyutunu yüksek düzeyde yordayabildiği sonucuna varılmıştır. Nitel araştırma sonuçları ise nicel sonuçlarla uyum göstermiştir. Betimsel analizler aracılığıyla, dış etmenler, zorluklar ve engeller karşısında öğretmenlerin ortaya koyduğu öz-yeterlik algılarına dair bazı ipuçları ve açıklayıcı olabilecek ifadeler elde edilmiştir. Elde edilen tüm bulgular olası nedenler ve yapılan çalışmalar ışığında tartışılmıştır.

**Anahtar Kelimeler:** öğretmen öz-yeterlik algısı, mesleki öz-yeterlik algısı, genel yeterlik algısı, İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği, güvenilirlik, geçerlik

## ABSTRACT

ENGLISH LANGUAGE TEACHERS' GENERAL AND PROFESSIONAL SENSE OF  
SELF-EFFICACY: MERSİN PROFILE

Gökçe ESEN

Master Thesis, Department of English Language Teaching

Supervisor: Asst. Prof. Dr. Şaziye YAMAN

August, 2012

The present study has been built on three main purposes; (1) to explore the primary school English language teacher's general and professional sense of self-efficacy profile in Mersin according to five variables (sex, school type, years of experience, department graduated, and academic level) (2) to investigate whether the level of primary school English language teachers' General Self-Efficacy (GSE) predict their English Language Teaching (ELT) sense of Self-Efficacy (SE) level and as a complementary part of the current study (3) to develop a reliable and valid scale based on the English language teacher proficiency indicators determined by the Ministry of National Education (MONE) in order to obtain the professional (English Language Teaching-ELT) sense of SE data of English language teachers. The current study has been built on two groups of participants: a group of primary school English language teachers (500) from Turkey to develop a reliable "English Language Teachers' Sense of Self-Efficacy Scale-ELTSES) and the other group of primary school English language teachers (345) from Mersin to reveal the validity of the ELTSES and to propound a profile of teachers' professional and general sense of

SE. The ELTSES has been developed by the researchers as a valid and reliable scale. Three data collection tools have been applied to reach data; Turkish General Self-Efficacy Scale (Çelikkaleli & Çapri, 2008), ELTSES and a questionnaire developed by the researchers. In the current study, the collected data analyzed through factor analysis, descriptive statistics, independent samples t-test and One-way Anova, correlation and regression analysis. The qualitative data have been analyzed in accordance with the descriptive analysis criterions. Through quantitative results, it has been found out that they perceive themselves efficacious enough in “Observing and Assessing the Language Development”, “Cooperating with the School Personnel, Colleagues, Family and Society” and “Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere” except “Professional Development” for which they had an unsure and lower perception. Teachers’ GSE also has been investigated and they presented that they are efficacious. In both professional and general sense of SE a statistically significant difference has been designated for all variables apart from sex. Besides, a positive and meaningful correlation between each dimensions of teachers’ professional sense of SE and GSE has been determined. As the last step of quantitative investigation, the regression analysis has concluded that English language teachers’ professional sense of SE can be highly predicted by the GSE level of the teachers. The qualitative results have been in accordance with the quantitative ones providing some clues and exploratory statements eliciting their self-perception of external factors and resistance to obstacles and difficulties. All have been discussed with the possible underlying reasons in the light of literature.

**Keywords:** Teacher sense of self-efficacy, professional sense of self-efficacy, general self-efficacy, English Language Teachers’ Sense of Self-Efficacy Scale (ELTSES), reliability of ELTSES, validity of ELTSES

## CONTENTS

ACKNOWLEDGEMENTS.....	i
ÖZET.....	iii
ABSTRACT.....	v
CONTENTS.....	vii
LIST OF ABBREVIATIONS.....	x
LIST OF TABLES.....	xii
INTRODUCTION.....	1
Problem Statement.....	5
Purpose of the Study.....	6
The Significance of the Study.....	6
Research Questions.....	7
Definitions of Terms.....	10
CHAPTER I: REVIEW OF LITERATURE.....	11
I.1. A Prominent Component of Social Cognitive Theory; Self-Efficacy.....	18
I.2. A Broader View in the Theoretical Framework: General Self-Efficacy.....	23
I.3. A Professional Sense of Self: Teacher Sense of Self-Efficacy.....	26
I.3.1. Milestones of Teacher Sense of Self-Efficacy.....	29
I.3.1.1. Measures on the Social Learning Theory.....	30
I.3.1.2. Measures on Social Cognitive Theory.....	33
I.3.1.3. An Eclectic View Point and Specificity Issue.....	36
I.3.2. Positive Correlates of Teacher Sense of Self-Efficacy.....	40
I.3.3. Domain Specific Studies on Teacher Sense of Self-Efficacy.....	45
I.4. English as a Foreign Language Teacher’s Sense of Self-Efficacy.....	47

CHAPTER II: METHODOLOGY.....	61
II.1. The Development of a likert type “İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği” (English Language Teachers’ Sense of Self-Efficacy Scale).....	61
II.1.1. Preliminary preparation and item writing .....	61
II.1.2. The Reliability of “İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği” (English Language Teachers’ Sense of Self-Efficacy Scale .....	63
II.1.3. The Validity of “İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği” (English Language Teachers’ Sense of Self-Efficacy Scale.....	69
II.2. Participants.....	72
II.3. Data Collection Tools.....	73
II.4. Data Analysis Methods.....	75
CHAPTER III: RESULTS AND DISCUSSION.....	78
III.1. Quantitative Results.....	78
III.1.1. English Language Teachers’ Professional Sense of SE Profile with Descriptive Statistics .....	79
III.1.2. English Language Teachers’ Professional Sense of SE in regard to Some Demographic Variables.....	83
III.1.3. English Language Teachers’ GSE Profile with Descriptive Statistics.....	93
III.1.4. English Language Teachers’ GSE in regard to Some Demographic Variables.....	95

III.1.5. Correlation Results related to English Language Teachers’ Professional Sense of SE and GSE.....	99
III.1.6. Regression Results related to English Language Teachers’ Professional Sense of SE and GSE.....	101
III.2. Qualitative Results.....	107
III.2.1. Findings related to English Language Teaching.....	107
III.2.2. Findings related to Method, Approach and Material Choice.....	116
III.2.3. Findings related to Communication with Colleagues and Parents.....	120
III.2.4. Findings Related to Professional Development.....	123
CONCLUSION.....	131
Limitations of the Study.....	134
Implications for Future Research.....	135
REFERENCES.....	138

#### LIST OF APPENDICES

APPENDIX A: İngilizce Öğretmeni Özel Alan Yeterlikleri (OYEGM, 2008)

APPENDIX B: İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği (English Language Teachers’ Sense of Self-Efficacy Scale- ELTSES)

APPENDIX C: Genel Yetkinlik İnancı Ölçeği (Çelikkaleli, & Çapri 2008) and Original (English) Version of GSE Scale (Schwarzer, & Jerusalem; 1995)

APPENDIX D: Questionnaire

APPENDIX E: İl Milli Eğitim Müdürlüğü Araştırma İzni Yazısı

APPENDIX F: English Version of Tabulated Qualitative Results

**LIST OF ABBREVIATIONS (In Alphabetical order)**

**β:** Beta

**CFA:** Confirmatory Factor Analysis

**CFI:** Comparative Fit Index

**df:** degree of freedom

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**ELTSES:** English Language Teachers' Sense of Self-Efficacy Scale

**f:** frequency

**GFI:** Goodness of Fit Index

**GSE:** General Self-Efficacy

**GTE:** General Teacher Efficacy

**IFI:** Incremental Fit Index

**M:** Mean

**MONE:** Ministry of National Education

**n:** Number in subsample

**N:** Number of the Teachers in the Sample

**NFI:** The Normed Fit Index

**p:** Degree of Significance

**PTE:** Personal Teacher Efficacy

**R:** Multiple correlation

**R<sup>2</sup>:** Squared multiple correlation

**RFI:** Relative Fit Index

**RMR:** Root Mean Square Residuals

**RMSEA:** Root Mean Square Error of Approximation

**SCT:** Social Cognitive Theory

**SD/S:** Standard Deviation

**SE:** Self-Efficacy

**se:** Standard error

**ss:** sum of squares

**t:** t-value

**TEFL:** Teaching English as a Foreign Language

**TSE:** Teacher (Sense of) Self-Efficacy

**ÖYEGM:** Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü

$\bar{X}$  : Arithmetic Mean

$\chi^2$ : Chi-square test value

## **LIST OF TABLES**

**Table 1:** Individual Capabilities According to the Social Cognitive Theory

**Table 2:** Rotated Component Matrix

**Table 3:** Rotated Component Matrix

**Table 4:** Classified ELTSES Items in regard to the Components

**Table 5:** Descriptive Variables

**Table 6:** Questionnaire Questions under Four Dimensions

**Table 7:** Descriptive Variables

**Table 8:** Primary School English Language Teachers' Professional Sense of SE Level

**Table 9:** Primary School English Language Teachers' Professional Sense of SE Level

**Table 10:** Primary School English Language Teachers' Professional Sense of SE Level

**Table 11:** Primary School English Language Teachers' Professional Sense of SE Level

**Table 12:** Primary School English Language Teachers' Professional Sense of SE Level according to Sex

**Table 13:** Primary School English Language Teachers' Professional Sense of SE Level according to School Type

**Table 14:** Primary School English Language Teachers' Professional Sense of SE Level according to Years of Experience

**Table 15:** Primary School English Language Teachers' Professional Sense of SE Level according to Department Graduated

**Table 16:** Primary School English Language Teachers' Professional Sense of SE Level according to Academic Level

**Table 17:** General Self-Efficacy Level of Primary School English Language Teachers

**Table 18:** General Self-Efficacy Level of English Language Teachers according to Sex

**Table 19:** General Self-efficacy Level according to School Type

**Table 20:** General Self-Efficacy Level of Primary School English Language Teachers according to Years of Experience

**Table 21:** General Self-Efficacy Level of Primary School English Language Teachers according to Department Graduated

**Table 22:** General Self-Efficacy Level of Primary School English Language Teachers according to Academic Level

**Table 23:** Correlation results between English Language Teachers' 4 Different Domains related Professional Sense of SE and their GSE Level

**Table 24:** Multiple Regression Analyzes Results related to the prediction of English Language Teachers' 4 Different Domains Related Professional Sense of SE level by the GSE Level

**Table 25:** Frequencies of mostly used words in answers to Question 1

**Table 26:** Frequencies of mostly used words in answers to Question 2

**Table 27:** Frequencies of mostly used words in answers to Question 3

**Table 28:** Frequencies of mostly used words in answers to Question 4

**Table 29:** Frequencies of mostly used words in answers to Question 5

**Table 30:** Frequencies of mostly used words in answers to Question 8

**Table 31:** Frequencies of mostly used words in answers to Question 9

**Table 32:** Frequencies of mostly used statements in answers to Question 11

**Table 33:** Frequencies of mostly used statements in answers to Question 12

**Table 34:** Some samples of mostly used statements in answers to Question 13

**Table 35:** Frequencies of mostly used words in answers to Question 14

## INTRODUCTION

Human nature and behaviours have been of a vital importance in explaining many questions in various fields such as science, psychology, education. Many theories have been propounded to explain and discover people's behaviors and actions. One of those theories was proposed by a cognitive psychologist Albert Bandura (1977). Bandura (1989) who is the pioneer of Social Cognitive Theory (SCT), suggested that humans possess a self system providing them the ability to exercise control over their thoughts, motivation, feelings and actions via some reference mechanism and a set of sub-functions in order to perceive, regulate and evaluate behaviour via five required capabilities. "Social Cognitive Theory", defines human behaviour as a triadic, dynamic, and reciprocal interaction of some specific elements as behaviour, cognition and other personal factors (Bandura 1989). That gives people the capability to change their environment and influence their own actions (Bandura, 1986 as cited in Pajares, 1996).

Under the umbrella of "Social Cognitive Theory" it is emphasized that "none of the thought types is more central and pervasive than people's judgments of their capabilities to exercise control over events affecting their lives" (Bandura, 1989:59). This statement clearly points out the "Self-Efficacy" (SE) term within the system of theory. Sense of self-efficacy is identified as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997 as cited in Dellinger et al., 2008:752).

Bandura (1986, 1993, 1996, 1997) brings forward the reason for their vital importance that self-efficacy beliefs affect the thought processes and emotions providing actions in which people make effort in achieving goals, resist the encountered adversity, rebound from temporary failures or obstacles and exercise some control over events that

influence their lives (as cited in Tschannen-Moran, Hoy & Hoy, 1998). Thus, people's beliefs about themselves are key factors in the exercise of control and personal agency (Pajares, 1996).

From a more global point of view, self-efficacy has been conceptualized as a more general sense by some researchers (Schwarzer & Jerusalem, 1995; Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, & Rogers, 1982) so called "General Self-Efficacy" (GSE) which refers to "a global confidence in one's coping ability across a wide range of demanding or novel situations" (as cited in Luszczynska, Gutie' rrez-Don' a & Schwarzer, 2005:81). Providing a stable and broad sense of personal competence in order to handle various stressful situations encountered in life high general self-efficacy have been proved to have positive relations of with higher achievement, more social integration and healthier life through studies (Bandura 1997; Schwarzer 1992, 1994 as cited in Erci, 2006). It can be inferred that GSE may have implications also for professional life and success in specific tasks.

It is an obvious fact that teachers' judgemental perspective, behaviours, actions are connected with the cognitive factors like their beliefs, perceptions, assumptions and motivation (Cerit, 2010; Tunç Yüksel, 2010). That's why; the "self-efficacy" concept has been a focus concern in educational context in recent years. It is underlined that teacher self-efficacy is an exceptional concept which has been found to have consistent relationship with characteristics of teachers and the behavior or learning of students (Woolfolk & Hoy, 1990 as cited in Henson 2001). Teaching is a complex skill necessitating application of technical and scientific knowledge in an artful or crafty and creative way to successfully reach the objectives in learning processes (Pekkanlı Egel, 2009). Thus, the teacher sense of self-efficacy is an idea with many possible underlying

significant implications as the teachers' sense of self-efficacy is related to their behaviour in the classroom. Teacher self-efficacy which is also referred as "teacher efficacy", "teachers' self-efficacy beliefs" or "teacher sense of self-efficacy" is defined as "a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Armor et al., 1976, Bandura, 1977 as cited in Tschannen-Moran & Hoy, 2001: 703).

The strong effects of teachers' sense of self-efficacy on their instructional activities as well as educational outcomes have been elucidated nowadays (Atay, 2007). Teacher self-efficacy lie behind critical instructional behaviours (Gibson & Dembo, 1984; Saklofske et al., 1988; Woolfolk et al., 1990; Wheatley, 2002) involving use of time, behaviours in classroom, innovative teaching practices, and reaction to the learners who are difficult to learn and questioning techniques (as cited in Atay, 2007). There have been many studies proving the notable different between low efficacious and high efficacious teacher in instructional practices, student achievement, and professional development disadvantageous to the low efficacious teachers (e.g.; Ghath & Yaghi 1997; Tschannen-Moran & Hoy, 2001; Caprara et al., 2006; Eslami & Fatahi, 2008; Sariçoban, 2010; Topkaya, 2010; Karimi, 2011).

The teacher self-efficacy (TSE) concept has gained greater importance to be evaluated within the frame of specific tasks and contexts in order to clarify the construct and improve its measurement in its own specific conditions (Henson, 2001; Tschannen-Moran et al., 1998). It has become critical to determine a teachers' sense of self-efficacy in a more reliable and valid way. Domain specific TSE has been regarded as an important criterion in learner achievement and teachers' professional development as it increases the productivity and motivation during the teaching and learning process and determines the

general lines of the teaching profession requirements (Külekçi, 2011). Hence, it appears to be crucial to learn how efficient teachers are in their profession specifically.

Sense of self-efficacy concept's potential of shaping many factors in the classroom atmosphere; learner academic achievement has taken it to the centre of English language teaching domain which is directly related to human psychology and interaction as a field specific subject. English language teacher who gathers all feelings, thoughts, knowledge, beliefs and teaches, bring these individual beliefs and feelings together to the classroom reflecting to their teaching view, self-evaluation and sense of self-efficacy. Hence, the classroom instruction, reflective teaching, engaging students and motivating them become inevitable necessities which point the teacher's beliefs of their capabilities. It can be reworded that both their general and professional efficacy beliefs may have critical attributions to language teaching context.

Wherefore having the professional and general self-efficacy portrait of English language teachers may have possible implications for improving language teaching and learning process. Especially in the developing countries as Turkey there have been big attempts to define "effective teacher" and design a "constructivist approach" in the national education system. Along with the international standards, the key point has been redesigning the curriculum, methods and techniques in teaching, and education-training equipments (Kavanoz, 2006; Tunç Yüksel, 2010).

The innovations in the system have given a new profile to the learners who are going to be raised as "creative, flexible, intellectually inquisitive and innovative" individuals (Kavanoz, 2006; Tunç Yüksel, 2010). Hence the new perspective also displaces the common profile of teacher who just transmits the knowledge with a teacher who has

comprehensive knowledge of innovations and who is actively in communication with individual learners having different learning styles, abilities and qualities.

Although learners have been central in the class, teachers being an essential part of language education developments, actually bear tremendous responsibility in effectively implementing the new educational reforms and they enter an interactional classroom with own beliefs, thoughts and feelings (Tunç Yüksel, 2010). Therefore, English language teachers' beliefs and their personalization of the language teaching profession and their responsibilities assigned by the system in the frame of their culture is a significant issue with valuable implications for improving ELT.

### **Problem Statement**

In Turkey, there has been a new wave of concern with English language teacher sense of self-efficacy level in last decades, propounding its irreplaceable positive attributions to language teaching profession such as teaching strategies, communication skills or evaluation process. However, those studies lack in providing the evaluation of concept in own specific needs and qualities of the English language teaching profession within a culture. Even there have been a limited number of studies on English language teachers' sense of self-efficacy in Turkey, they have been built on not domain specific but general teacher self-efficacy scales and their adopted versions. The idea that those studies may be inadequate in reflecting all the cultural features in language teaching environment or English language teacher's qualities has become evident. Thus, the vision of English language teaching in the country needs to be handled as a framework to look the English language teacher profile through a window of educational policy and cultural context.

Besides, handling both English language teachers' general and teacher sense of self-efficacy in Turkey has been neglected. Considering the need and possible contributions, the current study investigates English Language teachers' general and professional sense of self-efficacy.

The current research has been basically dwelled upon constructing a general and professional sense of self-efficacy profile of primary school English language teachers and investigating the probable reflections of GSE on TSE concept. Albeit, to apply and reach reliable data in the present study, a need for a reliable and valid field specific scale on ELT profession within the national education system framework has also been discerned.

### **Purpose of the study**

There are three aims of the present study. First, within the framework of the present study, it is sought to explore the primary school English language teacher's general and professional sense of self-efficacy profile in Turkey circumstance via a pilot study in Mersin. The second aim of the study is to investigate whether the level of primary school English language teachers' GSE predict the ELT profession sense of self-efficacy level. Lastly, as a complementary part of the current study it has been aimed to develop a reliable and valid scale based on the English language teacher efficacy indicators determined by the Turkish National Education system in order to obtain the professional sense of self-efficacy data of English language teachers.

### **Significance of the study**

The current study is of capital importance in regard to presenting the teachers' portrait of GSE and TSE in English Language Teaching field within the frame of national education system in Turkey. Next, it also serves for satisfying the need of a culture specific, reliable and valid "English Language Teacher Sense of Self-Efficacy Scale" (ELTSES). Furthermore, the profile study can provide information about the level of primary school English language teacher professional sense of self-efficacy in regard to different language teaching tasks as; "Observing and Assessing the Language Development", "Cooperating with the School Personnel, Colleagues, Family and Society" "Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere" and "Professional Development".

The data reached via the developed scale can provide information in which fields the teachers have low and high sense of self-efficacy. Thus, specific solutions can found to improve their sense. Lastly, in the light of determined needs and inadequacies the present study is expected to give an idea about what kind of research and project can be conducted to support the level of English language teacher professional and general sense of self-efficacy. The present study is going to be guided by three main research questions in regard to some variables.

### **Research Questions**

In the current study it is aimed to find answer to the research questions that are defined below;

1. What is the level of Primary School English Language Teachers' English Language Teaching (Professional) Sense of Self-Efficacy in Mersin?

1.1.Does the level of Primary School English Language Teachers' English Language Teaching Sense of Self-Efficacy differ according to the sex?

1.2.Does the level of Primary School English Language Teachers' English Language Teaching Sense of Self-Efficacy differ according to the school type?

1.3.Does the level of Primary School English Language Teachers' English Language Teaching Sense of Self-Efficacy differ according to the years of experience?

1.4.Does the level of Primary School English Language Teachers' English Language Teaching Sense of Self-Efficacy differ according to the department graduated?

1.5.Does the level of Primary School English Language Teachers' English Language Teaching Sense of Self-Efficacy differ according to the academic education level?

2. What is the level of Primary School English Language Teachers' General Self-Efficacy in Mersin?

2.1.Does the level of Primary School English Language Teachers' General Self-Efficacy differ according to the sex?

2.2.Does the level of Primary School English Language Teachers' General Self-Efficacy differ according to the school type?

2.3.Does the level of Primary School English Language Teachers' General Self-Efficacy differ according to the years of experience?

2.4.Does the level of Primary School English Language Teachers' General Self-Efficacy differ according to the department graduated?

2.5. Does the level of Primary School English Language Teachers' General Self-Efficacy differ according to the academic education level?

3. Does the level of Primary School English Language Teachers' General Self-Efficacy predict the English Language Teaching Self-Efficacy level?

The research questions above constitute the main concern of the present study.

In order to find an answer to the main problem, developing a reliable, valid English Language Teachers' Self-Efficacy Scale (ELTSES) forms the sub research problem of the study.

### **Definitions of Terms (In Alphabetical order)**

**Competence:** “the ability to do something well, a skill needed to do a particular job”

(Longman Dictionary of Contemporary English, 2003:311 )

**Efficacious:** “capable of or successful in producing a desired or intended result” (Oxford English Dictionary Online, 2012: n.p.).

**Efficacy:** “the ability to produce a desired or intended result” (Oxford English Dictionary Online, 2012:n.p.).

**General (Sense of) Self-Efficacy:** “the belief in one’s competence to tackle novel tasks and to cope with adversity in a broad range of stressful or challenging encounters” (Luszczynska, Gutie´rrez-Don˜a, Schwarzer, 2005:80).

**Professional (Sense of )Self-Efficacy:** “the belief that one is able to perform well in professional work roles” (Cherniss, 1993:135). In the present study it has been handled within the frame of English language teaching profession.

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

**Reciprocal Determinism:** “a model of causation in which behavior, cognition, other personal factors, and environmental influences all operate as interacting determinants that influence each other bidirectionally” (Bandura, 1989:2).

**Social Cognition:** “a part of social psychology which investigates the individual within a social or cultural context dwelling on how people perceive and interpret information they generate themselves and from others” (Sternberg, 1994 as cited in Huitt, 2006: n.p.).

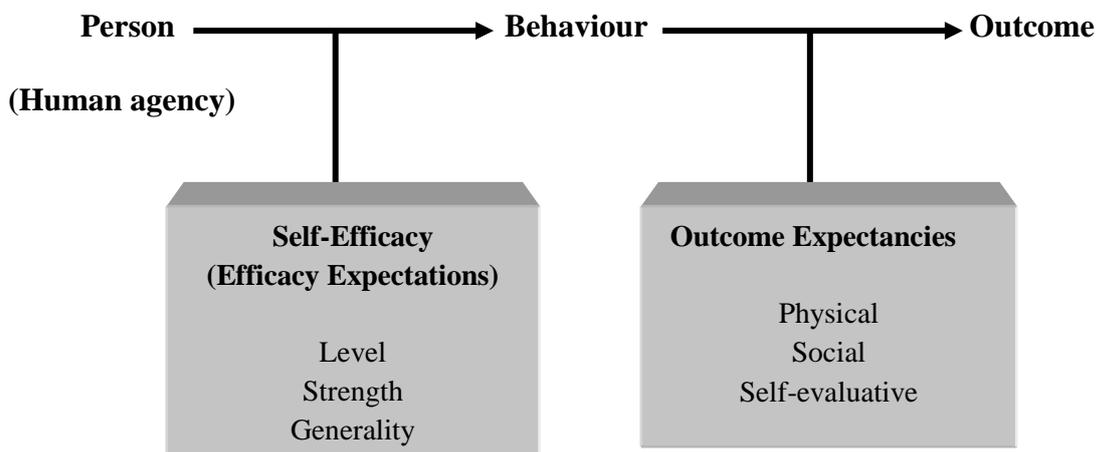
**Teacher (Sense of) Self-Efficacy:** “the extent to which the teacher believes he or she has the capacity to affect student performance” (Berman, et al., 1977:137).

## CHAPTER I: REVIEW OF LITERATURE

The burgeoning scientific interest in the development and learning of human have let various studies directed to multidimensional nature of language learning-teaching process. In order to analyze the learning and teaching process, to create a solution for the learning problems, to gather the criteria needed for successful learning, many theories have been propounded. Foreign language learning becoming a part of personal development unequivocally has also been a research question on the basis of many scientific studies for many years. In order to analyze the learning and teaching process, to create a solution for the learning problems, to gather the criteria needed for successful learning, many theories have been propounded. One of those theories is Social Cognitive Theory (SCT) which signifies teacher self-efficacy construct as a critical concept in learning teaching process. In this chapter, the literature related to SCT and TSE have been enlightened within the frame of the present study.

Social cognitive theory proposed by Albert Bandura (1977), shed light on the human's life-long development eluding the process from a "monolithic" position to a more personal and individual unique position. Bandura's (1989) theory is mainly centred upon how children and adults operate cognitively on their social experiences and how these cognitions then influence their behaviour and development. Bandura (1989) proposed a new path towards the discovery of some interacting cornerstones in human development by propounding that human development surrounds many different types of change varying in "psychobiologic origins" and experiential conditions. The interacting cornerstones mentioned by Bandura (1989) and the key constructs of SCT have been briefed in the next parts.

Social Cognitive Theory stands on the three main components; “human agency in triadic reciprocal determinism”, “sense of self-efficacy” and “outcome expectancy” (En-Chong, 2004). Bandura (1986) suggested that humans possess a self system providing them the ability to have control over their thoughts, motivation, feelings and actions via some reference mechanism and a set of sub-functions in order to perceive, regulate and evaluate behaviour (as cited in Tunç Yüksel, 2010). En-Chong (2004) has given Bandura’s (1977) working system with the sub-components simply as visualized below in order to clarify the confusion about two terms self-efficacy and outcome expectancies;



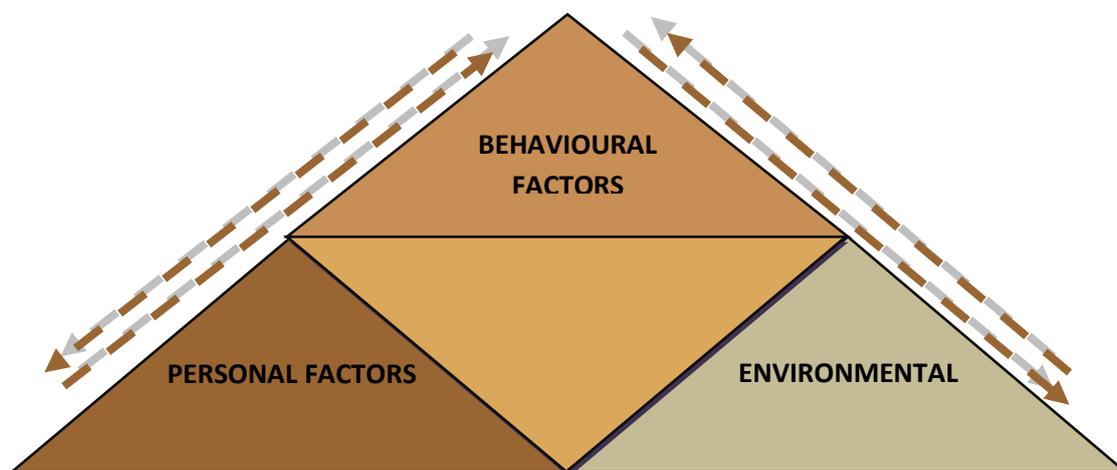
*Figure 1.* Diagrammatic representation of human agency, self-efficacy and outcome expectancies (Bandura, 1977 as cited in En-Chong, 2004:13)

Bandura (1977:193) clarified the difference between the two concepts; “An outcome expectancy is defined as a person's estimate that a given behaviour will lead to certain outcomes. An efficacy expectation is the conviction that one can successfully execute the behaviour required to produce the outcomes”. It can be inferred that a human agency can have the perception that a specific action will result with a particular outcome,

on the other hand may be unsure whether he can perform that specific action to accomplish it (Bandura, 1977). At this juncture, the expectations of efficacy and outcome differentiate from each other on the basis of behavioural change.

Another main concept under the umbrella of SCT is human agency as an active component in the interacting social system. The Social Cognitive Theory defines human behaviour as a “triadic, dynamic, and reciprocal” interaction of some specific elements as behaviour, cognition and other personal factors (Bandura, 1989). There is a strong “emphasis on one's cognitions suggesting that the mind is an active force that constructs one's reality, selectively encodes information, performs behaviour on the basis of values and expectations, and imposes structure on its own actions” (Jones, 1989 as cited in Stone, 1998:n.p.).

The theory is founded on a model of causation involving a triadic reciprocal determinism contrary to the general explanations in a unidirectional causation and one-sided determinism such as only environment influences or internal dispositions (Bandura, 1989). The model consists of behaviour, cognition and other personal factors and environmental influences in a bidirectional interaction. The reciprocal influences may not be equal or not occur simultaneously (Bandura, 1989).



*Figure 2.* Bandura's (1986) Conception of Triadic Reciprocity (as cited in Pajares, 1996)

The main interactional links between different influence subsystems can be explained briefly under three dimensions. One of the interactions is the bidirectional one between the personal factors and behavioural factors in other words the interaction between thoughts, affect and action depending on the idea (Bandura, 1986; Bower, 1975; Neisser, 1976) that people's feelings, beliefs and thoughts affecting the way they behave, in turn their thoughts and emotional reactions were determined sometimes by their natural, "extrinsic" actions (as cited in Bandura, 1989). In addition personal factors also include the biological properties of the organism which similarly works in an interactional influence with behavioural experiences (Greenough, Black, & Wallace, 1987 as cited in Bandura, 1989).

Another interaction is related to the interactive relation between environmental influences and personal factors. There is a kind of modification in people's beliefs, cognitive competencies, expectations or emotions via social influences (through modelling, instructions, social persuasion). Likewise, people's physical characteristics such as age, sex, race, attractiveness may arouse different reactions in the social environment similar to their social status or roles reflecting to their social reactions (Bandura, 1989). Besides, the social status or roles of people reflect to their social reactions. It is an obvious reciprocal effect in daily life that a person's observable characteristics and social status may influence his social environment just like his behavioural changes and conception of himself based on his social environment (Synder, 1981 as cited in Bandura, 1989).

Lastly, the other interacting subsystems are the behavioural and environmental factors. It is the segment of the two-way interaction between behaviour and environment. Similar with the other influences, in daily life behaviours may alter environmental conditions and these conditions in turn reflect to the behaviour. However, it should be

highlighted that most of the environmental factors do not have a reflection or affect unless they are not activated by an appropriate behaviour. In other words, people have both the “product” and “producer” role of their environment (Bandura, 1989). Bandura (1989) embodied the two-way interaction by exemplifying that “Lecturers do not influence students unless they attend their classes, hot stove tops do not burn unless they are touched, parents usually do not praise their children unless they do something praiseworthy”. Stone (1998:n.p) also summarizes the process by informing that;

Through feedback and reciprocity, a person's own reality is formed by the interaction of the environment and one's cognitions. In addition, cognitions change over time as a function of maturation and experience. It is through an understanding of the processes involved in one's construction of reality that enables human behaviour to be understood, predicted, and changed.

Thus, the actual environmental qualities are shaped by the people’s own behaviours (Bandura & Walters, 1959; Bullock & Merrill, 1980; Emmons & Diener, 1986) as they select and create some situations from various possibilities based on their acquired preferences and competencies (as cited in Bandura, 1989). There is a strong emphasis on one's cognitions suggesting that the mind is an active force that constructs one's reality, selectively encodes information, performs behaviour on the basis of values and expectations, and imposes structure on its own actions (Jones, 1989 as cited in Stone, 1998).

In brief, Bandura (2006) contended that in the “Social Cognitive Theory” does not confirm a “duality” of human agency and social systems which are a kind of human activity product in the human functioning, and so assist to organize, guide human relationships. According to the theoretical perspective of Bandura (1989), the working system and personalized nature of this triadic reciprocal determinism enables people function as the contributors to their own motivation, behaviour and development within a

network of mutually interacting factors and it is dwelled upon a number of required capabilities.

The identified five capabilities facilitate people to have the role of being casual attributors to their lives via selecting, influencing and constructing their own conditions. Thereby they can support or direct their actions in a better way benefit from the planned or fortuitous chances and abide the difficulties or problems by eluding themselves predicaments (Bandura, 1989). What are the components of the capability requirement? They are tabulated shortly (see Table 1).

Table 1

*Individual Capabilities According to the Social Cognitive Theory*

Capability	Key words	How does it work?
<b>Symbolizing Capability</b>	transformation verbal imaginal the vehicle of thought	<ul style="list-style-type: none"> <li>- People process and transform past experiences by symbolizing process as a cognitive model of reality.</li> <li>- The symbols work as a guide for judgments, actions, or solving problems.</li> <li>- It is a powerful tool for understanding and managing their environment.</li> <li>- It enables flexibility for people to create novel ideas</li> </ul> <p style="text-align: right;">(Bandura, 1989)</p>
<b>Vicarious Capability</b>	observational models social learning	<ul style="list-style-type: none"> <li>- It enables people to expand their knowledge and skills based on the information transmitted by modelling influences.</li> <li>- A great deal of information is gained via the models' actual behaviours and consequences for them that are portrayed symbolically through verbal or imaginal means.</li> <li>- Contrary to the learning by doing that requires "trial-error" experiences, it can convey new thinking and behaving patterns</li> <li>- It can affect the processes such as acquisition of new competencies, cognitive skills, behaviours or motivation. In other words, it can serve as instructor, motivator, social facilitator etc.</li> </ul> <p style="text-align: right;">(Bandura, 1989)</p>

Capability	Key words	How does it work?
<b>Forethought Capability</b>	future time perspective expectations prospective actions motivator	<ul style="list-style-type: none"> <li>- A person's capability to motivate themselves and guide their actions anticipatorily (Bandura, 1989).</li> <li>- Thoughts of desirable future events or outcomes trigger some behaviour patterns</li> <li>- The capacity to regulate one's behaviour based on expectations and expectancies, that are formed by previous experiences and outcomes provides the mechanism for “foresightful” behaviour. (Bandura, 1989)</li> </ul>
<b>Self Regulatory Capability</b>	Internal control motivational, social & moral standards	<ul style="list-style-type: none"> <li>- It is the capability for self-direction for controlling the thoughts, feelings and actions as a requirement of successful socialization.</li> <li>- It is regulated by the reciprocation of self produced and external sources of influence such as moral or social standards.</li> <li>- The self-regulatory capabilities serve as major guides, motivator. (Bandura, 1989)</li> </ul>
<b>Self Reflective Capability</b>	reflection evaluation thought verification	<ul style="list-style-type: none"> <li>- It enables people to analyze their experiences, monitor or judge their own thought processes and modify them.</li> <li>- It has four different modes of thought verification; enactive, vicarious, persuasory and logical.</li> <li>- One of the most important self-reflective capability is; self-efficacy (Bandura, 1989)</li> </ul> <p style="text-align: right;">(Bandura, 1989)</p>

As human agency operates through a dynamic interplay among personal, behavioural, and environmental factors, applies the identified five capabilities proposed. The capabilities alter the course of “life paths” providing guides for how to act (Bandura, 1989). It can be clearly seen that there is a kind of system working by five cogwheels in the interactional nature of behavioural, environmental and personal factors. In this system humans are not the bystanders of their behaviours. They are observing, self-organizing, self-regulating, and self-reflecting. There has been an “agentic perspective” toward human development, adaptation, and change (Bandura, 2006).

### **I.1. A Prominent Component of Social Cognitive Theory; Self-Efficacy**

Among these capabilities self-reflective capability highlights the core term of the present study, the other crucial component of SCT; self-efficacy. Self-efficacy theory is a facet of casual model of interactions between self and society which maps internal personal factors, behaviours and external environment (Dellinger, Bobbett, Olivier & Ellett, 2008). Bandura (1997) stated that self-efficacy beliefs are a dynamic personal factor which is crucial for human agency and the ability to act as they mediate relationships between knowledge and behaviours with environmental interactions (as cited in Dellinger, Bobbett, Olivier & Ellett, 2008).

Bandura (1997:3) identifies perceived self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments”. It is also described as a personal belief about his/her abilities to perform a certain task or function at a particular level of quality (Dellinger et al., 2008; Pekkanlı Egel, 2009). Self-efficacy is a kind of future oriented belief that is related to the level of competence a person expects to enact in a given situation. It should not be confused that self-efficacy is related to the self-perception of competence rather than actual level of competence (Tschannen-Moran, Hoy & Hoy, 1998).

The third component of SCT is outcome expectancy which is defined as “a person's estimate that a given behaviour will lead to certain outcomes” (Bandura, 1977: 193). Generally terms of self-efficacy beliefs and outcome expectancies are confused however they are the two different concepts in a system. Bandura (1977:193) noted the difference as follows;

An efficacy expectation is the conviction that one can successfully execute the behaviour required to produce the outcomes. Outcome and efficacy expectations are differentiated, because individuals can believe that a particular course of action will produce certain outcomes, but if they entertain serious

doubts about whether they can perform the necessary activities such information does not influence their behaviour.

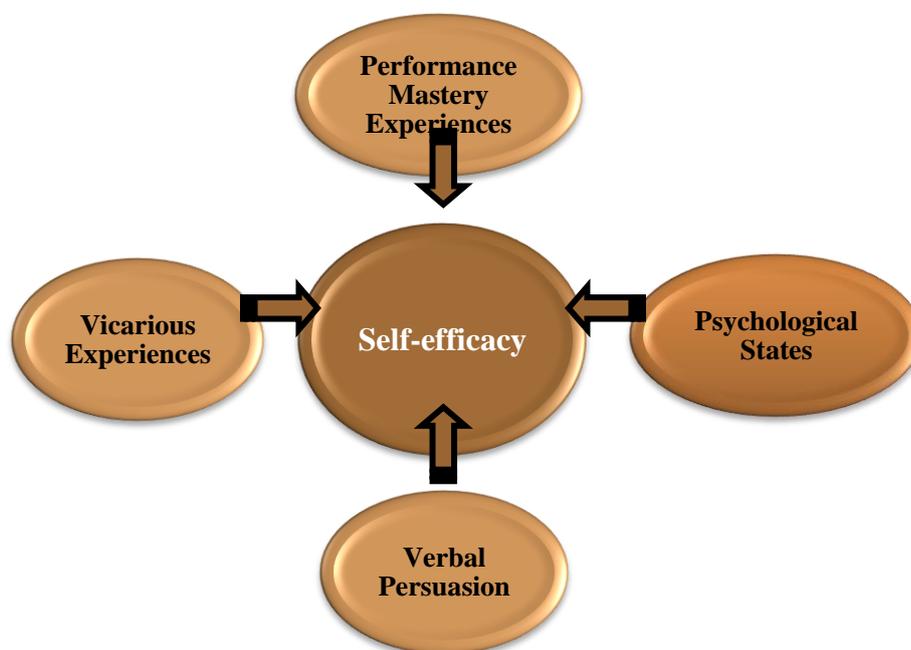
Outcome expectancies have three different forms; physical (happy or unpleasant sensation and experience), social (such as approval, rejection from other members of the society) and self evaluative (own reaction to the behaviour such as after winning or losing a match) (Bandura, 1977 as cited in En-Chong, 2004). Thus, it can be reworded that behavioural changes depend on personal estimation of effort required by the outcome and they are the judgments of action consequences based on expectancies in the forms of physical, social or self evaluative (En-Chong, 2004). On the other hand efficacy expectations designates the level of effort people expend and the period they will persist in the face of obstacles and negative experiences so the higher self-efficacy, the more active efforts and successful outcomes (Bandura, 1977).

Self-efficacy is not a single facet concept and it is divided into three dimensions; level, generality and strength (Bandura, 1997). The level of difficulty has a determining role in the people's self-efficacy level as self-efficacy interacts with the situational circumstances (En-Chong, 2004; Ulusoy 2008). It is especially underlined that self-efficacy is a contextualized feature in the situational conditions but it is not determined by them (Bandura, 1997). People's self-efficacy varies according to the level of task demands (Bandura, 1997). Thus people differ from each other in their self-efficacy to perform in line with the different levels of challenge and obstacles (En-Chong, 2004).

The other component, generality refers to the people's judgements of having a high or low self-efficacy about a group of situations or just in some specific activities or fields based on their assessments related to activity domains and situational contexts (Bandura, 1997). Lastly, self-efficacy differentiates in the strength dimension. Self-

efficacy level has a relation with the strength of the belief; thus it means the stronger self-efficacy, the greater persistence and the higher chance of being successful. However, people with weak self-efficacy beliefs can be affected by the negative experiences contrary to the ones with high self-efficacy who continues making effort despite the obstacles and difficulties (Bandura, 1997). Hence it can be deduced that self-efficacy beliefs can affect a person in two ways; the amount of effort desired to spend and the choice of settings desired to take place in (Bandura, 1977).

Along with the multifaceted structure of self-efficacy, Bandura (1977) asserted four principal sources of self-efficacy information influencing people's constructing their efficacy; performance mastery experiences, vicarious experiences, verbal persuasion and psychological states.



*Figure 3.* Bandura's (1989) Four Principle Sources of Self-Efficacy Information

Performance Mastery Experiences: They are noted to be especially the most effective in creating self-efficacy as it is directly related to the personal mastery experiences. Bandura (1994:72) asserts that “successes build a robust belief in a person’s efficacy and that failures undermine it, especially if failures occur before a sense of efficacy is firmly established”.

Vicarious Experiences: The second way is the vicarious experiences that are sourced by social models. It is also propounded that “seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities required to succeed” (Bandura, 1994:72). In that vein, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts (Bandura, 1994).

Verbal Persuasion: Another way is named as verbal persuasion. Bandura (1997) explained that when people receive positive verbal feedbacks about their actions or successes from others who are significant for them individuals seem to strengthen their beliefs on the capabilities they have to achieve their goals.

Psychological States: The last constituent of source is the psychological states of individual. Through this source they judge their capabilities, strength and weaknesses to some extent (Bandura, 1989). Psychological states like mood, stress or subjective threats reflects people’s performance in their lives (Chacon, 2005).

Bandura (1997) explained the process and place of the four sources that “the information gathered from these four sources only becomes instructive through cognitive processing and reflective thought. It is emphasized that “Individuals select and assign differing weights to relevant information in order to gauge their personal capability to perform a task” (Bandura, 1997 as cited in Knoblauch, 2004:12). Self-efficacy judgments

are shaped by the processes maintained through the sources as “selection, interpretation and recollection” of information (Pajares, 1997 as cited in Knoblauch, 2004).

As the strong roots in life and the interacting nature of sense of self-efficacy is clearly designated, its possible reflections on teachers’ professional life as an individual and as an educator who have to get together all capabilities and personal beliefs in a productive way in their classrooms are waiting to be discovered under many dimensions.

### **I.2. A Broader View in the Theoretical Framework: General Self-Efficacy**

A recent addition to the organizational research agenda is “general self-efficacy” (GSE) (Gist & Mitchell, 1992). Through a more global perspective, self-efficacy mainly framed by domain or task specificity, has been conceptualized as a more general sense by some researchers (Schwarzer & Jerusalem, 1995 as cited in Erci, 2006; Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, & Rogers, 1982) which refers to “a global confidence in one’s coping ability across a wide range of demanding or novel situations” (as cited in Luszczynska, Gutie’rrez-Don˜a & Schwarzer, 2005:81). Judge, Erez, and Bono (1998:170) defined General Self-Efficacy (GSE) as ‘individuals’ perception of their ability to perform across a variety of different situations’. It has been argued that “GSE captures enduring individual differences in the tendency to view oneself as capable or incapable of meeting task demands in a wide variety of situations” (Chen et. al., 2000:838).

Built on Social Cognitive Theory, the term is called General self-efficacy (GSE) which is argued to be helpful in reflecting a generalization across various domains of functioning in which people judge how efficacious they are. Hence, GSE is believed to be presented with the aim of providing a stable and broad sense of personal competence in order to handle various stressful situations faced with in life (Luszczynska, Gutie’rrez-

Don˜a & Schwarzer, 2005; Schwarzer, 1994). In spite of being originated from self-efficacy, general self-efficacy is identified as a relatively stable, trait-like, generalized competence belief different from self-efficacy which is a flexible task-specific belief (Chen et al., 2000; Chen, Gully & Eden, 2001).

Luszczynska and his colleagues (2005) explain the reason and difference behind the GSE saying that; "...agree with Bandura (1997:81) that, for the majority of applications, perceived self-efficacy should be conceptualized in a situation-specific manner. However, GSE may explain a broader range of human behaviours and coping outcomes when the context is less specific". Bandura (1997) suggested that efficacy judgments' transformation is probable, and explained that "level of generality of the efficacy items within a given domain of functioning varies depending on the degree of situational resemblance and foreseeability of task demands"( as cited in Henson, 2001:8).

It is suggested that GSE can be thought as a kind of "personal source" or "vulnerability" factor that may influence people's feelings, thoughts and actions (Schwarzer & Jerusalem 1995 as cited in Erci, 2006). Some studies (Bandura 1997; Maddux 1995 as cited in Erci, 2006; Schwarzer 1994) have underlined the positive relations of high GSE with higher achievement, more social integration and healthier life.

People who have a high sense of self-efficacy trust much more in their capabilities to experience various types of environmental demands or situations (Bandura, 1997). That's why they can perceive the tasks and problems as challenges not threats or uncontrollable events and face stressful events (Bandura, 1997). On the other hand, the ones with generally low sense of self-efficacy tend to experience self-doubts, anxiety arousal, threat appraisals and coping deficiencies (Bandura, 1997). Thus this generalized sense is asserted to be a potential key factor in clinical, educational, social, developmental,

health, and personality psychology (Erci, 2006). Judge et al. (1998:170) describe the place of GSE that

... high generalized self-efficacy (that is , a strong belief in one's own capabilities) can lead to a self-fulfilling prophecy—high generalized self-efficacy results in greater success in new endeavors and success, in turn, reinforces the initial assessment of self-efficacy.

There has been an increasing interest in the GSE construct and its possible implications for different fields as it has been argued to be a unidimensional, universal and measurable construct (e.g., Sherer et al., 1982; Scherbaum et al., 2006) however; Bandura (1997:42) has argued that "general indices of personal efficacy bear little or no relation either to efficacy beliefs related to particular activity domains or to behaviour". On the other hand, Chen, Gully, and Eden (2001) contrasted the idea with their study that the instrument on which Bandura (1997) built on his argument in his research was not a highly valid GSE measure. Thus, Chen et al, (1999) who used a new validated GSE instrument in their study concluded with a completely different and illuminating result that GSE is strongly and positively related to specific self-efficacy for different types of tasks in diverse settings (as cited in Chen et al.,2000).

Many studies with similar evidences have asserted the same idea that GSE and task-specific self-efficacy are positively correlated and some researchers have advocated that GSE is a determinant of task specific self-efficacy (e.g; Sherer et al., 1982; Judge, et al., 1998; Chen et al.,2000; Imam, 2007). It has been commented that specific self-efficacy is one outcome of GSE and they share similar sources such as vicarious experience, verbal persuasion (Bandura, 1997; Eden 1988).

Eden (1988) aimed to clarify the different and common points between general self-efficacy and specific self-efficacy claiming that "...both GSE and specific SE denote

beliefs about one's ability to achieve desired outcomes, but the constructs differ in the scope (i.e., generality or specificity) of the performance domain contemplated" (as cited in Imam, 2007:2). In the light of foregoing studies and results GSE has a key role in education, professional life and intellectual growth which are shaped by a person's belief in own ability to master various subjects and organize self-learning to some degree (Imam, 2007).

It has been keynoted that the positive relationship between GSE and specific SE in various tasks underlines the "spills over" effect of GSE into specific situations (Sherer et al., 1982; Shelton, 1990 as cited in Chen et al., 2001). Hence, people who have high level of GSE have the expectations of being successful in many different task domains by virtue of the "spill over" effect (Chen, et al., 2001).

Topkaya (2010) who examined the relationship between preservice English language teachers' computer self-efficacy and their general self-efficacy underlined the moderate and a positive correlation between these two psychological constructs. Imam (2007) suggested much more research on general facet of self-efficacy as well as the SE studies and highlighted the value of high GSE in the challenging and complex nature of general and work life. Following those positive traces of the GSE construct, the probable place of GSE in the domain specific professional sense of self-efficacy has been a key concern.

### **1.3. A Professional Sense of Self: Teacher Sense of Self-Efficacy**

Teaching is a complex skill requiring the creative application of technical and scientific knowledge in an artful or crafty way to successfully reach the desired objectives in learning processes. Thus, the teacher sense of self-efficacy is a concept with many

possible underlying significant implications as the teachers' efficacy beliefs are related to their behaviour in the classroom. Teacher sense of self-efficacy which is also referred as "teacher efficacy", "teachers' self-efficacy beliefs" or "perceived teacher self-efficacy" is defined as "a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Bandura, 1977 as cited in Tschannen-Moran & Hoy, 2001:703).

With another description Guskey and Passaro (1994) explains the teacher sense of self-efficacy term as "the extent to which the teacher believes he or she has the capacity to affect student performance" (as cited in Knoblauch, 2004:10). Tschannen-Moran & Hoy (2001) assert that efficacy reflects to the teachers' efforts they invest in teaching, the goals they set and their level of aspiration. Henson (2001:822) summarized the cornerstone of teacher sense of self-efficacy as;

Teacher efficacy as a construct has primarily stemmed from Bandura's (1997) social cognitive theory ... , which suggests that one's efficacy beliefs are impacted by two important components: human agency and triadic reciprocal causation. ...The interplay between these symbiotic influences results in actual behaviour and thought in the individual. In this model, social context, perception, and behavioural action all impact a teacher's judgment about whether she or he will be able to execute the actions necessary to positively impact student learning (self-efficacy).

In the triadic reciprocal determinism mechanism of human agency that Henson (2001) mentioned teachers gain experience and their judgments and sense of self-efficacy get shape through the four sources like in all contexts of life. Some of the sources may predominate in terms of experiencing conditions and teachers' perception. All four sources and their reflections on teachers' professional life are shortly discussed below.

Teachers' sense of self-efficacy is shaped by all four sources; however, mastery experiences and the physiological arousal coming along those experiences have

been asserted to be the most influential on teachers' sense of self-efficacy (Tshannen-Moran et al, 1998). The most valuable experiences are generally gained through actual teaching as a result of which a teacher assesses his/her capabilities for the task and its consequences (Tshannen-Moran et al, 1998). Thus, teachers explore their weaknesses and strengths in the processes of teaching (managing, instructing or evaluating etc.) (Tshannen-Moran et al, 1998).

Secondly, psychological states of the teachers in a teaching situation reflect to their self-efficacy in teaching. The level of emotional and physiological arousal may have both positive and negative effect on teachers' beliefs based on the conditions, personal history, and arousal level (Bandura, 1997). Physiological arousals such as increased heart rate, trembling hands can improve performance by directing attention and energy to the task on condition that being statically at a moderate level. However, high level of increase may give harm to teachers' sense of self-efficacy as they cannot perform their actual capabilities (Tshannen-Moran et al, 1998).

As to vicarious experiences in the view of teachers, it is highlighted that observing or watching others' teaching, teachers get impressions or ideas about teaching task and context and can decide who can learn and how much, who is responsible, and whether teachers can really make a difference. Teachers attain vicarious experiences through professional literature, talking to other colleagues. Models of successful teachers who are admired, skilful or similar can lead a positive belief that teaching is manageable also for them having the capabilities to be successful teachers under similar circumstances (Bandura, 1977; Tshannen-Moran et al, 1998). In a similar way, if the observer does not perceive self more successful or skilful than the model, observing that models' failure in

sprite of strong effort, lessens the efficacy beliefs. Consequently, that experience results in the belief of an unmanageable teaching task (Tshannen-Moran et al, 1998).

Verbal persuasion in teaching profession provides information about the nature of teaching, useful strategies to overcome obstacles and provide feedbacks on a teacher's performance (Tshannen-Moran et al, 1998). Teachers experience verbal persuasion through many forms of contexts such as coursework, workshops on profession, supervisor or other teachers, even students feedbacks. However, it is stated that context and aim of the feedbacks are crucial as being overly harsh rather than constructive and positive may create self protective beliefs (Tshannen-Moran et al, 1998).

Tshannen-Moran et al, (1998) keynoted that despite the undeniable role of those four sources in teacher sense self-efficacy, teachers' cognitive process and interpretation designates how sources of information will be perceived and how they will influence the analysis of the teaching task, context and reflect to the personal assessment of competence. Thus, the interaction between task analysis, personal competence and context form the "teacher sense of self-efficacy".

### **1.3.1. Milestones of Teacher Sense of Self-Efficacy**

The simple idea that teachers' perception of their capabilities is important began with two scale items by Rand researchers and since that milestone, there have been numerous studies with valuable results on teacher sense of self-efficacy. Teacher sense of self-efficacy construct has also undergone important changes through the years in accordance with the changing role of teachers with the increasing diversity and complexity of teaching profession and responsibilities. Parallel to this reconceptualization, researchers have developed general teacher sense of self-efficacy scales to assess more

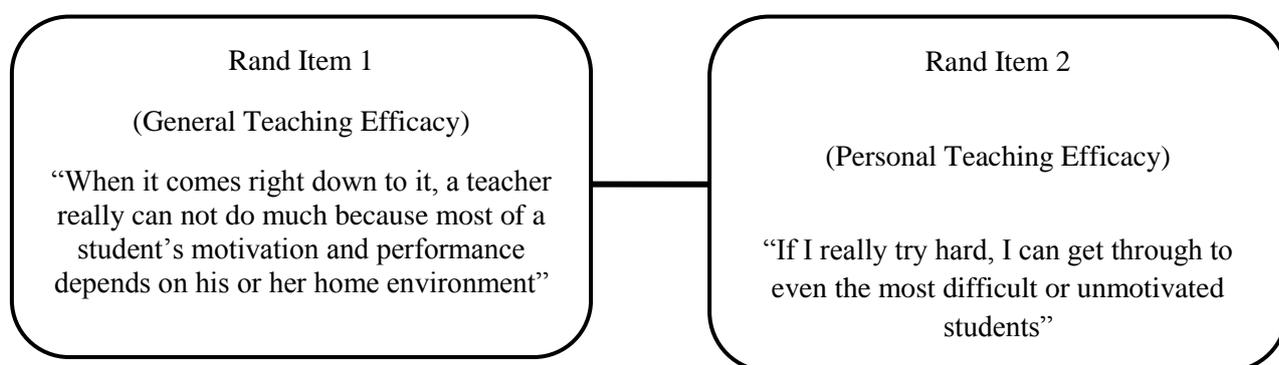
comprehensively teacher sense of self-efficacy beliefs in different areas of effective teacher functioning (Chan, 2008). With the aim of designating the teacher sense of self-efficacy level some complementary or completely different scales (Rotter, 1966 as cited in Tschannen-Moran et al., 1998; Rose & Medway, 1981 as cited in Tschannen-Moran et al., 1998; Gibson & Dembo, 1984 as cited in Tschannen-Moran et al., 1998 Bandura, 1997; Tschannen-Moran & Hoy, 2001) were developed.

Spurred on by the Rand studies, many researchers sought to clarify the concept of teacher efficacy via developing measures that were expected to capture more about the powerful construct (Tschannen-Moran et al., 1998) and followed different ways. Scale development studies have been mainly built on two conceptual measurement strands; Rotter's social learning theory and Social Cognitive Theory.

#### **1.3.1.1. Measures on the Social Learning Theory**

The Rotter's theory (1966) mainly divides people into two along a continuum from internal to external "locus of control" which means "people's beliefs about what determines whether they get reinforced in life or not" (as cited in Şahin, 2007:17). When the external control is perceived as having control over the causes of an event, the relationship between person's ability and the event weakens or disappears (Rotter, 1966 as cited in Şahin, 2007). On the contrary, the belief that outcome depends on own skills or efforts and it can be controlled internally, can establish the similar result expectations from the same event. It is suggested that individuals with strong internal locus of control perceive success or failure as a result of their own effort while people with external locus of control sense the reinforcers in life as the consequences of outside factors (Rotter, 1966 as cited in Şahin, 2007).

The Rand researchers' studies, grounded on Rotter's theory, led the way towards the teacher sense of self-efficacy concept. Based on the effects of reinforcement from preceding behaviour in various reading programs, their studies signalled the relationship between expectancy and individual's perception of the event through adopting the theory and adding two items into their existing questionnaire (Rotter, 1966 as cited in En-Chong, 2004).



*Figure 4.* Rand Items (as cited in Tschannen-Moran, et al., 1998:4)

Teacher efficacy was determined by summing the two items' score and it was asserted that those two items of their scale reflects the "general teacher efficacy" (GTE) and "personal teacher efficacy" (PTE). PTE beliefs are related to internal factors which are believed to affect learner success like personal experiences about learners, professional knowledge. Contrastingly, GTE beliefs are related to external factors which are believed to be impossible or very difficult to change to provide learner success as school environment, cultural differences, gender.

The teachers who agree the first item indicates their tendency to the external factors and their weak trust in their abilities to change the learner behaviour. General teaching efficacy (GTE) includes those kinds of beliefs about environmental factors which

can be under the influence of teachers and schools. Besides, the teachers, agreeing the second item, reflect confidence in their ability, experience or knowledge to deal with the external factors highlight the “personal teaching efficacy” (Rotter, 1966 as cited in En-Chong, 2004).

Additionally it was found that a teacher’s sense of self-efficacy had a strong positive relation with learner performance, the number of project goals the teachers achieved and the extent to which teachers were prepared to change and go on using project methods and materials (Armor et al., 1976 as cited in Hansen, 2005). Discovering similar positive relations and meaningful data through their studies (Ashton & Webb, 1986 as cited in Hansen, 2005; Smylie, 1990 as cited in Hansen, 2005), some other researchers suggested developing a more detailed and comprehensive measure for teacher efficacy to eliminate the lack of clarity in those two items which are separate but intertwined conceptual strands (Tschannen-Moran, et al., 1998).

In those years several scientific studies began to clarify and measure the teacher sense of self-efficacy concept that Rand researchers shed light on. Rose and Medway (1981 as cited in Tschannen-Moran et al., 1998) developed a scale in which the teachers choose one of the two statements about their responsibilities of the learners’ success or failure. It was titled as “Teacher Locus of Control Scale” and had 28 items. Even though it was a more reliable scale than the two Rand items, in the same year Guskey (1981 as cited in Tschannen-Moran et al., 1998) developed a scale called as “Responsibility for Student Achievement” via a more detailed study.

Guskey (1981 as cited in Tschannen-Moran et al., 1998) developed a 30 item instrument to measure “Responsibility for Student Achievement”. Participants were requested to distribute 100 percentage points between two alternatives, for each item. One

item stated that the event was because of teacher whereas the other stated that the event was the result of factors outside the teacher's control. Compared results with the sum of Rand items indicated significant positive correlations between teacher efficacy and responsibility for both student success and student failure (Guskey, 1982, 1988 as cited in Tschannen-Moran et al., 1998).

Greater efficacy was found to have relation with more positive attitudes about teaching as well as a high level of confidence in teaching abilities. Guskey (1987 as cited in Hansen, 2005) also advocated that positive and negative performance outcomes being separate dimensions operating independently in their influence on perceptions of efficacy instead of opposite ends of a single continuum. However, it was criticized that Responsibility for Student Achievement scale appeared to work as a locus of control instrument rather than an efficacy measure (Hansen, 2005). Nearly at the same times, Ashton et al., (1982 as cited in Tschannen-Moran & Hoy, 2001) with the same need of measuring the term in a more extensive but within a smaller framework propounded the "Webb Scale".

Ashton and Webb (1986) aimed to extend the teacher efficacy measure and increase the reliability using the Rand items. They conducted a correlation study between secondary school learners' success, teacher stress and adaptation of the educational innovations based on the determined teacher sense of self-efficacy level via these two scale items (as cited in Hansen, 2005). Ashton and Webb (1986) reached the conclusion of the correlation between teacher self-efficacy and learner success (as cited in Tschannen-Moran & Hoy, 2001). General teacher self-efficacy's reflection on the Math success and also personal self-efficacy's reflection on the language success were explored however the reason behind these reflections could not be explained clearly. In addition they appointed a

relationship between the teacher self-efficacy level, stress level and the tendency to apply the innovations. Although the data that the scale items indicated were significant, the researchers maintained their studies to develop a more reliable and long scale (as cited in Tschannen-Moran & Hoy, 2001).

### **I.3.1.2. Measures on Social Cognitive Theory**

Another theoretical strand of the scientific researches is not only based on Rotter's theory but also Bandura's Social Cognitive Theory. In 1980s Gibson and Dembo handled the issue both with the Rand research scale items and Bandura's theory and suggested a more reliable and comprehensive scale which includes 30 items.

Gibson and Dembo (1984 as cited in En-Chong, 2004) identified teacher efficacy as consist of three constructs; academic focus, student grouping activities and feedback patterns. It was asserted that teachers with higher efficacy tend to apply larger group activities to reach higher learner participation and communicated with less criticism offering feedback to learners. They reechoed that there is a relation between teacher efficacy and learner achievement. Gibson and Dembo (1984 as cited in Tschannen-Moran & Hoy, 1998) designated an existence of two factors called "personal teaching efficacy" believed to reflect "self-efficacy" and "general teaching efficacy" believed to reflect "outcome efficacy". Continued research indicated some inconsistencies that some items attributed both factor so restricted the scale into 16 items in order to make it more consistent and reliable (Tschannen-Moran & Hoy, 2001).

In order to clarify the inconsistencies and to take the specific teaching context into consideration, TES has been modified and used for some other field related teacher efficacy studies. Some of them are Riggs and Enochs (1990) for science teaching, Rubeck

and Enochs (1991 as cited in Hansen, 2005) for chemistry teaching, Emmer and Hickman (1990) for classroom management and Coladarci and Breton (1997) for special education.

One of the most important field specific scale study was by Riggs and Enochs (1990) who developed Science Teaching Efficacy Belief Instrument as one of the studies used a modified version of Gibson and Dembo scale with the aim of measuring teacher self-efficacy in a particular area. The 6-point likert scale with 25 questions was identified within two separate factors; “personal science teaching efficacy” and “science “teaching outcome expectancy” (Riggs & Enochs, 1990). It was claimed that teachers with higher personal science teaching efficacy had more tendency for investing more time to teach science and to explore the science concepts (Riggs & Jesunathadas, 1993 as cited in Hansen, 2005).

Furthermore, through a more subject-specific perspective Rubeck and Enochs (1991) made a distinction between chemistry teaching efficacy and science teaching efficacy (as cited in Hansen, 2005). Results indicated that among middle-school science teachers, personal science teaching efficacy had a correlation with teaching science preference and similarly chemistry teaching self-efficacy with teaching chemistry preference. It was also propounded that chemistry teaching self-efficacy was related to science teaching self-efficacy, and science teaching self-efficacy was significantly higher than chemistry teaching self-efficacy. Both science teaching self-efficacy and chemistry self-efficacy were found to be related to experiences of taking and teaching courses including lab experiences (as cited in Hansen, 2005).

To examine the interaction between people, environment and behaviour and to explore the specificity issue in teacher efficacy, Ashton, Buhr and Crocker (1984 as cited in Tschannen-Moran et al., 1998) designed a series of “vignettes” which describe some

situations teachers may encounter. Two frames of reference were applied to get teachers judgments. For the first frame teachers were asked to judge how they would perform in the described situation on a scale from “extremely ineffective” to “extremely effective” (Ashton, Buhr and Crocker 1984 as cited in Hansen, 2005). The second frame was designed to enable teachers to make a comparison to other teachers, from “much less effective than most teachers” to “much more effective than most teachers” (Ashton, Buhr and Crocker 1984 as cited in Şahin, 2007). Sense of self-efficacy in various teaching situations (pre-service teachers, classroom teachers, supervisors) was investigated via the Ashton Vignettes (Ashton, Buhr and Crocker 1984 as cited in Hansen, 2005).

### **I.3.1.3. An Eclectic View Point and Specificity Issue**

Some studies applied the eclectic usage of those scales in other words; gathering several scales and forming a new scale because of the problematic elements of generality, item number, and reliability (Midgley, Feldlaufer & Eccles, 1989 as cited in Tschannen-Moran & Hoy, 2001; Lee, Deick & Smith, 1991 as cited in Tschannen-Moran & Hoy, 2001). However in all scale development studies still there have been inadequate and problematic issues. Some ambiguities have emerged about to what degree teacher sense of self-efficacy term is field specific or general. Tschannen-Moran and Hoy (1998: 12) summed the problem;

...in general, attempts to limit the scope of the efficacy beliefs have been fruitful in terms of finding significant results. But whether these measures have greater predictive value and generalizability than more global measures has yet to be determined... The conceptual confusion around the concept of teacher efficacy has made finding appropriate measures of efficacy difficult. Researchers have tried very simple, general measures as well as long complex vignettes. None of the measures currently in use seems to have found the proper balance between specificity and generality.

Bandura (1997) did not approve many of the available teacher self-efficacy scales as they have a too general content rather than the educational area qualities. As an answer to the specificity question he suggested a new measure; Bandura's Teacher Self-Efficacy Scale (as cited in Lee, 2009). Tschannen-Moran et al., (1998) argued that Bandura (1997) attempted to reach the multi-dimensional nature of teacher efficacy via an instrument which is not too specific or narrow.

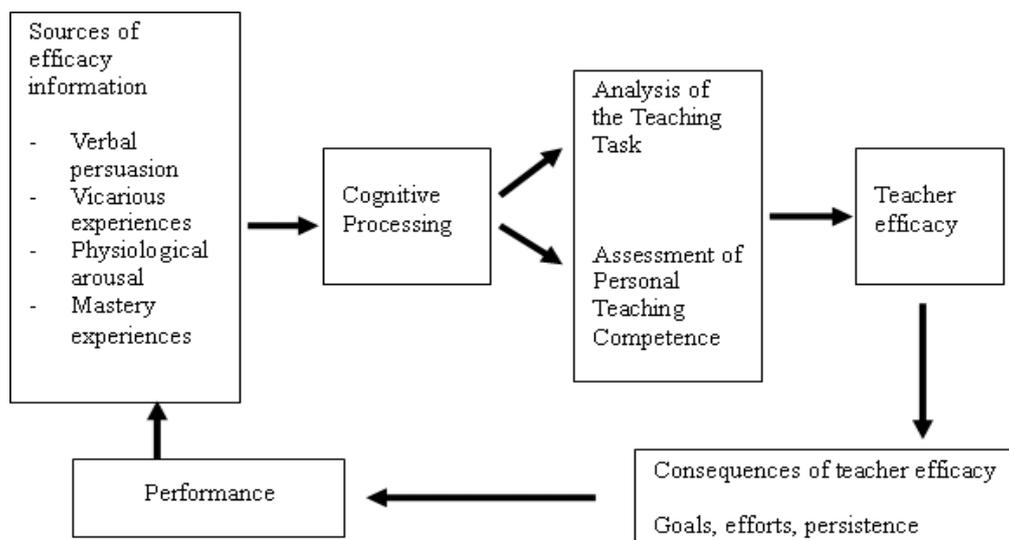
Bandura (1997) developed a 30 item 9 point "Teacher Self-Efficacy Scale" that could be linked to various knowledge domains including seven subscales; efficacy to influence decision making, efficacy to influence school resources, instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate. He mainly suggested providing various levels of task demands so that participants could reflect their efficacy level under the dimension of many situations or obstacles in a broad range of responses (as cited in Tschannen-Moran et al., 1998).

As aforementioned, studies on teacher sense of self-efficacy concept and its meaning have consistently designated a multidimensional nature which mainly centered upon two factors; "personal teaching efficacy" and "general teaching efficacy" or "outcome expectancy" that has been still object at issue (Tschannen-Moran, Hoy and Hoy, 1998). "Personal teaching efficacy" is related to the one's own feelings of competence as a teacher while "general teaching efficacy" is concerned with teachers' beliefs about the power of external factors (Tschannen-Moran, Hoy & Hoy, 1998; Lee, 2009). In the picture of teacher sense of self-efficacy some blurred sides have emerged about the definition or

classification of the concept and to what degree teacher sense of self-efficacy term is field specific or general. As Tschannen-Moran et al. (1998:202) denoted;

This appealing idea, that teachers' beliefs about their own capacities as teachers somehow matter, enjoyed a celebrated childhood, producing compelling findings in almost every study, but it has also struggled through the difficult, if inevitable, identity crisis of adolescence. . . . teacher efficacy [now] stands on the verge of maturity. . .

Tschannen-Moran et al. (1998) designed an integrated model in order to eliminate the confusions and clarify the meaning and measure of teacher efficacy. Lee (2009) asserted that it is based largely on Bandura's self-efficacy theory in regard to efficacy sources, cognitive processing, the domain specific nature of self-efficacy beliefs, and the cyclical nature of self-efficacy beliefs. Additionally, the model emphasis also the analysis of teaching tasks not just the difficulties that teachers experience in general (Lee, 2009).



*Figure 5. The Cyclical Nature of Teachers' Sense of Efficacy (Tschannen-Moran et al., 1998: 228 as cited in Lee, 2009:31)*

In the model of Tschannen-Moran et al., (1998), in regard to making judgments of self-efficacy, teachers evaluate their self-perceptions of two dimensions; teaching task and their personal teaching competence based on the requirements of the teaching task (Lee, 2009). Individual evaluations on both dimensions are based on judgments about own abilities like skills, personal qualities or knowledge, so the teacher self-efficacy level gets shape which directs the process, the effort teacher makes and the consequences of teaching (En-Chong, 2004). It can be reworded that a teacher's efficacy belief stems from dynamic interplay of the environment, behaviour and personal factors (Henson, 2001).

In the conception, what is particularly pointed is the nature of domain and context specificity of teacher efficacy as it is postulated that teachers do not feel equally efficacious for all teaching situations (Tschannen-Moran, Hoy & Hoy, 1998). This model asserts the complex process that a teacher undergoes for each different tasks, activities or strategies and also the vitality of belief development in ability to perform the needed teaching activities effectively which is known "teacher self-efficacy" (Campbell, 1996).

The most important quality of the model; cyclical nature is emphasized by Tschannen-Moran et al. (1998 as cited in En-Chong, 2004:19) that "greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn lead to greater efficacy". In addition, the cyclical nature works in the stabilization or reevaluation process of efficacy beliefs according to the successes or difficulties which may result with confirmation or questioning the confidence while readjusting the level of teacher efficacy. Hence the adjusted level of self-efficacy can be a guide or reference point for the future actions (En-Chong, 2004).

Suggesting a new modal Tschannen-Moran, Woolfolk Hoy and Hoy (1998, 2001) developed an instrument called “Ohio State Teacher Efficacy Scale” or “Teachers’ Sense of Efficacy Scale” in two forms with either 24 or 12 items in a 9-point likert scale. It was thought to be a one step further in the field because of its capturing a wider range of teaching tasks in responding the learner needs and applying many instructional strategies different from the previous scales which generally emphasized difficult or unmotivated learners (En-Chong, 2004). Items of the scale loaded three factors; “Efficacy for Instructional Strategies”, “Efficacy for Classroom Management” and “Efficacy for Students’ Engagement”. En-Chong (2004) suggested that the items of the scale were advocated to be a better reflection of teaching complexity in a better-defined context with a high construct validity and reliability.

### **I.3.2. Positive Correlates of Teacher Sense of Self-Efficacy**

Some scales (Rotter, 1966 as cited in Tschannen-Moran & Hoy, 1998; Rose & Medway, 1981 as cited in Tschannen-Moran & Hoy, 1998; Gibson & Dembo, 1984 as cited in Tschannen-Moran & Hoy, 1998, 2001; Bandura, 1997) have been developed to have a clear picture of teachers’ self-efficacy level. However, some questions began to arise like the extent to which teacher efficacy is specific to contexts and to what extent efficacy beliefs are transferable across contexts. Albeit Bandura (1997) stated that determining the field specificity limit of self-efficacy term has been still the most challenging question mark (as cited in Tschannen-Moran & Hoy, 2001).

Despite some debates and confusions about term definition and classifications, there is very little ambiguity about the significant implications and traits of the teacher sense of self-efficacy for educational context (Knoblauch, 2004). Teachers’ efficacy beliefs

have been an important concept in describing the general skeleton of teaching profession's requirements and increasing the motivation and productivity through teaching and learning process (Külekçi, 2011). Teacher sense of self-efficacy have been uttered with some critical words in a positive correlation such as instructional practices, student achievement, teacher enthusiasm, classroom climate, acceptance and use of innovative techniques, professional development, career satisfaction (Knoblauch, 2004; Tschannen-Moran, et al., 1998; Brouwers & Tomic 2000; Atay,2007; Akbari & Allvar, 2010; Klassen & Chiu, 2010;Yılmaz, 2011; Karimi, 2011).

Over recent years, there have been compelling studies elucidating the powerful effects of teachers' sense of efficacy on their instructional activities as well as educational outcomes (Atay, 2007). It has been indicated that teacher efficacy underlies critical instructional decisions ( e.g; Saklofske et al., 1988; Woolfolk et al., 1990; Wheatley, 2002; Soodak & Podell, 1993; Pajares, 1997, Ross, 1998) involving use of time, behaviours in classroom, innovative teaching practices, and response to the learners who are difficult to learn and questioning techniques (as cited in Atay, 2007). Burton (1996) who studied on the relationship between teacher efficacy and use of specific instructional practices reechoed the positive correlation between teacher self-efficacy and use of specific constructivist methods like active problem-based learning.

Another key factor in teaching; communication skills have been searched for having a relation with teacher self-efficacy and a meaningful correlation has been reached which may be explained by the triadic nature of self-efficacy and its source of environment. Saka and Sürmeli (2010) investigated the relationship preservice science teachers' sense of efficacy and their communication skills. Pre-service science teachers' self-efficacy were positively correlated with communication skills which also indicated

that preservice science teachers with high self-efficacy beliefs also have high perceptions of communication skills.

Through a more detailed view, Baysal Arkan and Yıldırım (2010) explored the pre-service elementary teachers' perceptions of their self-efficacy in teaching thinking skills which resulted with strong relationships between elementary pre-service teachers' self-efficacy levels in teaching thinking skills and their self-awarded analytical, practical, creative and critical thinking scores.

Tschannen-Moran and Hoy (2001) summed that teacher's persistence, enthusiasm, commitment have a potential meaningful relation with teacher self-efficacy belief. Tschannen-Moran & Hoy, (2001) have provided a portrait of teachers with high sense of self- efficacy with a number of qualities as listed below mentioning some studies (e.g; Berman et al., 1977; Allinder, 1994 as cited in Tschannen-Moran & Hoy, 2001; Ware & Kitsantas, 2007);

Teachers with a high sense of self-efficacy;

- have higher levels of planning and organization
- take more responsibility for learner achievement
- are more open to new ideas showing tendency to experiment new methods to meet the learners' needs in a better way
- make effort to overcome the obstacles or difficulties challenging their teaching ability
- are more constructive about learner mistakes
- take personal responsibility for their failures and successes in a more optimistic way
- have higher enthusiasm for teaching

- search for teaching strategies and materials
- more likely to stay in teaching (Tschannen-Moran & Hoy, 2001)

Actually teacher sense of self- efficacy has been explored to mirror numerous positive teacher qualities which can result with higher learner achievement. Akbari and Allvar (2010) in an attempt to clarify those factors that teacher sense of self-efficacy attributes classified them in four dimensions;

First of all, because of the stronger commitment to teaching, teachers with higher sense of self- efficacy, spend more time in subject matters in their areas, in academic matters (Good & Brophy, 2003 as cited in Akbari & Allvar, 2010 ) so the learners perform a better performance. Besides, teachers' instruction, choice in activities, levels of effort, and persistence with students strengthens by the teacher sense of self-efficacy and thence better teacher performance, commitment, and professional retention (Tschannen-Moran & Hoy, 2001) which also means greater student growth and learning.

Third, teachers who have higher teacher sense of self-efficacy use effective management strategies, activate student autonomy and keep students on task (Woolfolk, Rosoff, & Hoy, 1990 as cited in Akbari & Allvar, 2010) as a result produce higher student achievement. In other words, they put effective instructional strategies into practise which support learner academic growth and so develop students' their own abilities perception (Ross & Gray, 2006). Last but not least, being more confident of their teaching abilities, efficacious teachers have more tendency to cooperate with parents and try to raise parents' awareness about students' educational performance. Hence, the parent engagement boosts home-school relation and it turns into increased student engagement, motivation, and

achievement (Hoover-Dempsey, Bassler, & Brissie, 1992 as cited in Akbari & Allvar, 2010; Hoover-Dempsey, Bassler, & Brissie; 1987).

The positive brush strokes of teacher sense of efficacy in the classroom picture and the meaningful correlation between teachers' high sense of self-efficacy and student achievement (Gibson & Dembo, 1984 as cited in Chacon, 2005; Goddard et al., 2000) has made the teacher sense of self-efficacy a burgeoning research area. Many proof have been determined that teachers' performance, perspectives and approaches vary in different colours in the class according to their sense of self-efficacy levels and also the learners' perspective and success level. It has been argued by Akbari and Allvar (2010:13) that;

...with reference to the results of a large number of studies, mostly in mainstream education, which have corroborated the positive effects of a teacher's sense of efficacy on student success and achievement and studies that have proved students of efficacious teachers generally outperform those in other classes.

That finding can be enriched and exemplified with some other evidential studies on teacher sense of self-efficacy and its relation to some other variables. Caprara et al., (2006) who conducted a study based on teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement suggested a conceptual model in which teachers' personal efficacy beliefs have reflections on their job satisfaction and students' academic achievement similar to Egyed and Short (2006). They propounded an inverse relationship between teacher sense of efficacy and teacher burnout in regard to their investigation on teacher self-efficacy and teacher burn out and decision to refer a disruptive student (Egyed & Short, 2006). The invisible but cogent relation between the three elements; teacher, sense of self-efficacy and learner has been invigorated by these scientific findings.

In the framework of academic settings Pajares (1996) underlined the self-efficacy beliefs and mentioned the general findings of some researches reporting that self-efficacy beliefs are correlated with other self-beliefs, motivation constructs, and academic choices, changes, and achievement across domains (Hattie, 1992 as cited in Pajares, 1996). It is obviously designated on the basis of researches that the concept of TSE has a potential place in all educational contexts in a multifaceted way both for learners and teachers.

### **I.3.3. Domain Specific Studies on Teacher Sense of Self-Efficacy**

After obtaining so strong signals of teacher sense of self-efficacy in educational context numerous attempts have been made to examine the teacher sense of self-efficacy and develop the tools to measure it clarifying the construct and improving its measurement (Tschannen-Moran et al., 1998; Moran & Hoy, 2001). However in all studies still there have been inadequate and problematic issues. Some ambiguities have emerged about to what degree teacher self-efficacy term is field specific or general. The teacher efficacy model also supports the idea that teacher efficacy beliefs should be related to specific tasks (Henson, 2001; Tschannen-Moran et al., 1998).

Pajares (1996) informed that self-efficacy judgments are most consistent with Bandura's (1997) theory, and predictive of behaviour, on condition that one's self evaluation of capability is matched to a specific outcome. Thus, the burgeoning issue directed many researchers' (e.g; Chacón, 2005; Coladarci & Breton, 1997) attention to the importance of field specific self-efficacy studies (Lee, 2009).

Recently also context and subject specific studies have been conducted signalling the accurate predictor of performance on teaching tasks and a positive relation with some other sub factors such as teaching thinking skills, teaching science, teaching

math, teaching chemistry, class management, teaching biology, teaching music, communication skills, commitment to teaching, special education, adaptation of technology (Ghaith & Yaghi, 1997; Guskey, 1988 as cited in Chacon, 2005; Coladarci, 1992 as cited in Chacon, 2005; Derman, 2007; Stripling et al., 2008; Gülev, 2008; Saracaloğlu & Yenice, 2009; Vural & Hamurcu, 2008; Saka & Sürmeli, 2010; Başaran, 2010; Baysal, Arkan, Yıldırım, 2010; Kaner, 2010; Ruma et al., 2010; Topkaya, 2010; Bedir, 2011).

Saracaloğlu and Yenice (2009) drew attention to some variables such as branch, gender, seniority, weekly lesson hours, in-service training, satisfaction with her/his job, socio-economic level of the school, and satisfaction with the working environment. It has been aimed to explore how the level of the primary school science and elementary teachers' self-efficacy beliefs changed in regard to these variables (Saracaloğlu & Yenice, 2009). However, based on the results it was asserted that teachers' self-efficacy does not change according to gender, seniority, number of the lessons they give, having in-service training; but it differentiates just in regard to the branches and the job satisfaction (Saracaloğlu & Yenice, 2009). Those findings gave rise to thought that teachers' professional life may have a meaningful contribution to the TSE.

Handling TSE in the professional life issue and general self-efficacy concept, Ignat and Clipa (2010) searched whether there is a correlation between the locus of control and results of the exams in the teachers' professional development and also to obtain a profile about the relationship between general self-efficacy and teacher self-efficacy in respect to didactical experience. Results indicated a strong correlation between general self-efficacy, teachers' self-efficacy and also between the internal locus of control and the good results of teachers' professional exams (Ignat & Clipa, 2010). Thus a well developed

professional view and a high level of general self-efficacy can lead a stronger teacher sense of self-efficacy.

Following some similar and some different wonders, there have been other domain specific studies conducted about teacher sense of self-efficacy in relation to various variables and there have been numerous cogent findings about its pivotal place in teachers' professional life (e.g; Desouza et al., 2004; Kaya & Durmuş, 2010; Ignat & Clipa, 2010; İmer & Özkılıç, 2009). Another research subject that requires field specific studies is foreign language teaching whose basis is on human psychology and communication.

#### **1.4. English as a Foreign Language Teacher's Sense of Self-Efficacy**

As a context specific subject; English language teaching is a critical part of education in the world which requires important responsibilities to provide situations in which learning should be experienced effectively and efficiently as there is no "foreign language exposure" outside the classroom in many countries like in Turkey (Sarıçoban, 2010). Language teaching is directly related to human psychology and has teacher-learner interaction as a living concept. Hence, the classroom instruction, reflective teaching, classroom management, engaging students and motivating them become inevitable necessities.

Organizational skills, teaching strategies and techniques, attitudes, motivations, goals, performances, awareness of student needs, and classroom management skills including positive teacher-student and peer relationships all point the teacher's beliefs of their capabilities. All these required qualities may be exemplified to give just a general

frame of the foreign language teachers' vital responsibility to create an effective and efficient learning situation in the classroom:

- making the learners ready to learn and motivating the learners
- determining the learning behaviours in regard to their physical and mental developments
- organizing enjoyable activities suitable for the learners based on their conceptual level
- having the learners actively participate in pair work and group work activities etc.
- giving positive feedback
- listening to the learners attentively and so helping them to think critically but not criticizing them harshly
- having a strong interaction with the learners,
- applying various classroom teaching strategies
- providing clear explanations, questioning, discussing (Sarıçoban, 2010).

Although there is little investigation on self-efficacy of English language teachers when compared with many studies conducted on teacher sense of self-efficacy in different subject matters, some investigations enlightened the psychological perspective of Teaching English as a Foreign Language (TEFL); teachers' self-efficacy in the language class is like the heart veins of the teacher's performance.

In fact, even those limited number of studies have sufficiently brought English teachers' sense of self-efficacy to light. To embody, some studies can be shown as illuminative source of data in different contexts. Chacon (2005) studied on the perceived

efficacy of a group of EFL teachers in Venezuela and explored how this influenced their self-reported English proficiency. Data obtained through the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) and two other subscales indicated that teachers' perceived efficacy was positively correlated with their self-reported English proficiency.

Another investigation supporting the findings is by Eslami and Fatahi (2008) who examined the efficacy beliefs of non-native English speaking Iranian "English as Foreign Language" (EFL) teachers. They focused on the EFL teachers' perceptions of their teaching efficacy in terms of personal capabilities to teach EFL and their perceived English language proficiency level. Their findings revealed that the teachers' perceived efficacy was positively correlated with self-reported English proficiency. Moreover, they reported that when their efficacy gets higher, their tendency to use communicative-based strategies also increases (Eslami & Fatahi, 2008).

Following a similar way in a different cultural frame, Yılmaz (2011) who conducted a study on the efficacy beliefs of Turkish EFL teachers, concluded that teachers' perceived efficacy was correlated with their self-reported English proficiency, and teachers' efficacy for instructional strategies was higher than for management and engagement. These studies provided an insight to the traces of teacher sense of self-efficacy in the class from professional knowledge to strategy use. It can be reworded that ELT teachers put their beliefs and thoughts into practice in the class in many different ways.

In line with those investigations, looking through a more detailed perspective, Rahimi and Gheitasi (2010) studied on the impact of teachers' perceived efficacy of the language on their practice in responding to learners' writings with 10 female teachers of

advanced level. They were separated into two groups as; high and low sense of efficacy and 157 homogenized learners. Obtained data indicated that the relationship between English teachers' sense of efficacy and feedbacks on the writings (including form and content) and also their general comments were statistically significant. In addition, a statistically significant difference was designated between the writing achievement means of the students in each group (Rahimi & Gheitasi, 2010). Therefore, it can be interpreted that even giving feedback and the forms of feedback were observed to have some parallelism with the level of ELT teacher sense of self-efficacy. The more positive correlations and implications, the more burgeoning research on teacher sense of self-efficacy, have made the teacher characteristics in ELT context the focal point.

Akbari and Allvar (2010) attempted to analyze L2 Teacher Characteristics as Predictors of Students' Academic Achievement in respect to three teacher-related variables—teaching styles, teachers' sense of efficacy, and teacher reflectivity in order to see how they relate to student achievement in an English-language teaching (ELT) context. The study variables were designated to be significant predictors of student achievement. Hence, the investigation keynoted teachers' central role in language teaching settings and the need for a closer inspection of teacher-related variables (Akbari & Allvar, 2010). As a complementary one to these findings, Basikin (2006) laid emphasis on the ESL teacher autonomy naming teacher self-efficacy as an essential quality and a trigger needed by teachers to be able to confidently direct their autonomy.

Having enough cues of teacher sense of self-efficacy in ELT, some other studies aimed to see the probable relation between ELT teacher sense of self-efficacy and learner achievement. Being one of those researchers, Navidinia et al., (2009) searched for the relationship between English language teachers' efficacy beliefs and their students'

achievement via Teacher Sense of Efficacy Scale with 168 English language teachers at the urban public schools in Iran. A low but statistically significant positive correlation between teachers' efficacy beliefs and students' achievement was explored.

Taking a step further, Ghanizadeh and Moafian (2011) attempted to see both views; teacher and learners and inquired into the relationship between EFL teachers' self-efficacy and their pedagogical success in Language Institutes in regard to the years of experience and age variables. 89 EFL teachers were asked to complete the "Teachers' Sense of Efficacy Scale" and a questionnaire called "Characteristics of Successful EFL Teachers Questionnaire" was completed by the teachers' students. According to the analysis, there was a significant relationship between teachers' success and their self-efficacy. Besides, they explored significant correlations between teachers' self-efficacy, their teaching experience, and age which re-echo the quality of language teaching covering all human related concepts like age, experience, or sex just in one context.

Lee (2009) braces the critical importance of sense of self-efficacy via her doctoral study on teachers' sense of efficacy in teaching English, perceived English language proficiency, and attitudes toward the English language through a case of Korean public elementary school teachers. Efficacy for oral English language use was determined as an additional aspect of teacher efficacy in teaching English, indicating that oral target language use would be a significant dimension to be considered in examining teachers' self-efficacy in teaching the target language beliefs (Lee, 2009). Also, it was detected that teachers' level of English proficiency and attitude toward the English language significantly predicted teachers' English teaching-specific efficacy beliefs (Lee, 2009). It mirrors the place of teachers' capability beliefs in their every corner of teaching area.

Another investigation by Sariçoban (2010) built on the views of EFL teachers and students on teachers' self-efficacy keynoted the fact that teachers had a higher sense of teachers' self-efficacy in helping students to think critically, giving instructions, classroom management and evaluation and assessment (Sariçoban, 2010). He claimed that foreign language teachers should place importance to teaching practices not only knowledge and pedagogy to meet student needs better (Sariçoban, 2010). To do so, Bandura (1997) propounds the fact that "the task of creating 'effective' learning environments conducive to the development of cognitive competencies rests largely on the talents and self-efficacy of teachers" (as cited in Sariçoban, 2010:40). It designates the perception differences between learner and teacher and also the teacher's level of awareness about his or her teaching reflections on learners' experiences.

English language teacher's reflections of self-efficacy to the educational context have been accentuated by Pekkanlı Egel (2009) that the teacher's ability is highly the determiner of student achievement. In additionally, the academic training or professional development of the teacher may have some influences on the sense of self-efficacy and ability. Hence Pekkanlı Egel (2009:1566) broached some conspicuous ideas on teachers' own educational and professional experiences as;

A good teacher is said to be one who possesses a high level of teacher efficacy. Therefore it is crucial that candidates entering the teaching profession starting from their formal schooling, whether in secondary or tertiary education, receive effective academic training and professional guidance, and continue this development throughout their career advancement. Therefore, it is very important that teacher education programs ensure teacher quality by adequately preparing their students to be and to remain as effective teachers throughout their career. If student teachers do not receive the necessary courses which prepare and support their professional development it will be a de-motivating challenge for them to meet the high level of performance demanded of them because efficacy beliefs trigger motivation.

It should be highlighted that English language teachers are also life-long learners in their language teaching experience, and have a world mainly standing on their feelings and beliefs. Their own educational and professional experiences shape their teaching perspective and sense of self-efficacy with which they enter the classroom like their shadow following them.

It is enlightened via some scientific investigations aforementioned above that teacher sense of self-efficacy is mainly built on the individual's beliefs and knowledge of capabilities which mirrors the teaching-learning process in a class. It is undeniable that teachers play a crucial role in the development of learners because they plan, organize, help learners to learn the new knowledge, bring innovations into the classroom, create enthusiasm, interact with learners, and so on. In short there is no limit in their responsibilities and efforts to study and learn together with their learners to reach a successful language learning atmosphere.

Such factors as teachers' English Language enhancement, professional preparation, readiness to teach, and in-service, training in maintaining and enhancing teachers' sense of efficacy may have an essential impact on getting the core of EFL teachers' sense of self-efficacy in the many-sided nature of foreign language teaching. Ghaith and Shaaban (1999) give the general frame stressing that teachers are "key agents" of change so their self-efficacy is need to be taken into account in the successful implementation of educational practice (as cited in Eslami & Fetahi, 2008).

English Language Teachers have a world mainly overlaid on their beliefs and feelings so they bring these beliefs together to the classroom reflecting to their teaching view, self-evaluation. English language teacher who gathers all feelings, thoughts,

knowledge, beliefs and teaches has numerous roles in the class such as observer, modal, learner, organizer, guide, actor, designer, or writer. Thus, the psychological and cognitive processes has a value that signals the key word in the learners' learning process; teacher sense of self-efficacy.

According to Bandura (1997) creating an effective learning atmosphere considerably based on self-efficacy belief. Besides, this view has been echoed in language teaching field by Sarı çoban (2010) who held that self-evaluating of foreign language teachers about their teaching performance in addition to their professional and pedagogical knowledge is essential. Likewise, Pekkanlı Egel (2009) has purported the relationship between learner achievement, skills of teacher and teacher sense of self-efficacy in language teaching context. It has been discerned that aside from the materials and methods teachers are pivotal to understand and improve English language teaching (Freeman & Johnson, 1998). En-Chong (2004:1) keynoted the uniqueness of language teaching by saying,

Language teaching possesses a unique characteristic that differentiates itself from teaching other subjects. Teaching a language involves transmitting knowledge that is culturally and socially intertwined. Teachers of other subjects claim their authority by what they know, that is proficiency in the subject matter, but not by who they are.

What is the reflection of teachers' mind and psychological processes as an individual and as a teacher to the learning process? Especially, many questions and problematic issues in language learning's psychological facet have come to light as it was explored that language shelters in its nature a beliefs and feelings based side in corporation with cognitive processes also for teachers reflecting to the learners' experiences. That is like a mechanism should be working properly both for teachers and learners. The common

learning life shared by the learners and teacher who are the leading actors on the foreign language learning and teaching stage asserts that the two sides' psychological and intellectual processes are in interaction with each other. Woolfolk and Hoy (1990) underlined that "Researchers have found few consistent relationships between characteristics of teachers and the behaviour or learning of students. Teachers' sense of efficacy... is an exception to this general rule" (as cited in Henson, 2001:4).

Teachers' behaviours and actions are in an interaction with their beliefs, assumptions or apprehensions and motivational state so investigation on teachers' beliefs has great importance for the organization of teaching and defining ways of comprehending (Cerit, 2010). Hence, not only the teachers' professional knowledge and the subject area master, but also their beliefs, feelings and thoughts about realizing these qualifications and needed skills reflect to the learners' learning experiences.

Lee (2009: 2) highlighted the fact by propounding that "Given its documented powerful impact on teaching practices and student learning (Henson, 2002; Tschannen-Moran, et al., 1998; Tschannen-Moran & Woolfolk Hoy, 2001; Woolfolk Hoy, et al., 2006), it is critical to pursue this line of inquiry into the field". Hence, sense of self-efficacy is an important concept waiting to be explored as it mirrors the English language teachers' who must have numerous qualities for an effective language teaching and learning environment with his all beliefs, thoughts and knowledge.

Albeit there have been limited number of studies that proved the place of teacher sense of self-efficacy in the classroom and aforementioned studies were conducted via the general teacher self-efficacy scales and similar supportive tools. In those research that include different cultures and countries, the researchers aimed to present that English language teacher's sense of self-efficacy reflects to the each side of educational

atmosphere in the class. However, the idea that the applied scales may not reflect all the features in language teaching environment or English language teacher's qualities and the need of a field-specific, reliable scale have become evident. En-Chong (2004:17) also clarified the need that

...teachers' sense of efficacy is context specific and change across different settings and tasks. For example, an efficacious English teacher in Taipei will feel inefficacious to teach English in New York City. In this case, while making an efficacy judgment, it is important to consider the efficacy in different teaching tasks and contexts.

Obtaining data about the sense of self-efficacy which can be determiner of the teacher's some psychological and cognitive states in the class has gained importance especially in countries as Turkey where there has been no exposure to foreign language use outside the classroom (Sarıçoban, 2010). Hence, language education effectiveness ascended the throne. In recent years, in Turkey, being a developing country, the new reforms have been made to compose the national perspective with more comprehensive and current European standards in the national education system (Akşit, 2007 as cited in Öztürk, 2011) in which foreign language learning and teaching in a constructive way is highlighted as a pivotal part of big change.

Through an integrated approach, there have been works under the dimensions of "Developing Curricula", "Preparation of Teacher Competencies", "Developing physical environment and teaching technologies of schools" within the frame of education reform aimed to "increase quality of student learning" and "improve teacher status" (MONE, 2000 as cited in Tunç Yüksel, 2010). In general, there have been many changes in curriculum programs and also teacher and learner profiles all that emphasize the society, family, school, teacher and learner interaction to raise lifelong active learners. Teachers are

identified not as people who are “directors” or “transmitters” but identified just with a few words inholding numerous qualities that aforementioned before; “teacher who learns”. Some common expected characteristics of all teachers can be summed hereinbelow (ERG, 2005 as cited in Öztürk, 2011:114);

- Greater focus on student-centered teaching activities instead of subject-centered and teacher-centered approaches;
- Encouraging the learning by research and self-experience;
- Improving the diversity in the teaching methods and materials;
- Ensuring the enhancement of the students’ skills rather than mere transmission of information;
- Improving the interaction and cooperation between the students in the process of teaching and learning;
- Use of more effective assessment methods and tools;
- Improving the use of information and communication technologies in teaching and learning activities

Ministry of National Education (MONE) has redefined the teacher competencies within the frame of educational reforms in order to enlighten the teachers on the way of their improvement to reach the rearranged national and personal aims (OYEGM, 2008b; Akşit, 2007). In order to implement the new curriculum in a productive teaching learning process and preparing learners for 21<sup>st</sup> century, the competencies as a pivotal part of educational reform have been redefined under the dimensions of knowledge, skills and attitudes (Tunç Yuksel, 2010). Being complementary in regard to the current developments in pedagogical theories and practises those competencies stated to be very useful so as to clarify task definitions of teachers for their personal and professional development (Tunç Yuksel, 2010; ÖYEGM, 2008b). Hence some teacher competencies have been established on two bases; core (general) competencies across disciplines and subject-area specific competencies. Core (general) teacher competencies include 6 main competencies, 31 sub-competencies and 233 performance indicators. 6 main competencies

are collected under the 6 titles; “personal and professional values- professional development” , “knowing the learners”, “learning and teaching process”, “monitoring and evaluating learning and development process”, “school, family and society relationships” and “programme and content knowledge” (ÖYEGM, 2008b).

English language teachers’ sense of self-efficacy has been a substantial element which decides the success of the English educational reform (Hongying, 2009). Thus, the vision of English language teaching in the country has been handled as a framework for the scale development study as a guideline to look the English language teacher profile through a window of educational policy. The Turkish National Education system which supports an eclectic language teaching approach in a cyclical format defines some basic qualities such as increasing the learner participation by using guessing and deducing skills, usage of simulation and drama activities, organizing pair and group work activities, applying activities that are well defined and tested before, providing a class that is organized on the learner autonomy (MONE, 2006). Bringing up autonomous learners who have powerful communication skills and having teachers who need to be equipped with many roles and tasks in the language teaching and learning process have been highlighted in the national vision.

Additional to these general qualities which integrate teachers’ beliefs and thoughts much more into the core of the profession, teachers’ subject area specific competencies are in 4 sub-factors; subject-specific competency area, content, competencies and the 3 levels (A1, A2, A3) performance outcomes which focus on individual professional development process in detail. “English Language Teacher Field Specific Competencies” has 5 competency fields and 26 sub-competencies with the performance indicators (ÖYEGM, 2008a). 5 main efficacy fields are; “Planning and

improving English teaching process”, “Developing language skills”, “Monitoring and evaluating language development process”, “Cooperating with school, family and society” and “Professional development in the field of English Language Teaching”. Those efficacies are determined for the teachers to define their own development fields, and the needed knowledge, skill and attitudes to develop in those fields (ÖYEGM, 2008a).

When the competencies and sub-competencies in the field of English language teaching especially professional development related ones are reviewed, the teachers’ general self-efficacy as an individual and professional sense of self-efficacy come into prominence. It can be reworded that an English language teacher needs to have a high teacher sense of self-efficacy under many dimensions of teaching. Additionally, the possible reflection of a teacher’s GSE level which is defined as a kind of personal source or weakness factor that may influence people’s feelings, thoughts and actions, on the TSE level is an issue needed to be handled (Schwarzer and Jerusalem 1995 as cited in Erci, 2006).

As argued by many researchers (Bandura 1997, Luszczynska, Gutierrez-Don˜a & Schwarzer, 2005; Schwarzer, 1994), providing a “stable” and “broad” sense of personal competence in order to handle numerous stressful situations faced with in life, high general self-efficacy has strong traces of its positive relations with higher achievement, more social integration and healthier life (Erci, 2006). Hence, as a profession in Turkey, English language teaching which requires combining many personal competences, feelings and thoughts is a field waiting to be explored in regard to general and teacher sense of self-efficacy level.

However, a scale that can measure the English language teacher’s sense of self-efficacy scale based on the Turkish National Education system domain specific teacher

competencies has not been designated. Besides, when the literature reviewed, it is designated that there has been a need for a study on English language teachers' general and teacher sense of self-efficacy in Turkey.

## **CHAPTER II: METHODOLOGY**

The methodology chapter provides information about the development of the 5-point likert type scale so called “English Language Teachers’ Sense of Self-Efficacy Scale” - ELTSES (İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği). The sub-research questions related to the reliability and validity of the ELTSES scale have been answered and clarified as well in this chapter. Besides, participants have been described in detail with demographic qualities which have been applied to provide teachers’ general and professional sense of SE profile study with five variables. Lastly, the data collection tools and data analysis methods have been enlightened respectively.

### **II.1. The Development of a likert type “İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği” (English Language Teachers’ Sense of Self-Efficacy Scale)**

In the next part, preliminary preparation, item writing for the development of 5 point-likert type English Language Teachers’ Sense of Self-Efficacy Scale (İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği), and validity and reliability studies of the scale developed have been provided. By the development of ELTSES, it has been aimed to explore the Turkish English language teachers’ professional sense of self-efficacy in Mersin via a reliable and valid scale in the field of English Language Teaching.

#### **II.1.1. Preliminary preparation and item writing**

Having a culture and field specific basis, the scale has a framework in line with the determined competencies by Turkish National Education. The Turkish National Education system which supports an eclectic language teaching approach in a cyclical format provides systematic competency fields; as “General Teacher Competencies” and

“English Language Teacher Field Specific Competencies” in a booklet (ÖYEGM, 2008b). “English Language Teacher Field Specific Competencies” has 5 main competency fields and 26 sub-competencies with the performance indicators (ÖYEGM, 2008a). Five main competency fields are; “Planning and improving English teaching process”, “Developing language skills”, “Monitoring and evaluating language development process”, “Cooperating with school, family and society” and “Professional development in the field of English Language Teaching”. Those competencies are determined for the teachers to define their own development fields, and the required knowledge, skill and attitudes to develop in the determined fields.

Based on the field specific competencies determined by the Ministry of National Education and expert views, a likert type scale with 75 items including 5 statements as “Completely Appropriate” (5), Appropriate (4), Undecided (3), Not appropriate (2), Completely Inappropriate (1) was developed. There were 5 subscales as “Planning and Organizing English Language Teaching Processes”, “Developing Language Skills”, “Observing and Assessing the Language Development”, “Cooperating with the School, Family and Society” and “Professional Development” based on the Ministry of National Education division.

To see if there were any mistakes or unclear items in the scale, 20 people who are teachers and experts were requested to view and complete the scale. After the teacher and expert feedbacks, it was reorganized according to the needed changes and corrections. Thus, a likert type scale with 82 items was formed. Besides, some variables such as sex, school type, years of experience, department graduated and academic education level were added as the first part of the scale. For the last step before beginning data collection in

Turkey, all subscale titles were eliminated and all items were mixed randomly in order to obtain more objective data.

### **II.1.2. The Reliability of “İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği” (English Language Teachers’ Sense of Self-Efficacy Scale)**

500 primary school English language teachers (330 F, 170 M) from different cities of Turkey constituted the participants of the study to develop a valid and reliable English Language Teachers’ Sense of Self-Efficacy Scale (ELTSES). According to the expert views and literature, the number of sample population is asserted to be determined by the five times of item numbers on condition that not being below 100 (e.g.; Tavşancıl, 2002; Child, 2006 as cited in Doğan & Başokçu, 2010; Kurnaz & Yiğit, 2010). Hence, 500 participants (82 items x 5= 410) were defined as the adequate population for the development process of the scale based on the number of items.

All participants were reached via a specially organized webpage of a university and also via sending by post. The webpage address was just accessible for those teachers’ the researcher guided. They were informed about how to complete the scale and were required to answer to each item without giving any personal information. Within three months period from March through late May 2011 all 500 scales were received.

Data obtained after the scale application have been analyzed through “SPSS 11 for Windows” and to investigate the factorial structure, the principal component factor analysis has been applied. Besides, the items have been rotated through varimax rotation with Kaiser Normalization process. As the first attempt of factor and reliability analysis, Kaiser-Meyer-Olkin Measure of Sampling Adequacy test (.94) and Bartlett's Test of Sphericity value ( $\chi^2$ : 28905,483; df: 3321;p<.000) proved the data that the population has a

suitable and normal distribution with a high reliability (Büyüköztürk, 2009). According to the factor analysis, 15 factors have been designated (see Table 2). Albeit, as some items give load to more than one factor and lead an ambiguity, it is required to take some items out of the second factor analysis.

Table 2

*Rotated Component Matrix*

	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>I80</b>	,728														
<b>I61</b>	,721														
<b>I51</b>	,697														
<b>I34</b>	,697														
<b>I66</b>	,696														
<b>I81</b>	,687														
<b>I78</b>	,685														
<b>I35</b>	,682														
<b>I53</b>	,681														
<b>I63</b>	,680	-,309													
<b>I44</b>	,679		-,311												
<b>I73</b>	,677														
<b>I13</b>	,673														
<b>I49</b>	,665														
<b>I36</b>	,664														
<b>I79</b>	,656	,310													
<b>I25</b>	,656														
<b>I47</b>	,654														
<b>I29</b>	,653														
<b>I62</b>	,653		-,320												
<b>I21</b>	,652														
<b>I48</b>	,651														
<b>I57</b>	,650														
<b>I72</b>	,650						-,319								
<b>I38</b>	,650														
<b>I37</b>	,648														
<b>I75</b>	,645							,335							
<b>I42</b>	,644														
<b>I41</b>	,644														
<b>I50</b>	,636														
<b>I46</b>	,634														
<b>I74</b>	,631														
<b>I59</b>	,630								-,322						

	Component														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
I32	,629														
I8	,628	,470													
I71	,628						-,311								
I77	,625	,487													
I45	,624		-,372												
I67	,621														
I33	,618											-,310			
I55	,618														
I17	,616														
I76	,615							,434							
I12	,614						,336								
I60	,610												,304		
I58	,609								-,395						
I82	,607														
I18	,595	,322		,367											
I56	,594														
I40	,591	,360	-,346												
I28	,589					,323				,375					
I65	,583														
I7	,583							-,326							
I27	,582					,383									
I11	,581	,530													
I70	,578							,380							
I43	,576		-,360												
I15	,574														
I31	,574														
I10	,573														
I24	,571			,419		,305									
I3	,570				,431										
I64	,569									-,319					
I9	,568				,326										
I39	,558														
I5	,557	,369													
I23	,554			,323			-,318								
I54	,554														
I14	,551	,509													
I22	,545														
I19	,538	,498													
I20	,532													-,310	
I1	,523				,316										
I2	,519						,353								
I4	,519				,393										
I52	,516														
I26	,515					,418									
I6	,500		,376												
I30	,500			-,363											
I69	,487			-,347				,349							
I16	,433		,313												
I68	,352								,364				,345		

The items which have factor loading above .30 have been included in the process. Total item test correlation related to the scale items have been designated through Pearson product- moment correlation coefficient. During item elimination process, total item test correlation, factor analysis and internal consistency coefficient have been evaluated together. The items whose item total correlation is below .40 and loading more than one factor have been eliminated. After each item elimination attempt, total item test correlation has been calculated again and factor structure has been reviewed. All items those do not comply with the mentioned criteria have been eliminated (see Table 3).

Table 3

*Rotated Component Matrix*

	Component			
	1	2	3	4
I63	,772			
I50	,746			
I70	,720			
I66	,658			
I42	,618			
I20	,617			
I58	,550			
I13		,700		
I10		,677		
I9		,633		
I18		,633		
I24		,617		
I21		,603		
I1		,523		
I12		,508		
I11			,886	
I8			,834	
I77			,820	
I14			,781	
I45				,793
I43				,776
I38				,666

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a Rotation converged in 6 iterations.

In consequence of factor analysis process, 60 items have been eliminated and 22 items under four components have formed the scale. After analysis step, it has been designated that the scale has a one factor structure with four components. The subfactors were rearranged and renamed depending on the data provided by the participant teachers' view pursuant to the main efficacy fields determined Ministry of National Education and factor analysis as; "Observing and Assessing the Language Development", "Cooperating with the School Personnel, Colleagues, Family and Society" "Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere" and "Professional Development". The item distribution according to the four components is provided below.

Table 4

*Classified ELTSES Items in regard to the Components*

<b>COMPONENT 1: OBSERVING AND ASSESSING THE LANGUAGE DEVELOPMENT (DİL GELİŞİMİNİ İZLEME VE DEĞERLENDİRME)</b>	
20	Ölçme-değerlendirme konusundaki bilgi ve deneyimlerimi meslektaşlarımla paylaşarak birlikte yeni ölçme ve değerlendirme araçları tasarlayabilirim.
42	Ölçme-değerlendirme uygulamalarını İngilizce programını ve öğrencilerin bireysel farklılıklarını gözetererek düzenleyebilirim.
50	Öğrencilerin gelişim sürecindeki eksikliklere yönelik önlem alabilmek amacıyla ölçme-değerlendirme yapabilirim.
58	Öğrencilerin başarısını arttırmak için eğitim-öğretim faaliyetlerimi değerlendirip geliştirebilirim.
63	Öğrencilerin dil becerilerini izleme ve değerlendirme sonuçlarına göre ölçme araçlarının verimliliğini değerlendirebilirim.
66	İngilizce öğretiminde kullanabileceğim farklı ölçme- değerlendirme araç ve yöntemlerini düzenleme ve uygulama süreçlerine uygun olarak hazırlayabilirim.
70	Ölçme ve değerlendirme sonunda elde edilen verileri öğretim yöntem ve tekniklerime yansıtabilirim.
<b>COMPONENT 2: COOPERATING WITH THE SCHOOL PERSONNEL, COLLEAGUES, FAMILY AND SOCIETY (MESLEKTAŞ, OKUL, AİLE VE TOPLUMLA İŞBİRLİĞİ YAPMA)</b>	
38	Meslektaşlarımla iş birliği yaparak tüm öğrencilerin İngilizceyi doğru ve etkin kullanmalarına yönelik okul içi ve/veya dışı etkinlikler düzenleyebilirim.
43	Öğrencilerin dil becerilerinin gelişiminin izlenmesi konusunda ailelerle iş birliği yapabilirim.
45	Öğrencilerin öğrenme güçlüklerini belirleyerek gelişimlerini izlemek amacıyla rehber öğretmen, aile ve alan uzmanları ile işbirliği yapabilirim.

<b>COMPONENT 3: ORGANIZING APPROPRIATE METHODS AND TECHNIQUES FOR A SUITABLE CLASSROOM ATMOSPHERE (UYGUN EĞİTİM ORTAMI İÇİN MATERYAL KULLANIMI VE YÖNTEM SEÇİMİ)</b>	
1	Öğretim sürecinde kullandığım materyalleri kullanışlılığı, güncelliği, etkinliği gibi açılardan değerlendirerek zenginleştirebilirim.
9	Öğretim sürecinde kullanışlılık, güncellik, etkinlik gibi nitelikleri göz önüne alarak özgün materyaller hazırlayabilirim.
10	Öğrencilerin ilgi duydukları konularda onların katılımını temel alan çeşitli sosyal etkinlikler düzenleyebilirim.
12	Öğrencilerin dil becerilerini izleme ve değerlendirme sonuçlarına göre öğretim stratejilerinin verimliliğini değerlendirebilirim.
13	Öğrencilerin dil gelişimlerine uygun yöntem ve teknikleri öğrencilerin ilgi ve ihtiyaçları doğrultusunda çeşitlendirebilirim.
18	Öğrenmenin daha etkin gerçekleşmesi için teknolojik kaynaklardan yararlanabilirim.
21	Öğrencileri kendi öğrenme stillerine uygun dil öğrenme stratejilerini kullanarak öğrenmeye teşvik edebilirim.
24	Öğrencilerin dil gelişimleri için mevcut kaynaklarda önerilen yöntem ve tekniklerden yararlanabilirim.
<b>COMPONENT 4: PROFESSIONAL DEVELOPMENT (İNGİLİZCE ÖĞRETİMİ ALANINDA MESLEKİ GELİŞİMİ SAĞLAMA)</b>	
8	Bilimsel kriterlere uygun hazırlanmış İngilizce öğretimine yönelik proje ve makale gibi çalışmalar yapabilirim.
11	Alanımla ilgili akademik düzeyde çalışmalar yapabilirim.
14	Dil alanında ulusal ve uluslar arası projelerde görev alabilirim.
77	Uygulamalarımındaki iyi örnekleri paylaşmak amacıyla bilimsel çalışmalara (konferans, açık oturum, seminer) bildiriyle, posterle veya konuşmacı olarak katılabilirim.

The reliability coefficient related to the scale and scale components have been calculated by using Cronbach alpha coefficient. The reliability analysis of the scale has resulted with 0,92 Cronbach alpha which is a high level of reliability. The reliability analysis was used for each four components to understand the internal consistency. The scale provided highly acceptable internal consistency. Component 1 *Observing and Assessing the Language Development* .86, Component 2 *Cooperating with the School Personnel, Colleagues, Family and Society* .76, Component 3 *Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere* .84, and Component 4 *Professional Development* .91.

All components have been analyzed within the frame of 5 English Language Teacher efficacy fields determined by Ministry of National Education (MONE, 2006) under the guidance of field expert views during the labelling process. First component has been composed of 20., 42., 50., 58., 63., 66., 70. items which all gather under the title of observing and assessing the language development process. Thus the component has been named as “Dil Gelişimini İzleme ve Değerlendirme”. The second component with 38., 43. and 45. items that is related to cooperating with the school personnel, colleagues, family and society has been identified with the title of “Meslektaş, Okul, Aile ve Toplumla İşbirliği Yapma”.

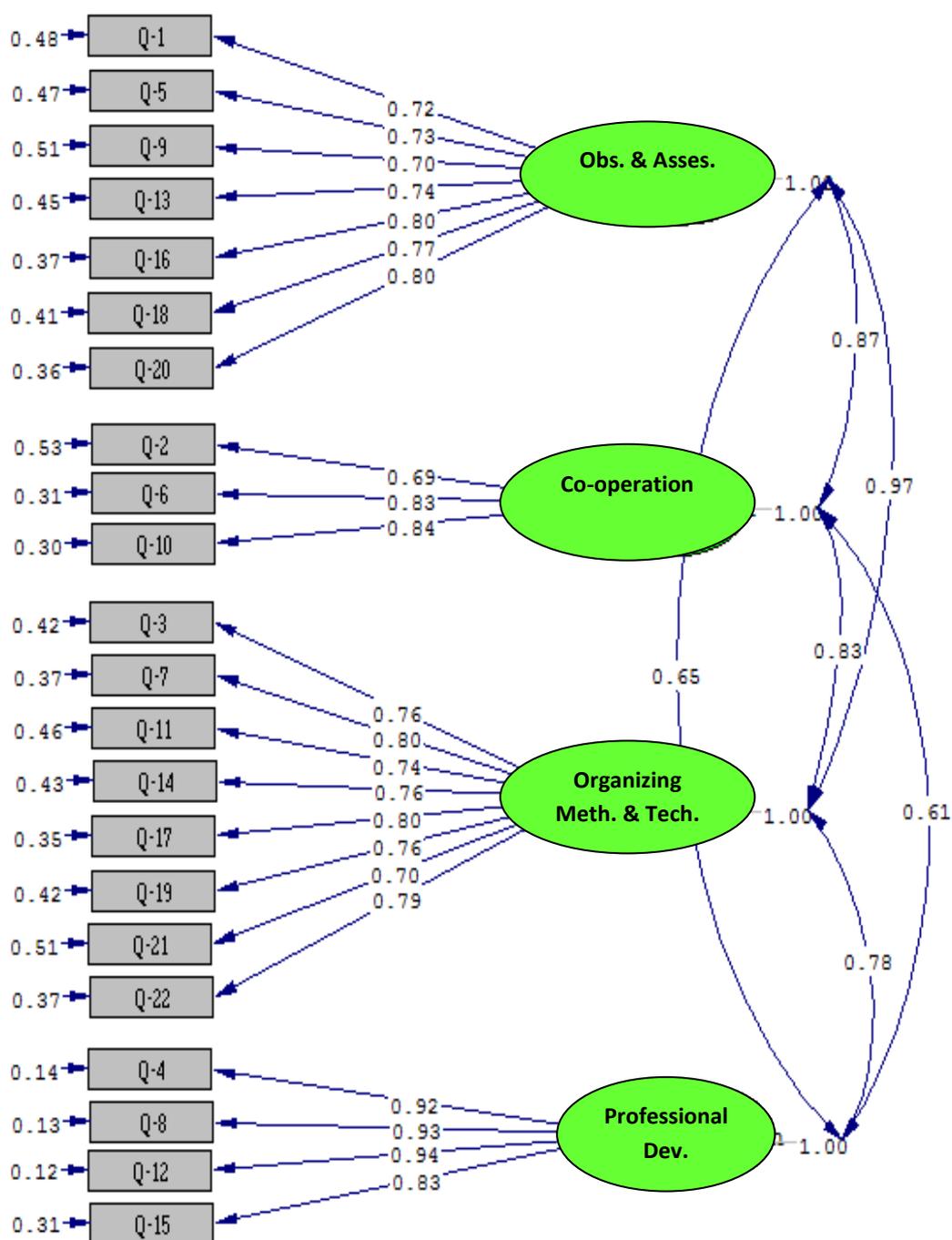
When the items 1,9, 10,12,13,18,21 and 24 are examined, it can be interpreted that third component has gathered the items about organizing appropriate methods and techniques for a suitable classroom atmosphere under the dimension of “Uygun Eğitim Ortamı İçin Materyal Kullanımı ve Yöntem Seçimi”. Last component items (8, 11, 14, 77) are a group of statements that highlight the keywords of “professional development” and has been designated as “İngilizce Öğretimi Alanında Mesleki Gelişimi Sağlama”.

### **II.1.3. The Validity of “İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği” (English Language Teachers’ Sense of Self-Efficacy Scale- ELTSES)**

For the validity step, as mentioned before, the scale items were examined by the field experts and a group of English language teachers. Exploratory factor analysis was applied for the construct validity as it enables to reach the meaningful and identifiable a few number of constructs that items can explain (Büyüköztürk, 2004 as cited in Akın et al., 2007). As aforementioned in the reliability part, the scale found to have one factor

structure with four components. The positive correlation between the determined components also can be an evidence for being one factor structure with four components (see Table 23).

Second, Confirmatory Factor Analysis (CFA) was applied for the construct validity, to see to what degree the factors which are formed with various variables and based on a theoretical basis are in accordance with the real data (Akın et al., 2007). CFA includes the values of Chi-Square Goodness; Goodness of Fit Index (GFI), and Comparative Fit Index (CFI), Normed Fit Index (NFI), Relative Fit Index (RFI), Incremental Fit Index, (IFI) Root Mean Square Residuals, (RMR) and Root Mean Square Error of Approximation (RMSEA). The criterion for GFI, CFI, NFI, RFI and IFI is  $> .90$ , and for RMSEA and RMR it is  $< .05$  (Hu & Bentler, 1999 as cited in Akın et al., 2007).



Chi-Square= 1037,55, df= 203, \*p<0,01, RMSEA=0.109

Figure 6. Path Diagram and Factor Loadings of the ELTSES Scale

After the CFA analysis, the fit index were analyzed and it was concluded that the Chi-Square value was meaningful ( $\chi^2 = 1037.55$ ,  $N = 345$ ,  $df = 203$ ,  $p = 0,001$ ). Fit index values also explored to be meaningful (RMSEA= .109, NFI= .96, CFI= .97, IFI= .97, RFI=.96 and RMR= .048). Those fit indexes highlighted that the scale provided a good fit index. Based on all reliability and validity findings it can be interpreted that the ELTSES scale is a reliable and valid tool.

## **II.2. Participants**

The present study has been built on two groups of participants; a group of primary school English language teachers (500) from Turkey to develop a reliable English Language Teachers' Sense of Self-Efficacy Scale (ELTSES) and the other group of primary school English language teachers (345) from Mersin to reveal the validity of the ELTSES scale and to propound a profile of teachers' professional sense of self-efficacy and general self-efficacy. For the teachers' sense of SE profile study, five variables have been determined as sex, school type, years of experience, department graduated and academic level. The descriptive data of profile study participants have been tabulated (see Table 5).

For the profile and validity study, 345 primary school English language teachers (246 F, 99 M) have been reached. 2011 Mersin Provincial Directorate for National Education statistical data have proved that there have been 471 primary school English language teachers who works in four providences in Mersin (Mezitli 54, Akdeniz 155, Yenişehir 108, Toroslar 133) which means nearly all teachers have taken place in the study to gain a clear picture of teachers' profile. Data collection has been conducted over a two-month period, from November through late December, 2011.

Table 5

*Descriptive Variables*

<b>Sex</b>	<b>Female</b>	<b>f</b>
		<b>Male</b>
<b>School Type</b>	<b>State</b>	99
	<b>Private</b>	289
<b>Years of Experience</b>	<b>1-5</b>	56
	<b>6-10</b>	38
	<b>11-15</b>	97
	<b>16-above</b>	151
<b>Department Graduated</b>	<b>ELT</b>	299
	<b>ELL</b>	25
	<b>Other Dep.</b>	21
<b>Academic Level</b>	<b>Bachelor's</b>	332
	<b>Master's</b>	11
	<b>Doctor's</b>	2

**II.3. Data Collection Tools**

Turkish General Self-efficacy Scale (Çapri & Çelikkaleli, 2008) has been applied to reach data about the English Language Teachers' GSE level. The GSE scale was found to have .87 internal consistency, and .92 test-retest reliability coefficients (Çelikkaleli & Çapri, 2008). Through criterion-related validity study, correlation between GSES and another scale was found by the researchers as .46, and item-total correlation of the scale changed between .47-.66 ( $p < .01$ ) which revealed that the scale is a valid tool (Çelikkaleli & Çapri, 2008). Besides, "İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği" (English Language Teachers' Sense of Self-Efficacy Scale - ELTSES) developed by Yaman, İnandı and Esen (2012) has been used in the data collection process to propound a profile of teachers' professional sense of self-efficacy.

Lastly, to strengthen the results of the present study via qualitative data and getting more insight about English language teachers' professional sense of self-efficacy, a

questionnaire (see Appendix D) has been developed. It includes 14 open-ended questions based on the expert views and literature (En-Chong, 2004; Şahin, 2007; Lee, 2009; Tunç Yüksel; 2010). The questionnaire has been examined by the experts and a small group of teachers in regard to its expediency, content and answerability and the questionnaire took its final form.

Tschannen-Moran et al. (1998:242) also have emphasized that qualitative data is a need in teacher efficacy research, as it “can provide a thick, rich description of the growth of teacher self-efficacy...qualitative investigations are needed to refine our understanding of the process of developing efficacy”. Qualitative research is “especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations” (Mack et al., 2005:1). Besides, questionnaire is a written interview technique or tool to get information about an individual’s some qualities with some different item types structured to some degree (Erkuş, 2009). Thus, it has been aimed to reach qualitative data about the teachers sense of self-efficacy through the questionnaire in regard to four aspects; their English language teaching, methods, approaches and material choice, communication with the colleagues and family and professional development (see Table 6).

Table 6

*Questionnaire Questions under Four Dimensions*

<b>Dimensions</b>	<b>Question Number</b>
English Language Teaching	1, 2, 3, 4, 5
Methods, Approaches and Material Choice	6, 7, 8
Communication with the Colleagues and Family	9, 10
Professional Development	11, 12, 13, 14

The participants have been informed about the aim of the study, scales and the questionnaire in a detailed way. The questionnaire has been presented with the GSE and ELTSES scales to the all 345 participants however; just 40 volunteer participants have completed the questionnaire. The descriptive frequencies have been tabulated below.

Table 7

*Descriptive Variables*

		f
<b>Sex</b>	Female	28
	Male	12
<b>School Type</b>	State	28
	Private	12
<b>Years of Experience</b>	1-5	16
	6-10	10
	11-15	6
	16-above	8
<b>Department Graduated</b>	ELT	31
	ELL	8
	Other Dep.	1
<b>Academic Level</b>	Bachelor's	38
	Master's	2
	Doctor's	-

**II.4. Data Analysis Methods**

In the current study, factor analysis, descriptive statistics, independent samples t-test and One-way Anova, correlation and regression analysis have been applied. Factor analysis is “a collection of methods used to examine how underlying constructs influence the responses on a number of measured variables” (DeCoster, 1998: 1). Factor analysis has been conducted to see the validity of the ELTSES scale. Descriptive statistics has been used to explore the data according to the frequency of 5 points-likert type scale items as

descriptive statistics give numerical or graphic procedures to summarize a collection of data in a clear and understandable way such as the averages and variances (Jaggi, 2007).

Independent samples t-test which “is used to ascertain how likely an observed mean difference between two groups” (Bausell, 2002:50) has been applied to enlighten whether English language teachers’ professional sense of SE and GSE alter in regard to the sex, school type, academic level variables. Besides, One-way Anova is a statistical analysis that can compare the means of more than two groups to determine whether they differ significantly from one another (Park, 2009). Thus, it has been used to explore whether English language teachers’ professional sense of self-efficacy and general self-efficacy differs according to the variables of years of experience and department graduated.

The correlation between English language teachers’ professional sense of SE and their GSE level has been investigated through Pearson’s correlation coefficient analysis that enables establishing whether or not relationships exist between two variables (Higgins, 2005). Lastly, in order to clarify whether English language teachers’ professional sense of SE level under 4 dimensions can be predicted by the GSE level the multiple regression analysis has been applied. In the current study the significance level has been handled as 0.05 and 0.01.

The qualitative data obtained through the questionnaire have been analyzed in accordance with the descriptive analysis criterions. Those criterions include forming the general thematic frame for the study, data processing in regard to the determined thematic frame, defining and interpreting the findings (İnandı, 2008). The questions have been organized under four dimensions; “English language teaching”, “method, approach and material choice”, “communication with colleagues and parents” and “professional development”. Besides, “AntConc” which is a freeware, multiplatform tool for carrying

out corpus linguistics and provides also some analysis as word frequencies, concordances or collocates has been utilized to obtain more enlightening data (Anthony, 2011).

### **CHAPTER III: RESULTS AND DISCUSSION**

This chapter consists of two main parts; the first part provides results of the quantitative research process. The second part clarifies the results related to the qualitative part of the present research. In the first part, the data which have been obtained via the developed ELTSES Scale and processed through descriptive statistics, independent samples t-test, One Way Anova, Pearson's Correlation Coefficient and multiple regression analysis have been presented with the tabulated interpretations. The results have been provided respectively in accordance with the main and sub-research questions and five variables; sex, school type, years of experience, department graduated and academic level.

The second part enlightens descriptively the 40 English language teachers' perspective based on the questionnaire with 14 questions. Each question was examined in detail via frequency and concordance results obtained via the descriptive analysis in regard to the determined four dimensions. Although the targeted number of participants could not be reached, 40 teachers' views aimed to be portrayed in regard to English language teaching, methods, approaches and material choice, communication with the colleagues and family and professional development to obtain data as much as possible about the English language teachers' view of their professional sense of SE.

#### **III. 1. Quantitative Results**

This chapter consists of five main parts as; "English Language Teachers' Professional Sense of SE Profile with Descriptive Statistics", "English Language Teachers' Professional Sense of SE in regard to Some Demographic Variables", "English Language Teachers' GSE Profile with Descriptive Statistics", "English Language Teachers' GSE in regard to Some Demographic Variables" and "Correlation and Regression Results related

to English Language Teachers' Professional Sense of SE and GSE". The results have been discussed in the light of present analysis and previous studies.

### **III.1.1. English Language Teachers' Professional Sense of SE Profile with Descriptive Statistics**

**Research Question:** What is the level of Primary School English Language Teachers' English Language Teaching (Professional) Sense of Self-Efficacy in Mersin?

The first research question of the study is related to the level of primary school English language teachers' English language teaching sense of self-efficacy in Mersin. The data in regard to this research question have been analyzed in accordance with the each 4 components of the scale and have been explained in Table 6, 7, 8, and 9.

The coefficient intervals for five point likert type scale are calculated for four intervals ( $5-1=4$ ) as ( $4/5= 0,80$ ) 0,80. The coefficient intervals have been determined and interpreted as 1.00-1.80 for "Completely Inappropriate", 1.81-2.60 for "Not Appropriate", 2.61-3.40 for "Undecided", 3.41-4.20 for "Appropriate" and 4.21- 5.00 for "Completely Appropriate".

Table 8

*Primary School English Language Teachers' Professional Sense of SE Level*

<b>Observing and Assessing the Language Development</b>		<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>Q_1</b>	Ölçme-değerlendirme konusundaki bilgi ve deneyimlerimi meslektaşlarımla paylaşarak birlikte yeni ölçme ve değerlendirme araçları tasarlayabilirim.	345	4,03	,635
<b>Q_5</b>	Ölçme-değerlendirme uygulamalarını İngilizce programını ve öğrencilerin bireysel farklılıklarını gözetenek düzenleyebilirim.	345	3,97	,702
<b>Q_9</b>	Öğrencilerin gelişim sürecindeki eksikliklere yönelik önlem alabilmek amacıyla ölçme-değerlendirme yapabilirim.	345	4,14	,617
<b>Q_13</b>	Öğrencilerin başarısı arttırmak için eğitim-öğretim faaliyetlerimi değerlendirip geliştirebilirim.	345	4,20	,505
<b>Q_16</b>	Öğrencilerin dil becerilerini izleme ve değerlendirme sonuçlarına göre ölçme araçlarının verimliliğini değerlendirebilirim.	345	4,09	,537
<b>Q_18</b>	İngilizce öğretiminde kullanabileceğim farklı ölçme-değerlendirme araç ve yöntemlerini düzenleme ve uygulama süreçlerine uygun olarak hazırlayabilirim.	345	4,07	,608
<b>Q_20</b>	Ölçme ve değerlendirme sonunda elde edilen verileri öğretim yöntem ve tekniklerime yansıtabilirim.	345	4,16	,543
<b>General Mean</b>		345	4,0952	,46805

In table 8, primary school English language teachers' sense of self-efficacy level has been handled under the dimension of "Observing and Assessing the Language Development" with mean scores and standard deviation. It is found that teachers' perceptions mainly gather in two groups of idea as "Appropriate" and "Completely Appropriate" ( $\bar{X}$ = 3,97 - 4,20). It can be interpreted that they generally feel efficacious about observing and assessing the language development. Especially they proved a very high level of professional sense of SE in the item that "Öğrencilerin başarısı arttırmak için eğitim-öğretim faaliyetlerimi değerlendirip geliştirebilirim" ( $\bar{X}$ = 4,20).

Table 9

*Primary School English Language Teachers' Professional Sense of SE Level*

<b>Cooperating with the School Personnel, Colleagues, Family and Society</b>		<b>N</b>	<b>Mean</b>	<b>SD.</b>
<b>Q_2</b>	Meslektaşlarımla iş birliği yaparak tüm öğrencilerin İngilizceyi doğru ve etkin kullanmalarına yönelik okul içi ve/veya dışı etkinlikler düzenleyebilirim.	345	3,91	,778
<b>Q_6</b>	Öğrencilerin dil becerilerinin gelişiminin izlenmesi konusunda ailelerle iş birliği yapabilirim.	345	4,04	,683
<b>Q_10</b>	Öğrencilerin öğrenme güçlüklerini belirleyerek gelişimlerini izlemek amacıyla rehber öğretmen, aile ve alan uzmanları ile işbirliği yapabilirim.	345	4,10	,619
<b>General Mean</b>		345	4,0164	,590

When the English language teachers' efficacy belief means about their cooperation with the school personnel, colleagues, family and society are examined (see Table 9), it has been designated that nearly all answered "Appropriate" to the three items about this dimension ( $\bar{X}$ = 3,91 - 4,10). They expressed that they perceive themselves efficacious enough to cooperate with the school personnel, colleagues, family and society.

Table 10

*Primary School English Language Teachers' Professional Sense of SE Level*

<b>Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere</b>		<b>N</b>	<b>Mean</b>	<b>SD.</b>
<b>Q_3</b>	Öğretim sürecinde kullandığım materyalleri kullanışlılığı, güncelliği, etkinliği gibi açılardan değerlendirerek zenginleştirebilirim.	345	4,00	,741
<b>Q_7</b>	Öğretim sürecinde kullanışlılık, güncellik, etkinlik gibi nitelikleri göz önüne alarak özgün materyaller hazırlayabilirim.	345	3,73	,870
<b>Q_11</b>	Öğrencilerin ilgi duydukları konularda onların katılımını temel alan çeşitli sosyal etkinlikler düzenleyebilirim.	345	3,89	,735
<b>Q_14</b>	Öğrencilerin dil becerilerini izleme ve değerlendirme sonuçlarına göre öğretim stratejilerinin verimliliğini değerlendirebilirim.	345	4,10	,596

<b>Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere</b>		<b>N</b>	<b>Mean</b>	<b>SD.</b>
<b>Q_17</b>	Öğrencilerin dil gelişimlerine uygun yöntem ve teknikleri öğrencilerin ilgi ve ihtiyaçları doğrultusunda çeşitlendirebilirim.	345	3,92	,707
<b>Q_19</b>	Öğrencileri kendi öğrenme stillerine uygun dil öğrenme stratejilerini kullanarak öğrenmeye teşvik edebilirim.	345	4,02	,651
<b>Q_21</b>	Öğrencilerin dil gelişimleri için mevcut kaynaklarda önerilen yöntem ve tekniklerden yararlanabilirim.	345	4,23	,535
<b>Q_22</b>	Öğrenmenin daha etkin gerçekleşmesi için teknolojik kaynaklardan yararlanabilirim.	345	3,66	,952
<b>General Mean</b>		345	3,9424	,57943

The data analysis in respect to teachers' professional sense of self-efficacy in "Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere" with mean scores and standard deviation has been tabulated above. The results based on the "Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere" provided similar data with the other dimensions mentioned above. Teachers chose the "Appropriate" statement for all related items ( $\bar{X}$  = 3,66 - 4,10) except item 21 for which they defined their sense of self-efficacy as high ( $\bar{X}$  = 4,23). It can be reworded that they have a high self-efficacy in classroom organization task but particularly there has been a higher level of sense of self-efficacy in benefiting from the methods and techniques suggested in the available sources for the learners' language development.

Table 11

*Primary School English Language Teachers' Professional Sense of SE Level*

<b>Professional Development</b>		<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>Q_4</b>	Bilimsel kriterlere uygun hazırlanmış İngilizce öğretimine yönelik proje ve makale gibi çalışmalar yapabilirim.	345	3,13	1,142
<b>Q_8</b>	Uygulamalarımındaki iyi örnekleri paylaşmak amacıyla bilimsel çalışmalara (konferans, açık oturum, seminer) bildiriyle, posterle veya konuşmacı olarak katılabilirim.	345	3,16	1,091
<b>Q_12</b>	Alanımla ilgili akademik düzeyde çalışmalar yapabilirim.	345	3,12	1,096
<b>Q_15</b>	Dil alanında ulusal ve uluslar arası projelerde görev alabilirim.	345	3,32	,999
General Mean		345	3,1804	1,00627

The items gathered under the “professional development” dimension and analyzed through mean scores and standard deviation have been clarified in Table 11. English language teachers’ sense of self-efficacy level in professional development has indicated that they are indecisive and do not feel efficacious in their personal development in ELT ( $\bar{X}$ = 3,12 - 3,32). The mean scores reveal that the teachers are mostly indecisive about item 12 which focuses on conducting academic studies related to ELT.

### **III.1.2. English Language Teachers' Professional Sense of SE in regard to Some Demographic Variables**

**Research Question:** Does the level of Primary School English Language Teachers' English Language Teaching Sense of Self-Efficacy differ according to the sex?

One of the sub-research questions about the level of primary school English language teachers' English language teaching sense of self-efficacy has been the sex variable (see Table 12). Although there has been a very slight numerical difference

according to the mean values in favour of females, a statistically meaningful difference between females and males has not been designated in regard to the each four dimensions of ELTSES scale. Both females and males chose the “Appropriate” statement for “Observing and Assessing the Language” and “Cooperating with the School Personnel, Colleagues, Family and Society” dimensions.

Table 12

*Primary School English Language Teachers’ Professional Sense of SE Level according to Sex*

	Sex	N	$\bar{X}$	S	t	p
<b>Observing and Assessing the Language Development</b>	<b>Female</b>	246	4,1109	,48696	,981	,327
	<b>Male</b>	99	4,0563	,41716		
<b>Cooperating with the School Personnel, Colleagues, Family and Society</b>	<b>Female</b>	246	4,0190	,62785	,126	,900
	<b>Male</b>	99	4,0101	,48668		
<b>Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere</b>	<b>Female</b>	246	3,9634	,60519	1,063	,289
	<b>Male</b>	99	3,8902	,50894		
<b>Professional Development</b>	<b>Female</b>	246	3,1941	1,04743	,397	,691
	<b>Male</b>	99	3,1465	,89998		

Actually, the studies on the relationship between sex and TSE have yielded various different results. While some research (e.g.; De Brander, 1996 as cited in Karimwand, 2011; Riggs, 1991) highlighted the males’ higher level of TSE, some other studies concluded with the higher level of female TSE (e.g.; Cheung, 2006; Raudenbush, et al.,; Karimwand, 2011). The probable explanation for those results can be the cultural and societal differences (Brandon, 2000) and other variables effect such as population of

females occupied as English language teacher in the country or years of experience profile of females and males.

On the other hand, as a plausible explanation to the present study's result, when compared, much more studies found no significant relation between sex and TSE (Hoy & Woolfolk, 1993; Sun, 1995; Ghaith & Shaaban, 1999; Tshannen-Moran & Hoy, 2002; Sridhar & Badiei, 2008; Egger, 2006; Yılmaz & Bökeoğlu, 2008; Üstüner et al., 2009). The argue that although there had been no significant relation between sex and TSE some other qualities as experience can change the situation and create a difference between females and males as a secondary variable corroborates the current study's result (Karimwand, 2011).

**Research Question:** Does the level of Primary School English Language Teachers' English Language Teaching Sense of Self-Efficacy differ according to the school type?

The second variable being questioned in regard to the teachers' professional sense of self-efficacy has been the school type. Clarified in Table 11, obtained data resulted with a notable difference between state school and private school ( $p < 0,01$ ). In all dimensions, private school teachers expressed higher sense of self-efficacy ( $\bar{X} = 4,20 - 4,63$ ) than the teachers who work in state schools ( $\bar{X} = 2,98 - 3,89$ ). One possible explanation for the finding can be the fact that teachers working in private schools are not only in a challenging but also in a well-systemized educational atmosphere enabling them to apply all their teaching skills and solving the problems successfully with many experiences improving their TSE. In addition to successful language teaching experiences,

numerous professional development seminars and collaborative working sessions may foster the four sources of self-efficacy, especially the enactive mastery experiences and vicarious experience (Bandura, 1997).

Table 13

*Primary School English Language Teachers' Professional Sense of SE Level according to School Type*

	School	N	$\bar{X}$	S	t	p
<b>Observing and Assessing the Language Development</b>	State	289	4,0158	,02496	-7,750	,000
	Private	56	4,5051	,06315		
<b>Cooperating with the School Personnel, Colleagues, Family and Society</b>	State	289	3,8962	,03130	-9,688	,000
	Private	56	4,6369	,06372		
<b>Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere</b>	State	289	3,8218	,03036	-9,956	,000
	Private	56	4,5647	,06465		
<b>Professional Development</b>	State	289	2,9818	,05482	-9,307	,000
	Private	56	4,2054	,09537		

\*\* p<0,01

**Research Question:** Does the level of Primary School English Language Teachers' English Language Teaching Sense of Self-Efficacy differ according to the years of experience?

The next research variable, years of experience has been studied on through One-way Anova analysis in four groups to see the probable relation between experience and professional sense of SE. In table 14, analysis and results related to whether the English language teachers' professional sense of SE level differs according to the year of

experience have been briefed. The analysis in relation to years of experience variable and teachers' professional sense of self-efficacy has resulted with statistically significant differences between all groups ( $p < 0,01$ ).

Table 14

*Primary School English Language Teachers' Professional Sense of SE Level according to Years of Experience*

Variables	Groups	n	$\bar{X}$	ss		Sum of Squares	df	Mean Square	F	p
<b>Observing and Assessing the Language Development</b>	1-5 Years	38	4,5564	,45997	<b>Between Groups Within Groups Total</b>	11,541 63,820 75,361	3 341 344	3,847 ,187	20,554	,000
	6-10 Years	97	4,1605	,53502						
	11-15 Yrs.	151	4,0066	,38202						
	16 Yrs. and Above	59	3,9177	,33786						
	<b>Total</b>	345	4,0952	,46805						
<b>Cooperating with the School Personnel, Colleagues, Family and Society</b>	1-5 Years	38	4,4649	,59799	<b>Between Groups Within Groups Total</b>	15,044 104,752 119,796	3 341 344	5,015 ,307	16,324	,000
	6-10 Years	97	4,1581	,57149						
	11-15 Yrs.	151	3,9117	,49546						
	16 Yrs. and Above	59	3,7627	,63442						
	<b>Total</b>	345	4,0164	,59012						
<b>Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere</b>	1-5 Years	38	4,5888	,46581	<b>Between Groups Within Groups Total</b>	30,624 84,872 115,496	3 341 344	10,208 ,249	41,013	,000
	6-10 Years	97	4,1379	,53476						
	11-15 Yrs.	151	3,7964	,50262						
	16 Yrs. and Above	59	3,5784	,44522						
	<b>Total</b>	345	3,9424	,57943						
<b>Professional Development</b>	1-5 Years	38	4,2434	,49144	<b>Between Groups Within Groups Total</b>	126,038 222,293 348,330	3 341 344	42,013 ,652	64,448	,000
	6-10 Years	97	3,7062	,77225						
	11-15 Yrs.	151	2,9205	,84969						
	16 Yrs. and Above	59	2,2966	,90791						
	<b>Total</b>	345	3,1804	1,00627						

In essence, the results of the current study led to the conclusion that interestingly there has been an inverse correlation between the years of experience and the teacher sense of self-efficacy; the more teachers are experienced, the less they feel self-efficacious in their field. The teachers, who have experience between 1-5 years, have the highest level of sense of self-efficacy in their profession with the mean scores in four dimensions respectively 4,55, 4,46, 4,58 and 4,24. On the contrary, the teachers with 16 years and above experience performed the lowest sense of self-efficacy mean score which changes between 2,29 and 3,91. In particular, a considerable decrease has been detected in sense of self-efficacy in “professional development” parallel to the years of experience. One considerable explanation for that result can be the resistance to change in the profession and difficulties in adaptation to the new teaching technologies as well as new implementations in curriculum.

In contrast to numerous studies that endorse a positive relation between experience and TSE (Wolters & Daugherty, 2007; Gaith & Yaghi, 1997; Akbari & Moradkhani, 2010; Ghanizadeh & Moafian, 2011) the present study designated a key result that TSE may have a nonlinear relationship with the years of experience. Huberman (1989) supported the finding via the career stages he defined in his investigation about the teachers’ professional life cycle whose qualities match with the present study’s results (as cited in Klassen & Chiu, 2010).

Huberman (1989) defined the early years of teaching as the process of “survival and discovery” when the gap between professional ideals and real classroom life is experienced and tried to be filled with the enthusiasm that lowers towards the late stages of career (as cited in Klassen & Chiu, 2010). The results of the current study have signified that in this period of profession participants have been at the summit of TSE

accord with the stages defined by Huberman (1989) (as cited in Klassen & Chiu, 2010). Teachers' with 4-6 years of experience have a kind of "stabilization" process through a definitive attachment to the profession. The mid career period is called as the "experimentation and activism" years with valuable teaching experiences when teachers have a "reassessment" of their profession and career Huberman (1989 as cited in Klassen & Chiu, 2010) .

Just one contrasting result has been that during the mid career period a gradual decrease has been found in the current study. A plausible explanation for this situation may be the critical initial period of profession that shapes the commitment to their profession and teaching enthusiasm. Some teachers may have a higher TSE, while some others lose their positive attitudes and beliefs according to the "various routes in life that cause people to vary greatly in how efficaciously they manage their lives" (Bandura, 1995 as cited in Ghanizadeh & Moafian, 2011:266).

Huberman (1989) acknowledged that near the last stages of their profession there has been a shift towards "serenity" and "disengagements" during which disappointment, bitterness which means "gradual loss in energy and enthusiasm" (as cited in Klassen & Chiu, 2010). The findings of the present study that the lowest TSE has taken place during the last years of teaching are also in line with the last stage's motivational and psychological qualities determined by Huberman (1989). Similar key findings have been emphasized by Klassen and Chiu (2010) who investigated the TSE and job satisfaction according to teacher gender, years of experience and job stress. Some few studies also underlined the fact that teaching efficacy declined slightly with experience (Hoy & Woolfolk, 1993; Sridhar & Badiei, 2008).

The second critical reason may be the educational fact that teachers who are at the initial or middle stage of their profession have attended a more current and constructivist ELT degree program. They have been equipped with the qualities which correspond with the new educational policy of the nation and the determined teacher competencies. Thus they may feel more efficacious than the other teachers with much more years of experience. Another explanation that may shed light on the incline in the TSE by the years of experience can be the strong relation between TSE and burn out factor which has been clarified by many studies (e.g; Egyed & Short, 2006; Skaalvik & Skaalvik, 2007; Çimen, 2007). The third supportive fact can be the unsuccessful mastery experiences those clarified as the most effective SE source by Bandura (1997).

**Research Question:** Does the level of Primary School English Language Teachers' English Language Teaching Sense of Self-Efficacy differ according to the department graduated?

The other issue of concern in the present study has been the link between teachers' professional sense of self-efficacy and department graduated variable. The department graduated has been classified in three groups; English Language Teaching (ELT), English Language and Literature and other departments. The one way-Anova analysis results indicated that there has been a statistically meaningful difference between the ELT, English Language and Literature and other departments ( $p < 0,05$ ) (see Table 15).

Table 15

*Primary School English Language Teachers' Professional Sense of SE Level according to Department Graduated*

Variables	Groups	n	$\bar{X}$	S		Sum of Squares	df	Mean Square	F	p
<b>Observing and Assessing the Language Development</b>	English Language Teaching	299	4,1285	,46996	<b>Between Groups</b>	2,499	2	1,249	5,864	,003
	English Language and Literature	25	3,8629	,38791		<b>Within Groups</b>	72,862	342		
	Other	21	3,8980	,41439	<b>Total</b>	75,361	344			
	Total	345	4,0952	,46805						
<b>Cooperating with the School Personnel, Colleagues, Family and Society</b>	English Language Teaching	299	4,0401	,57853	<b>Between Groups</b>	1,834	2	,917	2,658	,072
	English Language and Literature	25	3,7600	,71050		<b>Within Groups</b>	117,962	342		
	Other	21	3,9841	,55253	<b>Total</b>	119,796	344			
	Total	345	4,0164	,59012						
<b>Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere</b>	English Language Teaching	299	3,9849	,57042	<b>Between Groups</b>	4,082	2	2,041	6,265	,002
	English Language and Literature	25	3,6850	,57749		<b>Within Groups</b>	111,414	342		
	Other	21	3,6429	,56773	<b>Total</b>	115,496	344			
	Total	345	3,9424	,57943						
<b>Professional Development</b>	English Language Teaching	299	3,2416	,99048	<b>Between Groups</b>	8,441	2	4,221	4,247	,015
	English Language and Literature	25	2,8100	1,00592		<b>Within Groups</b>	339,889	342		
	Other	21	2,7500	1,07819	<b>Total</b>	348,330	344			
	Total	345	3,1804	1,00627						

In general it can be interpreted that teachers graduated from ELT department have the highest level of self-efficacy sense in three fields; “Observing and Assessing the Language Development” ( $\bar{X}$ = 4,12), “Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere” ( $\bar{X}$ = 3, 98) and ”Professional Development” ( $\bar{X}$ = 3, 24). However, English Language Literature ( $\bar{X}$ = 3,86, 3,68, 2,81) and the other departments graduates ( $\bar{X}$ = 3,89, 3,64, 2,75) have presented a lower sense of self-efficacy in those there fields. On the other hand, in “Cooperating with the School Personnel, Colleagues, Family and Society” a significant difference has not been found between groups which revealed that teachers from all departments perceive themselves efficacious in cooperation. Besides, it is in evidence that there has been a gradual decrease in sense of self-efficacy in the “professional development”.

That expected results mentioned above reemphasized that the ELT department graduates presented a stronger self-efficacy profile than the other department graduates because of many probable factors such as sufficient field-specific knowledge, much more involvement in classroom practice for a longer time or a having more intensive pedagogical education (Akbari & Moradkhani, 2010). Likewise, an investigation of English teacher efficacy beliefs in New Zealand has explored that English teachers with academic qualifications in the profession were more positively efficacious across four subscales of the applied English Teacher Efficacy Questionnaire than the teachers who had qualifications in other related fields (Hansen, 2005).

The results of the present study have been supported by many other researchers such as Tong (2009) who studied on the in-service ESL teachers’ teaching efficacy. Tong (2009) asserted that teachers through university-based preparation programs demonstrated higher TSE than alternatively certified teachers. In brief, the present findings have

reechoed the result of Akbari and Moradkhani (2010) that teachers with English-related academic degrees presented a stronger sense of efficacy than their colleagues who have non-English related degrees.

**Research Question:** Does the level of Primary School English Language Teachers' English Language Teaching Sense of Self-Efficacy differ according to the academic education level?

From the academic perspective, the teachers' professional sense of SE level has been analyzed in regard to "Bachelor's" and "Master's" degree. In Table 16, whether the teachers' sense of self-efficacy level differs according to academic degree under four dimensions has been provided with the t-test results. As it is expected, there has been a statistically meaningful difference ( $p < 0, 01$ ) in favour of teachers with master's degree in all four dimensions ( $\bar{X} = 4,79, 4,92, 4,84, 4,82$ ) especially in professional development. Teachers with Bachelor's degree has had lower sense of self-efficacy in the four fields with mean scores respectively 4,06, 3,98, 3,90, 3,11.

Table 16

*Primary School English Language Teachers' Professional Sense of SE Level according to Academic Level*

	Academic	N	$\bar{X}$	S	t	p
<b>Observing and Assessing the Language Development</b>	Bachelor's Degree	332	4,0680	,45072	-5,711	,000
	Master's Degree	13	4,7912	,36242		
<b>Cooperating with the School Personnel, Colleagues, Family and Society</b>	Bachelor's Degree	332	3,9809	,57236	-5,920	,000
	Master's Degree	13	4,9231	,14618		

	Academic	N	$\bar{X}$	S	t	p
<b>Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere</b>	Bachelor's Degree	332	3,9070	,55831	-6,019	,000
	Master's Degree	13	4,8462	,32737		
<b>Professional Development</b>	Bachelor's Degree	332	3,1160	,96664	-6,348	,000
	Master's Degree	13	4,8269	,44936		

The correlation explored between academic development and English language teachers' sense of self-efficacy proved the fact that experiences and knowledge related to professional development can enhance the sense of self-efficacy in teaching. Much along the same way, Akbari and Moradkhani (2010) argued that the higher academic degrees the teachers get the higher sense of self-efficacy they have. The present study reemphasized that when the teachers attend to the graduate schools for further education and having higher level of field knowledge, they perceive themselves more efficacious than the other teachers (Campbell, 1996; Hoy & Woolfolk, 1993; Zakeri & Alavi, 2011).

### III.1.3. English Language Teachers' GSE Profile with Descriptive

#### Statistics

**Research Question:** What is the level of Primary School English Language Teachers' General Self-Efficacy in Mersin?

In addition to the English language teachers' professional sense of SE profile, their general self-efficacy (GSE) profile has been explored. The second main research question of the study is related to the level of primary school English language teachers' general self-efficacy in Mersin. The data in regard to this research question have been analyzed in accordance with the each 10 items of the scale and have been explained in Table 17.

Table 17

*GSE Level of Primary School English Language Teachers*

		<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>Q1</b>	Yeni bir durumla karşılaştığımda ne yapmam gerektiğini bilirim.	345	3,32	1,061
<b>Q2</b>	Beklenmedik bir durumda nasıl davranmam gerektiğini bilirim.	345	3,24	1,098
<b>Q3</b>	Bana karşı çıktığında kendimi kabul ettirecek çare ve yolları bulurum.	345	3,47	1,054
<b>Q4</b>	Ne olursa olsun üstesinden gelirim.	345	3,34	1,125
<b>Q5</b>	Güç sorunların çözümünü eğer gayret edersem bulabilirim.	345	3,94	,892
<b>Q6</b>	Planlarımı gerçekleştirmek ve hedeflerime ulaşmak bana zor gelmez.	345	3,09	1,117
<b>Q7</b>	Bir sorunla karşılaştığımda onu çözebilmeye yönelik birçok fikrim vardır.	345	3,14	1,111
<b>Q8</b>	Yeteneklerime güvendiğim için, zorlukları soğukkanlılıkla karşılarım.	345	2,99	1,121
<b>Q9</b>	Aniden gelişen olayların üstesinden gelebileceğimi sanıyorum.	345	3,47	,997
<b>Q10</b>	Her sorun için bir çözümüm vardır.	345	3,15	1,175
<b>General Mean</b>		345	3,3157	,76799

In general, teachers have chosen the statement “Completely True” for the items; “Yeni bir durumla karşılaştığımda ne yapmam gerektiğini bilirim.” (Thanks to my resourcefulness, I know how to handle unforeseen situations.) ( $\bar{X}= 3,32$ ), “Bana karşı çıktığında kendimi kabul ettirecek çare ve yolları bulurum.” (If someone opposes me, I can find the means and ways to get what I want.) ( $\bar{X}= 3,47$ ), “Ne olursa olsun üstesinden gelirim.” (I can usually handle whatever comes my way.) ( $\bar{X}= 3,34$ ), “Güç sorunların çözümünü eğer gayret edersem bulabilirim.” (I can solve most problems if I invest the necessary effort.) ( $\bar{X}= 3,94$ ) and “Aniden gelişen olayların üstesinden gelebileceğimi

saniyorum” (I am confident that I could deal efficiently with unexpected events.) ( $\bar{X}$ = 3,47). In addition, they preferred the “truer” statement, for the other five items; “Beklenmedik bir durumda nasıl davranmam gerektiğini bilirim.” (I am confident that I could deal efficiently with unexpected events.) ( $\bar{X}$ = 3,24), “Planlarımı gerçekleştirmek ve hedeflerime ulaşmak bana zor gelmez.” (It is easy for me to stick to my aims and accomplish my goals.) ( $\bar{X}$ = 3,09), “Bir sorunla karşılaştığımda onu çözebilmeye yönelik birçok fikrim vardır.” (When I am confronted with a problem, I can usually find several solutions.) ( $\bar{X}$ = 3,14), “Yeteneklerime güvendiğim için, zorlukları soğukkanlılıkla karşılarım.” (I can remain calm when facing difficulties because I can rely on my coping abilities.) ( $\bar{X}$ = 2,99) and “Her sorun için bir çözümüm vardır.” (If I am in trouble, I can usually think of a solution.) ( $\bar{X}$ = 3,15). It has indicated that they expressed a high level of GSE. Especially, when the highest mean score is examined, it is clear that teachers performed much more GSE for the item “Güç sorunların çözümünü eğer gayret edersem bulabilirim.” ( $\bar{X}$ = 3,94). Nevertheless, they presented the lowest GSE level in the item “Yeteneklerime güvendiğim için, zorlukları soğukkanlılıkla karşılarım.” ( $\bar{X}$ = 2,99).

#### III.1.4. English Language Teachers’ GSE in regard to Some

##### Demographic Variables

**Research Question:** Does the level of Primary School English Language Teachers’ General Self-Efficacy differ according to the sex?

Primary school English language teachers’ GSE profile has been investigated in regard to the same variables with the professional sense of SE and remarkably parallel results have been reached. First, the sex variable and the GSE scores have been searched and tabulated with the t-test results (see Table 18). A statistically meaningful difference

could not be found between males and females interestingly very similar to the English language teaching sense of self-efficacy.

Table 18

*GSE Level of English Language Teachers according to Sex*

Sex	N	$\bar{X}$	S	t	p
Female	246	3,3118	,77900	343	,883
Male	99	3,3253	,74373		

As mentioned before, there have been various different results that concluded with no difference, on behalf of females (e.g. Kurz, 2001 as cited in Yılmaz & Bökeoğlu, 2008) or males (e.g.; Choi 2004). However as Bandura (2002) elucidated, those numerous differentiating results may be reached because of the cultural differences and gender roles. The parallelity in the findings explored in the GSE and professional sense of SE can be an indicator of those secondary factors' effect such as male and female population, qualities of profession in a specific cultural and national context, gender role.

**Research Question:** Does the level of Primary School English Language Teachers' General Self-Efficacy differ according to the school type?

GSE has been also explored under the light of school type variable. The descriptive statistics and t-test results have been provided in Table 12. There has been designated a significant difference between state ( $\bar{X}= 3,18$ ) and private school teachers ( $\bar{X}= 3,98$ ) with the leading mean score of private school teachers ( $p<0, 01$ ) which has been a highlighted similar result for professional sense of SE.

Table 19

*GSE Level according to School Type*

School	N	$\bar{X}$	S	t	p
State	289	3,1855	,72543	-7,741	,000
Private	56	3,9875	,62028		

Private school teachers have expressed themselves more efficacious in both general and field specific tasks than the state school teachers. The accordance between GSE and professional sense of SE can be seen in the variable of school type as well. It can be interpreted that that finding has indicated the reflective nature of field specific sense of self-efficacy and interactional side of general self-efficacy belief. Private school teachers may have a more positive approach with higher motivational traits, work in a cooperative way with colleagues who are open for improvement and have much more facilities at school. Hence, GSE which has been explored to have critical positive correlation with high motivation and open-minded professional perspective (Bandura, 1997; Luszczynska, et al., 2005; Schwarzer, 1994) may be an enlightening explanation for the results in favour of private school teachers.

**Research Question:** Does the level of Primary School English Language Teachers' General Self-Efficacy differ according to the years of experience?

As another variable teachers' years of experience has been handled to find and answer whether GSE level differs according to experience. The descriptive statistics and One-way Anova results proved that GSE level decreases parallel to the increasing years of

experience which underlined the existence of a converse relation between GSE and years of experience ( $p < 0,01$ ).

Table 20

*GSE Level of Primary School English Language Teachers according to Years of Experience*

Var.	Groups	n	$\bar{X}$	ss		Sum of Squares	df	Mean Square	F	p
<b>GSE</b>	<b>1-5 Years</b>	38	3,8684	,55171	<b>Between Groups Within Groups Total</b>	48,621	3	16,207	35,	,000
	<b>6-10 Years</b>	97	3,7186	,59237						
	<b>11-15 Yrs.</b>	151	3,1166	,69871						
	<b>16 Yrs. and Above</b>	59	2,8068	,78890						
	<b>Total</b>	345	3,3157	,76799						
					202,895	344				

It can be reworded that teachers with 1-5 years of experience performed the highest level of GSE level ( $\bar{X} = 3,86$ ), while the most experienced teachers with 16 years and above work life expressed the lowest level of GSE ( $\bar{X} = 2,80$ ). Bandura (1989) accounted for this situation that by advancing age some reappraisals and misappraisals may take place about self-efficacy.

Possible decline in intellectual and behavioural functioning or major negative changes in life and negative cultural expectations may result with lowering level of self-efficacy and interest which differs from person to person. Actually, it has been signified that it depends on firstly personal perspective but in societies which attach enough importance to self-development through lifetime, contrastingly elder people have productive and self-fulfilling lives (Bandura, 1989). This fact reminds the place of contextual qualities such as working conditions and cultural perspective to the profession. Some negative factors such as facing with too much challenges, low level qualifications,

low level research abilities, or over-loaded working task (Hongying, 2009) may undermine the self beliefs more destructively especially in the years of advancing age.

**Research Question:** Does the level of Primary School English Language Teachers' General Self-Efficacy differ according to the department graduated?

English language teachers' GSE level has been explored in regard to the department graduated and the One-way Anova results with the descriptive statistics have been clarified as in Table 21. Actually, the results reechoed the results of professional sense of SE concept and indicated a statistically meaningful difference between three groups ( $p < 0, 05$ ). Teachers graduated from ELT department have expressed the highest level of GSE ( $\bar{X} = 3,34$ ), and English Language and Literature graduates have followed them with 3, 29 mean score. However, the teachers who graduated from other departments performed the lowest level of GSE ( $\bar{X} = 2, 90$ ).

Table 21

*GSE Level of Primary School English Language Teachers according to Department Graduated*

Variables	Groups	n	$\bar{X}$	ss		Sum of Squares	df	Mean Square	F	p
<b>General Self Efficacy</b>	English Language Teaching	299	3,3462	,74807	<b>Between Groups Within Groups Total</b>	3,833 199,062 202,895	2 342 344	1,917 ,582	3,293	,038
	English Language and Literature	25	3,2960	,84483						
	Other	21	2,9048	,87091						
	Total	345	3,3157	,76799						

Similar to the professional sense, ELT graduates reported higher GSE than the other department graduates which signifies the reflective nature of SE in dissimilar domains. GSE has been determined as a positive contributor of coping with difficult career related tasks (Stumpf, Brief, & Hartman, 1987 as cited in Gist & Mitchell, 1992), career choice (Lent, Brown, & Larkin, 1987 as cited in Gist & Mitchell, 1992). That kind of finding can be more reasonable when those attributions of GSE have been taken into consideration. ELT teachers may have a higher satisfaction of their career choice or educational background.

**Research Question:** Does the level of Primary School English Language Teachers' General Self-Efficacy differ according to the academic education level?

GSE concept has been studied on through an academic perspective and it has also aimed to investigate the academic degree variable under the umbrella of GSE level. The results have revealed the probable difference between teachers' GSE level according to their academic degree. Teachers' with master's degree expressed a higher level of GSE ( $\bar{X}= 4,30$ ) than the teachers who have Bachelor's degree ( $\bar{X}= 3,27$ ). Thus a statistically meaningful difference has been defined between two groups ( $p<0, 01$ ).

Table 22

*GSE Level of Primary School English Language Teachers according to Academic Level*

Academic	N	$\bar{X}$	S	t	p
Bachelor's Degree	332	3,2768	,74948	-4,904	,000
Master's Degree	13	4,3077	,55296		

GSE has been uttered with some crucial elements in professional development such as intellectual growth, willingness to improve oneself, success (e.g.; Bandura, 1997; Schwarzer, 1992 as cited in Imam, 2007; Schunk, 1989; Gist & Mitchell, 1992). Thus teachers with master's degree may provided a higher level of GSE based on their stronger self beliefs in their professional development and job satisfaction.

### III.1.5. Correlation Results between English Language Teachers'

#### Professional Sense of SE and GSE

The correlation analysis applied for all dimensions of ELTSES and GSE level has been tabulated to see clearly each dimension's correlation with each other and GSE level. Initially, the results including the correlations between the four components are going to be discussed. When the Table 23 is examined, it is obviously designated that there has been a positive meaningful correlation within all dimensions.

Table 23

*Correlation results between English Language Teachers' 4 Different Domains related Professional Sense of SE and their GSE Level*

	1	2	3	4	5	Mean	S
<b>Observing and Assessing the Language Development</b>	1					28,6667	3,27635
<b>Cooperating with the School Personnel, Colleagues, Family and Society</b>	,785(**)	1				12,0493	1,77037
<b>Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere</b>	,878(**)	,762(**)	1			31,5391	4,63547
<b>Professional Development</b>	,626(**)	,620(**)	,760(**)	1		12,7217	4,02510
<b>General Self-Efficacy</b>	,565(**)	,553(**)	,711(**)	,754(**)	1	33,1565	7,67992

\*\* Correlation is significant at the 0.01 level (2-tailed).

The first component of the scale “Observing and Assessing the Language Development” has been explored to have a meaningful positive correlation with “Cooperating with the School Personnel, Colleagues, Family and Society” ( $r=.785$ ,  $p<.001$ ), “Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere” ( $r=.878$ ,  $p<.001$ ), “Professional Development” ( $r=.626$ ,  $p<.001$ ) and GSE ( $r=.565$ ,  $p<.001$ ). The data in regard to the second component “Cooperating with the School Personnel, Colleagues, Family and Society” has indicated a significant positive correlation with “Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere” ( $r=.762$ ,  $p<.001$ ), “Professional Development” ( $r=.620$ ,  $p<.001$ ) and GSE ( $r=.553$ ,  $p<.001$ ).

It has been found that the third component “Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere” has a positive meaningful correlation with “Professional Development” ( $r=.760$ ,  $p<.001$ ) and GSE ( $r=.711$ ,  $p<.001$ ). Lastly, the fourth component “Professional Development” has been designated to have a positive correlation with GSE ( $r=.754$ ,  $p<.001$ ).

The yielded results of the current study revealed the transferable nature of self-efficacy that increasing GSE because of a successful experience can transfer to a dissimilar domain or repeated specific successes or failures in a domain can be generalized over time (Bandura, 1977 as cited in Choi, 2004). Some studies conducted (Miyake & Matsuda, 2002, Topkaya 2010) have proved that field specific sense of self-efficacy is needed to be handled with GSE. Thus a plethora of studies supported that GSE may provide a basis for a person’s evaluation of future performance for a new situation (Choi, 2004).

Complying with the results of the present study, Yılmaz and Gürçay (2011) found out that as GSE and domain specific TSE can contribute significantly to determine

the TSE beliefs, GSE of the teachers' should be taken into consideration. Thus, the current study has also explored that to reveal teachers' behaviours in the face of stressful and challenging tasks or to find an explanation for the different teacher performances and to reach a more active and successful teaching profile GSE and TSE can provide useful and enlightening information.

### **III.1.6. Regression Results Related to English Language Teachers' Professional Sense of SE and GSE**

**Research Question:** Does the level of Primary School English Language Teachers' General Self-Efficacy predict the English Language Teaching Self-Efficacy level?

The multiple regression analysis has been applied to investigate the research question whether English Language Teachers' Professional Sense of SE level under 4 components can be predicted by the GSE level. All results related to the analysis have been provided in Table 24 according to each four different components.

Table 24

*Multiple Regression Analyzes Results related to the prediction of English Language*

*Teachers' 4 Different Domains Related Professional Sense of SE level by the GSE Level*

G S E	Observing and Assessing the Language Development				Cooperating with the School Personnel, Colleagues, Family and Society				Organizing Appropriate Meth. & Tech. for a Suitable Classroom Atmosphere				Professional Development			
	B	se	$\beta$	T	B	se	$\beta$	T	B	se	$\beta$	T	B	se	$\beta$	T
	20,6	,64	,56	31,9	7,82	,35	,55	22,1	17,3	,78	,71	22,1	-,38	,63	,75	-,61
	R=,565      R <sup>2</sup> =,319 F <sub>(1-345)</sub> = 160,595, p<,000				R= .553      R <sup>2</sup> = .306 F <sub>(1-345)</sub> = 150,914, p<.000				R= .711      R <sup>2</sup> = .506 F <sub>(1-345)</sub> = 352,97, p<.000				R= .754      R <sup>2</sup> = .569 F <sub>(1-345)</sub> = 452,998, p<.000			

\*\*  $p < 0.01$ , \*  $p < 0.05$

#### *Observing and Assessing the Language Development*

In table 24 it is obvious that GSE level predicted “observing and assessing the language development” in a significant way ( $R = .565$ ,  $R^2 = .319$ ,  $p < .01$ ). GSE level can explain 31% of the variance in the “observing and assessing the language development” scores. It can be reworded that “observing and assessing the language development” component of English language teachers’ professional sense of self-efficacy is highly predictable by the GSE level.

Observing and assessing the language development also means following each student’s learning process systematically. Thus brings so many teacher competencies together such as finding spontaneous and practical solutions for the learning problems, determining weaknesses and strengths, always having an optional way of teaching, organizing the course in the face of any sudden problematic situation. At this juncture, a high level of GSE can be an irreplaceable personal source for the TSE level of a teacher who needs to handle all classroom experiences with a balanced and productive manner. It is suggested that GSE can be thought as a kind of factor in people’s feelings, thoughts and

actions (Schwarzer & Jerusalem, 1995 as cited in Erci, 2006). Thereby, it is a conceivable result that GSE level can explain 31% of the variance in the “observing and assessing the language development” scores.

*Cooperating with the School Personnel, Colleagues, Family and Society*

In a similar way, the second component questioning the “Cooperation with the School Personnel, Colleagues, Family and Society” has indicated a statistically meaningful predictability by GSE ( $R = .553$ ,  $R^2 = .306$ ,  $p < .01$ ). GSE level can explain 30% of the variance in the second component.

It is a clear fact that “Cooperating with the School Personnel, Colleagues, Family and Society” is a social relations-based dimension of TSE. General self-efficacy has been investigated in various domains of human functioning and found to have high relationship with personality, social-relations and some other domains (Luszczynska et al., 2005; Schwarzer, Hahn, & Jerusalem, 1993). Bandura (1997) emphasized that high self-efficacy has a relation with also having satisfying social relations that bring about life satisfaction. To this respect, transfer of GSE to the social relations-based dimension of TSE with 30% explanation of the variance has been another result that proves the importance of GSE in domain specific TSE. Another probable explanation for the current result can be the fact that people with high self-efficacy level can solve problems in a more positive and cooperative way in their work life (Bandura, 1997). Hence it can be concluded that teachers with high GSE level may show more tendency to cooperate and work actively in their field solving the problems than the teachers with low self-efficacy.

*Organizing Appropriate Methods and Techniques for a Suitable Classroom Atmosphere*

The GSE level has been designated to have a conspicuously high level of prediction in regard to the third component “organizing appropriate methods and techniques for a suitable classroom atmosphere” ( $R = .711$ ,  $R^2 = .506$ ,  $p < .01$ ). The present data can be interpreted as a remarkable result that GSE level can explain nearly 50% of “organizing appropriate methods and techniques for a suitable classroom atmosphere” component.

Another concept which has been determined to have relation with GSE is future orientation. It is described as a quality which enables people to make effort to reach their goals and be involved in daily planning of their activities, and have a problem solving approach (Strathman et al., 1994 as cited in Luszczynska et al., 2005). It is argued that in different settings, high level of self-efficacy assists information processing, decision-making and performance, and also achievement (Bandura, 1997 as cited in Luszczynska et al., 2005).

Besides, the crucial role of self-efficacy in work performance has been proved by many studies (e.g; Stajkovic & Luthans, 1998; Grau et al., 2001; Salanova et al., 2011). It has been also supported that a person’s choice of settings and activities, skill acquisition, effort, and the existence and resistance of coping efforts against problems are all influenced by self-efficacy (Gist & Mitchell, 1987). A reasonable explanation for the very high regression level of GSE can be that teachers with higher GSE level may have a better perspective of decision making, problem solving or organization and so have a higher TSE level in organizing and designing an appropriate classroom atmosphere.

### *Professional Development*

The most notable finding reached through the regression analysis has been related the fourth component, professional development. GSE level has been explored to predict the “professional development” in a significant way ( $R = .754$ ,  $R^2 = .569$ ,  $p < .01$ ) and explain 56% of the “professional development” component. Consequently, complementing the strong correlation findings between TSE and GSE of the present study, the regression analysis has presented that English language teachers’ professional sense of SE can be predicted by the GSE level of the teachers.

The highest regression results were related the professional development with 56% prediction level of GSE which nearly covers half of the explanatory factors. The answer lying behind the question “why?” can be explained via many traces of self-efficacy in work life. Self-efficacy is a mainstay concept in improving or diminishing the motivation which is the golden key for personal development and implementing new ideas and experiences in life (Schwarzer & Hallum, 2008). That’s why, self efficacious individuals are more self consistent, tenacious about the tasks and have more optimistic future expectations and so prefer more challenging settings and explore new contexts (Bandura, 1997; Schwarzer, 1992 as cited in Schwarzer & Hallum, 2008; Heslin & Klehen, 2006). On the other hand low self-efficacy creates self-doubts and decline in self motivation as they do not believe in themselves and regard it unnecessary to set a goal (Heslin & Klehen, 2006).

It is an incontrovertible fact that professional development in line with those qualities; motivation, self-consistency, being open-minded which all strengthened by general self-efficacy. Therefore, the regression results of the present study presented similar the fact that teachers with high level of GSE perform a better adjustment to their

teaching career so have a higher self-efficacy in their professional life (Ignat and Clipa, 2010).

As it has been mentioned before, the current study results have gone along with some other studies (Imam, 2007; Eden, 1988; Chen, et al. 2001; Ignat & Clipa, 2010) that have asserted the non-negligible role of GSE in specific self-efficacy across tasks and situations. This is a situation called “spills over” effect. Shelton, (1990) and Sherer et al., (1982) who studied on constructing GSE concept and developing a valid and reliable self-efficacy scale also explored that GSE “spills over” into specific situations and “due to this “spill over” effect, individuals with high GSE expects to succeed across a variety of task domains” (as cited in Chen et al. 2001:64). Hence, a person who has high GSE is expected to succeed across a variety of task domains.

Similar to the present study, numerous studies (e.g.; Bandura, 1997; Schwarzer, 1992 as cited in Imam, 2007; Schunk, 1989; Gist & Mitchell, 1992) have found out the role of GSE in organizational and educational settings by contributing higher achievement, intellectual growth, educational attainment, better learning, goal orientation, more social integration and motivational traits. Thus, a possible explanation for the present results can be the positive outcomes of GSE occurring in specific domains or tasks. When the four components of English language teachers’ sense of self-efficacy are examined carefully which all point the underlying concepts as intellectual growth, more social integration, higher achievement or motivational traits (see Table 24), the significant reflection of GSE on the English Language teachers’ professional sense of self-efficacy also via strengthening those concepts can be seen clearly.

### **III. 2. Qualitative Results**

The following section synthesis and reports the questionnaire findings. The findings have been organized following the order of questionnaire questions and under four dimensions; “English Language Teaching”, “Method, Approach and Material Choice”, “Communication with Colleagues and Parents” and “Professional Development”. As the targeted number of participants could not be reached and some of the questionnaires were incomplete, it has been attempted to portray just the 40 English Language teachers’ views in a descriptive way in order to gain a limited but general insight into their beliefs.

All findings have been analyzed in a descriptive way, through “AntConc” which is a freeware, multiplatform tool for some analysis as word frequencies, concordances or collocates. It should be stated that as there has been detected no variance in used adjectives or no commonly used words, just concordance of the statements has been handled instead of frequencies for question, 6,7 and 10. The English version of some sample statements are provided near them within parenthesis and the tabulated frequency data with examples are also provided in English in the appendices (See Appendix F).

#### **III.2.1. Findings related to English Language Teaching**

Question 1: “Bir İngilizce Öğretmeni olarak kendinizi nasıl tanımlarsınız?”

(Please define yourself as an “English Language Teacher”)

English language teachers’ self perceptions aimed to be reached through the first question. Thirty-seven English language teachers answered the question and they generally reported to be a teacher who is good, hardworking, and innovative and a teacher who knows his students well, makes effort to teach and loves his job (see Table 25). When the frequencies of the words are analyzed, the words chosen and adjectives signify a

positive portrait of a teacher. Some teachers also identified themselves with mostly positive personality adjectives such as patient, ambitious, loving, successful, disciplined, assiduous, calm, funny, idealist, happy or willing.

Table 25

*Frequencies of mostly used words in answers to Question 1*

<b>Samples of Answers with mostly used words</b>	<b>f</b>
...Tecrübeli, sistemli, <b>iyi</b> ve disiplinli. Öğretmenliğe... ...motive edici, <b>iyi</b> , iletişim kurabilen biriyim... ...Öğrencilerimi <b>iyi</b> tanıyan, öğrencilerle ilişkisi... ...öğrencilerin zevk aldıkları konuları <b>iyi</b> bilen ve bu doğrultuda... ...Kendimi çocuklarla <b>iyi</b> anlayabilen eğlenceli... ...işleyen, ilgili, sabırlı, <b>iyi</b> ... ...biriyim. Sakin, ciddi, <b>iyi</b> bir öğretmenim... ...aktarma yeteneği olan, <b>iyi</b> . Topluma...	<b>9</b>
...kendisini <b>yenileyip</b> sorumluluk hisseden... ...bilimsel ve teknolojik <b>yenilikleri</b> de yakından takip.. ...disiplinli Teknolojik <b>gelişmelerden</b> yararlanmayı... ... <b>Yeniliklere</b> açık, teknolojiye meraklı,... ... <b>yenilikçi</b> , güncel <b>gelişmeleri</b> takip eden...	<b>7</b>
... <b>Öğrencilerimi</b> iyi tanıyan, öğrencilerle ilişkisi sağlam olan... ... <b>öğrencilerimin</b> etkinliklerini ihtiyaçları, sevdikleri, zevk aldıkları konuları iyi... ... <b>öğrencilerine</b> değer veren,... ... <b>öğrencilerle</b> ilişkisi sağlam olan... ...derdim. <b>Öğrencisine</b> ve dersine ilgi duyan... ... <b>öğrencileri</b> seven, başarılı İstekli, sevecen, biraz idealist... ... <b>öğrencilerime</b> karşı her zaman kendisini yenileyip sorumluluk hisseden...	<b>7</b>
...araştıran İşini <b>seven</b> , aldığı ücretin karşılığını vermeye çalışan... ...İşini <b>seven</b> , dil öğretmeye çalışan biriyim... ...işbirliğinde çalışabilen Alanını <b>seven</b> , öğrencilerin... ...güler yüzlü, işini <b>seven</b> , çalışkan... ...Özverili, öğrencileri <b>seven</b> , başarılı...	<b>6</b>
...çeşitli etkinliklerle sevdirmeye <b>çalışan</b> , tutarlı, işini düzgün... ...İşini seven, dil öğretmeye <b>çalışan</b> biriyim... ...öğretmen olduğumu düşünüyorum. Gelişmeye <b>çalışan</b> ,... ...öğrencilere dili sevdirmeye <b>çalışan</b> ...	<b>5</b>
...hedefleyen ve <b>planlı</b> çalışan... ... <b>Planlı programlı</b> , öğrencilerin... ...Tecrübeli, <b>sistemli</b> , iyi ve disiplinli...	<b>4</b>
...Gayretli ve <b>çalışkan</b> bir öğretmen olduğumu... ...Öğrenmeye açık, <b>çalışkan</b> , sabırlı Öğrenmeye açık,... ...sabırlı Öğrenmeye açık, <b>çalışkan</b> ve azimli... ...güler yüzlü, işini seven, <b>çalışkan</b> ...	<b>4</b>
... <b>öğrenci merkezli</b> öğretimi destekleyen, ... <b>öğrenci merkezli</b> bir eğitim veren... ... <b>öğrenci merkezli</b> eğitimi benimseyen biriyim...	<b>3</b>

Only two teachers mentioned a few negative and different points about their teaching life. One of them emphasized her being a new teacher with little experience and stated that “İyi ama daha kat etmem gereken yol olduğunu düşünüyorum” (Good but I think I need to get ahead in my profession) and the other teacher emphasized the problems that she face with in her profession by saying “Birçok zorlukla karşılaşan fakat elinden geleni yapan bir öğretmen olduğumu düşünüyorum” (I think I’m a teacher who faces with many difficulties but who does her best). However, their utterances still leave a positive impression about their sense of self-efficacy in profession.

When examined in general, a high self-efficacy is discerned in teachers’ beliefs about their qualities. It can be interpreted that they have a strong and positive self perception as an English language teacher. The reason behind the conclusion reached can be fact that the small number of teachers who attended the questionnaire voluntarily can already have a successful teaching life and perspective with a high level of sense of self-efficacy.

Interestingly among 40 teachers, just one teacher used the word “efficacious” in her speech; “Araştırmacı, farklı konularda bilgi sahibi ve öğrencilerine değer veren, mesleki açıdan donanımlı ve yeterli bir öğretmenim” (I’m a teacher who is inquisitive, has knowledge about different subjects, appreciates her students, qualified and competent). Besides it was also remarkable that while some teachers expressed their ideas with sentences like “I am a... teacher.” (see Teacher A, B) Some teacher preferred structures as “I think...”, “I suppose...” or “I believe...”giving the expression of uncertainty or being unsure (see Teacher C, D). The situation can be illustrated by the quotations below;

A: “Planlı programlı, öğrencilerin dil alanındaki tutumlarını, gelişimlerini gözlemleyebilen, yenilikçi, güncel gelişmeleri takip eden, öğrenci merkezli eğitimi

benimseyen biriyim.” (I am a person who is planned; observe learners’ development and attitudes, innovative, follows the latest developments and seizes a learner-centered education.)

B: “Gelenekselden çok modern eğitim anlayışına uygun teknik ve yöntemden yararlanan, öğrenci merkezli bir eğitim veren öğretmenim.” (I am a teacher who benefits from methods and techniques correspondent with modern education rather than traditional education system and who educates thorough a learner-centered vision.)

C: “Teknolojik gelişmelerden yararlanmayı seven, yeni tekniklere açık ama gramerden de vazgeçmeyen bir öğretmenim sanırım.” (I suppose I am a teacher who likes benefiting from technological improvements, openminded about implementing new techniques to my teaching but also who can not relinquish grammar.)

D: “İyi ama daha kat etmem gereken yol olduğunu düşünüyorum.” (Good but I think I need to get ahead in my profession.)

When the examples mentioned above examined, a kind of difference between the teachers’ professional sense of SE can be deduced. First two statements provide a stronger impression of self-efficacy belief while the other two statements present a blurred impression about the teachers’ beliefs. Similarly in the ELTSES scale they presented a efficacious perception and generally chose the “Appropriate” expression for many questions which may also signal some unsure points. In addition it is a remarkable finding that those two teachers who expressed their qualities in a more confident way have been working in private schools contrary to the other two teachers who work in state schools. It can be handled as a complementary finding with the quantitative ones which presented a difference between private and state school teachers in favour of private school teachers.

Question 2: “Dil öğretiminin hangi alanlarında kendinizi yeterli hissediyorsunuz?” (In what fields of language teaching do you perceive yourself efficacious?)

The second question was replied by all 40 teachers and English language teaching fields were perceived mostly as four skills of reading, writing, listening and speaking by the participants. The answers mainly gather around four skills of English language (reading, writing, listening and speaking) and grammar. Teachers predominantly reported that they are more efficacious in reading, writing skills and grammar teaching. Although the data obtained through the questionnaire is very limited; it provided clues about the fields in which teachers feel efficacious in a more detailed way. The word frequencies are presented below;

Table 26

*Frequencies of mostly used words in answers to Question 2*

<b>Samples of Mostly Used Words</b>	<b>f</b>
Teaching Grammar	12
Reading	13
Writing	11
Speaking	7
In all fields	5
Listening	2
Activities	3
Material Development	2

Only five of the teachers asserted that they are efficacious in all fields of English language teaching in contrast to the other teachers who expressed a high level of efficacy solely in teaching grammar and reading. Although, a small number of teachers presented their views, this result may be an indicative of a language teaching and learning

problem which partly reveals the teachers' low level of self-efficacy in teaching English at a productive level.

One teacher gave reason for her low level of efficacy in teaching speaking skill with an external factor stating that “Pratik konuşmalar hariç (çevremde İngilizce öğretmenleri haricinde yapabilecek kişi olmadığından) diğer konularda yeterliyim.” (Except speaking practice as there is nobody to practice speaking English other than English language teachers). In addition, the two teachers' statements can be a clear evidence of this situation who self-evaluated themselves as teachers who are good at information transfer saying that “Öğrencilerime bilgiyi aktarmakta...” (In knowledge transformation...) and “Karşımdakilere bilgiyi aktarmakta...” (In knowledge transformation to other people...) On the other hand, a few teachers keynoted their efficacy in material and activity development concerning students' needs and interests.

Lastly, a teacher who graduated from a different department emphasized his weakness resulted from lack of field education in an unsure and general way. He explained his efficacy in the field with the sentence of “Genel olarak iyi olduğumu, yeterli olduğumu sanıyorum. Fakat farklı alan mezunu olmamın dezavantajlarını yaşıyorum tabii” (I suppose I'm good and competent in general, however I experience the disadvantages of being graduate of a different department). That utterance can be a qualitative support for the different department graduated teachers' lower level of self-efficacy designated through the ELTSES scale.

Question 3: “Dil öğretiminin hangi alanlarında kendinizi yetersiz hissediyorsunuz?” (In what fields of language teaching do you perceive yourself inefficient?)

The third question aimed to explore the teachers' beliefs about in which fields of language teaching they feel inefficient. Five teachers out of 40 did not answer this question which may be due to not perceiving themselves inefficient in any fields but any certain explanation could not be provided. The frequencies of fields in which teachers feel inefficient are tabulated (see Table 27).

Table 27

*Frequencies of mostly used words in answers to Question 3*

<b>Samples of Mostly Used Words</b>	<b>f</b>
Speaking	12
Listening	5
In no fields	4
Grammar	3
Writing	2
Technology	2
Reading	1

Complying with the second questions' findings, teaching speaking and listening skills were determined as their inefficient fields by a majority of teachers. Grammar, writing, technology use and reading were also specified. Besides, it should be noted that some teachers expressed their sense of inefficacy mentioning external reasons or causes such as students' level, environmental conditions, and students' motivation. Some teachers reported their situation with some excuses;

E: "Speaking ve listening için uygun ortam her yerde bulunmuyor. Bu yüzden bu iki alan konusunda kararsızım." (There is no suitable atmosphere for speaking and listening activities so I'm indecisive about these two skills.)

F: "Öğrencilerin kelime haznelerinin yetersiz olması nedeniyle "zorlanıyorum." (I have difficulties because of learners' insufficient vocabulary.)

G: “Seviyenin düşük olması” (Learners’ low level of English)

H: “İsteksiz öğrencilerle konuşma aktiviteleri yapmakta” (Organizing speaking activities with unwilling learners)

Those statements of external factors remind the two concepts asserted by Bandura (1977); “efficacy beliefs” and “outcome expectancies”. It can be deduced that the participant teachers’ outcome expectancies are which raise a questionmark in minds about probable repeated negative outcomes. It may signify that they rely on external factors overweightly and have a weaker belief in changing the situation.

Only two teachers expressed their low sense of self-efficacy referring to their own insufficiencies with a more critical self-evaluation process. They mentioned their lack of pedagogical knowledge and experience. One of the teachers’ described her perception in a clear way that “Mesleğimde yeni yeni tecrübe edindiğimden kuramsal bazı şeyleri pratiğe dökmekte yetersiz kalabiliyorum” (As I’m new in my profession I may be inefficient about putting some theoretical points into practice). The other teacher addressed her pedagogical knowledge and said “Pedagojik bilgi eksikliğim olabilir. Öğretim tekniklerine çok hakim değilim” (I may have lack of pedagogical knowledge. I do not have full knowledge of teaching techniques). When the two statements are examined, a kind of reasoning can be determined, however in difference to the previous examples, they attach the inefficacy to their own qualities or experience.

Question 4: “Etkili bir dil öğretmeni”nin beş özelliğini belirtiniz. (Please specify five qualities of an “effective language teacher)

Through the fourth question, teachers' view about an effective teacher aimed to be portrayed with five qualities they identified. While a number of teachers preferred to use less than five qualities, a few teachers tried to express their views in a sentence or paragraph. The frequencies of the words have been analyzed and the mostly chosen words and adjectives have been determined to get the portrait of a teacher via the findings.

Tablo 28

*Frequencies of mostly used words in answers to Question 4*

Samples of Answers with mostly used words	f
... <b>Öğrenci</b> düzeyine indirgeme, uygulatarak (yaparak, yaşayarak) öğretme... ... <b>öğrenci</b> merkezli Becerilere hakim,telaffuzu iyi,yaratıcı... ... <b>Öğrenci</b> farklılıklarını gözeten bütün duyulara hitap eden... ...Esnek, <b>öğrenci</b> ilgi ve ihtiyaçlarına paralel materyal kullanan... ... <b>öğrenci</b> farklılıklarını gözeten, teknolojiyi kullanabilen... ...farklı <b>öğrenci</b> duyularına hitap eden ...fedakar, <b>öğrenci</b> merkezli eğitim veren, rehber, ... <b>öğrencilerine</b> ayrı ayrı hedef belirleyen... ...özgüvenini <b>öğrencilerine</b> hissettirebilen... ...düzenli hazırlanan, <b>öğrencilerine</b> inanan, gelişmeye...	14
...fedakâr, <b>sabırlı</b> , güler yüzlü, sakin... ... <b>sabırlı</b> , konuşkan, uzman... ... <b>sabırlı</b> , öğretimi sıkıcı olmayan göz kontağı... ... <b>sabırlı</b> olma, açıklayıcı olma... ... <b>Sabırlı</b> , kararlı, bütün becerileri...	7
...Çalışkan, <b>yenilikçi</b> , işbirlikçi... ...Çalışkan, <b>yenilikçi</b> , işbirliği yapmaya uyumlu... ...Komplekslerinden arınmış, <b>yenilikçi</b> , esnek... ...Bireysel eğitim, <b>yenilikçi</b> , eğlenceli...	5
...yeniliklere <b>açık</b> teknolojiyi kullanabilen... ...öğrenmeye <b>açık</b> , etkili sil sınıf ortamı... ...öğrencilerine inanan, gelişmeye <b>açık</b> ... ...yabancı dili iyi konuşan, gelişime <b>açık</b> ...	4
...derse hazırlıklı ( <b>aktivite</b> , materyal),... ...motivasyonlarının artmasını sağlayacak <b>aktiviteler</b> seçmeli... ...Okuma, yazma, dinleme, telaffuz, konuşma <b>aktiviteleri</b> yaptırma... ...bol <b>aktivite</b> ye yer veren...	4
...kendini geliştiren, <b>farklı</b> materyallerle dersleri süsleyen... ...bir konuyu birkaç <b>farklı</b> şekilde öğretebilen... ...dört beceriye hâkim, <b>farklı</b> öğretim metotları kullanan...	3
...eğlenceli(sürprizlerle dolu)... ...aksanı düzgün, <b>eğlence</b> ye dönüştürücü, oyunlarla... ...görme, duyma, yazma, <b>eğlenerek</b> öğrenme...	3

Samples of Answers with mostly used words	f
... <b>görsel</b> öğelerle destekleyen.. ... <b>Görsel</b> ,işitsel, diyalog kuran... ...anlatım becerisi, <b>görsellik</b> ,...	3
...disiplini elden bırakmayan, <b>esnek</b> ,... ...yenilikçi, <b>esnek</b> ama istikrarlı... ...teknolojiyi kullanabilen , <b>esnek</b> , öğrenci ilgi ve...	3

The frequency and concordance analysis have provided the finding that an effective teacher was mainly identified as a teacher who supports student-centred teaching, concerns the students' needs, level and interests. As a result, the findings based on frequencies pictured someone who is patient, flexible, innovative, designing different kinds of funny, visual activities and lessons (see Table 28). Furthermore, the adjectives like successful, talkative, kind, equipped, cheerful, self-scarifying, hardworking, creative, researcher, warm-hearted, active, cooperative, having a good knowledge of four skills were applied to describe an effective teacher profile. Some mentioned personal qualities and adjectives highlighted the psychological constructs having a positive correlation with high level of self-efficacy.

Question 5: "Etkili dil sınıfı ortamı"nın beş özelliğini belirtiniz. (Please specify five qualities of an "effective language classroom atmosphere)

Thirty-four teachers replied the question five which presents the effective language classroom atmosphere similar to the fourth question. The findings have indicated a classroom which is enriched about visual and technological equipments. A well designed, "u" shaped auditory, well-equipped, rich in materials and not crowded classroom profile has been obtained via the present data.

Table 29

*Frequencies of mostly used words in answers to Question 5*

<b>Samples of Mostly Used Words</b>	<b>f</b>
Visual	11
Technological	7
Auditory	7
Well-equipped	6
Nice physical environment (e.g.; temperature, light)	9
Rich in materials	5
U shaped seating arrangement	4
Not crowded	4
Interactive	3

Predominantly the physical qualities have been mentioned by the teachers participated. However, a few teachers have stated also psychological elements and creativity-based features. Those elements used to define an ideal language classroom were happy, fair, active, and suitable for group work, decorated with posters, notice board, comfortable, colourful, and creative, with high motivation.

### **III.2.2. Findings related to Method, Approach and Material Choice**

Question 6:“Sınıf aktiviteleri konusunda kendiniz ne kadar yeterli hissediyorsunuz?” (To what extent do you perceive yourself efficacious about classroom activities?)

All participants presented their ideas related to the question which questions the teachers’ sense of self-efficacy level in regard to the applying classroom activities. Generally, all teachers agreed about perceiving themselves efficacious in applying classroom activities. However, some teachers added “but...” conjunction to their sentences beginning “I feel efficacious in...” and mentioned some negative external factors preventing them to organize classroom activities. Some of those teachers explained the situation as follows;

I: “Bu konuda yeterli hissediyorum fakat ders saatleri ve müfredat uyumlu olmadığından çok yer verilemiyor. Dürüst olmak gerekirse yok denecek kadar az kitap harici çalışmalar.” (I perceive myself efficacious in this field but as course hours and curriculum are not in accordance with each other, activities can not be included in the courses enough.)

J: “Kitaba paralel ekstra aktivite pek yapamıyorum. Sadece müfredattaki çerçeve dahilinde elden geldiğince yer veriyorum. Çok yeterli sayılmaz.” (I can not organize extra activities in line with the book content. I give place to activities within the frame of curriculum as well as I can. It is not really enough.)

K: “Yeterli hissedemiyorum. Program uygun olsa daha çok yer veririm çünkü önem veriyorum.” (I do not feel efficacious. I would have given much place to activities if the curriculum had been suitable because I attach importance to them.)

L: “Yeterli sayılırım fakat zaman azlığı yüzünden çok aktivite yapamıyorum.” (I may be efficacious but I can not give place to activities because of limited time.)

M: “Yeterli olduğumu düşünüyorum. Daha çok donanım eksikliği var okulda” (I think I am efficacious. There is lack of equipment at school.)

N: “Yeterli olduğumu düşünüyorum daha iyi olabilirim ama okuldaki yetersizlikler ve zamansızlık engelliyor.” (I think I am efficacious, I can be better but limited time and the deficiencies at school prevent me.)

Generally the reasons lying behind lower level of self-efficacy were designated as limited time, frame of the curriculum or insufficiencies about technical equipments. Teachers asserted that they feel enough efficacious in applying classroom activities and could perform better if the obstacles they specified had been eliminated. When their

statements examined carefully, it can be inferred that they attribute their being inefficient to the environmental factors and do not accept it as their own inadequacy. In a parallel way, the teachers' answers to the ELTSES scale have presented a similar result that they feel efficient enough in organizing appropriate methods and techniques for a suitable classroom atmosphere. Different from those quantitative findings, the qualitative data highlighted that teachers do not evaluate themselves inadequate in this field but mainly give reason of environmental deficiencies, some external factors.

Question 7: "Öğretme yöntem/yaklaşım konusunda kendinizi ne kadar yeterli hissediyorsunuz?" (To what extent do you perceive yourself efficient about teaching methods and approaches?)

Question seven was posed to the teachers to get their ideas related to their efficacy beliefs about teaching approaches and methods and 39 teachers replied the question. Similar to the findings of question six, all teachers evaluated themselves as efficient enough about teaching approaches and methods emphasizing their years of experience, educational background or being well-equipped following the developments in the field as the reason of their high level of efficacy.

O: "Tecrübelerime dayanarak yeterli olduğum kanısındayım." (I perceive myself efficient because of my experiences.)

P: "25 yılın verdiği tecrübenin getirdiği kadar." (to the extent of my 25 years of experience)

R: "Yılların tecrübesiyle yeterliyim." (I am efficient with my many years of experience)

S: “Zaman geçtikçe bazı bilgiler eskiyor fakat tecrübelerim ve bildiklerimle elimden geleni yapıyorum. Birçok öğretmene göre daha yeterli olduğumu düşünüyorum.” (By the time passes, some professional knowledge are forgotten but I do my best with my knowledge and experiences.)

T : “Bu konuda yeterli eğitimim ve donanıмымım olduğunu düşünüyorum.” (I think I have the qualifications and education needed for this field.)

U: “Kendimi ortalamanın üstünde görüyorum. Elimden geldiğince yenilikleri uygulayabilirim.” (I perceive myself efficacious above average. I can adopt innovations as well as I can.)

Contrary to those teachers with high level sense of self-efficacy, three people stated that they cannot reflect their knowledge, experience to the classroom atmosphere. They explained the situation with not being able to put the theories into practice in real classroom context. They argued that although they have high efficacy beliefs, they can not apply the required approaches and methods in their classes.

V: “Yeterince biliyorum ama kimi zaman gerçek bir sınıfta bazılarını başvurmak uygulamak güç oluyor.” (I know enough but sometimes it is hard to apply some of them in a real classroom.)

W: “Gerektiği kadar yeterliyim sanıyorum. Bazen hiçbir yöntem işe yaramıyor, üzücü oluyor ama duruma göre zenginleştirmeye çalışıyorum.” (I suppose I am efficacious enough. Sometimes any methods do not work, it is upsetting but I try to enrich them according to the circumstances.)

Y: “Yeterli hissediyorum ama gerçek bir sınıfta ne kadar uygulanabiliyor kuşkuluyum.” (I feel efficacious but I am suspicious about to what extend can it be applied in a real classroom.)

Z: “Son gelişmeleri takip edecek imkânlar (eğitim anlamında) sağlanmasa da kendi eğitim dönemimizde edindiklerimi öğretimime yansıtmaya çalışıyorum. Bazı faktörler yüzünden (dış etkenler) ya da öğrenci profili bazen çok sınırlı ve hep aynı yönleme dayalı kalabiliyorum maalesef.” (Although the facilities assisting to follow the innovations are not provided -in educational context, I try to reflect my experiences and knowledge I gained during my professional education.)

Classroom context, student profile or some other external factors again were shown as the causes of limited application of suitable methods and approaches. Similar to the previous statements in the other questions, one of the possible explanations for the situation can be the negative outcome expectancy after repeated unsuccessful experiences or the teachers’ negative and strong beliefs about the obstacles that they believe they cannot overcome. As “efficacy expectations are a major determinant of people's choice of activities, how much effort they will expend, and of how long they will sustain effort in dealing with stressful situations ” (Bandura,1977: 194) low level of efficacy or negative mastery experiences resulted with many unsuccessful attempts can be shown as a critical factor in this situation.

Question 8: “Öğretim sürecinizi desteklemek amacıyla ne tür ekstra materyaller kullanıyorsunuz?” (What kind of extra materials do you use to support your teaching process?)

It has been aimed to get idea related to teachers' material choices and find probable clues about their sense of self-efficacy level in applying different kinds of materials via the question eight. Thirty-nine teachers provided data for the question mainly giving four or five examples.

Table 30

*Frequencies of mostly used words in answers to Question 8*

<b>Samples of Mostly Used Words</b>	<b>f</b>
Computer-based (slides, internet, cd/dvd)	18
Supportive books	17
Visual (flashcards, pictures, posters)	17
Auditory	7
Games	7
Worksheets and handouts	7
Videos	5
Songs	4
Authentic materials	4
Cassette player and cd player	3

The participants predominantly preferred computer-based materials, visual materials and supportive books which were followed by the auditory materials, games, worksheets and handouts. It is clearly seen that there has been a high level of efficacy in using technology-based materials; however supportive books have generally been perceived as irreplaceable materials. It should also be born in mind that the teachers who took part in the research are mostly teachers who graduated from ELT department, have 1-5 or 6-10 years of experience and more acquainted with teaching through technology which may not be same for the teachers with different years of experiences or departments.

### III.2.3. Findings related to Communication with Colleagues and Parents

Question 9: “Meslektaşlarımızla ilişkinizi nasıl tanımlarsınız?” (Please describe your communication with your colleagues.)

Question nine made it available to reach some data related to teachers’ communication with colleagues. In general, all teachers described their relationship as a “nice, cooperative and agreeable, participative, respectful” signalling their positive beliefs of being sufficient in communication with colleagues.

Table 31

*Frequencies of mostly used words in answers to Question 9*

Samples of Mostly Used Words	f
...paylaşımçı, uyumlu, çok <b>iyi</b> ... ...İletişimimiz <b>iyi</b> ... ...Çok <b>iyi</b> ... ...Gayet <b>iyi</b> ... ...sıcak,seviyeli, <b>iyi</b> ... ...düzeyli ve <b>iyi</b> ... ...Meslektaşlarımızla ilişkim <b>iyidir</b> ... ...Son derece <b>iyidir</b> ...	8
...Paylaşmayı ve <b>iletişim</b> kurmayı seven... ...Sürekli <b>iletişim</b> içindeyiz.. ...Olumlu <b>iletişim</b> içerisindeyim... ...Olumlu <b>iletişim</b> içinde olup öğrencilerin gelişim sürecini...	4
...Seviyeli ve <b>paylaşımçı</b> ... ... <b>Paylaşımçı</b> , karşısındakine değer veren... ... <b>Paylaşmayı</b> ve iletişim kurmayı seven... ... <b>paylaşmayı</b> ve bilgi alış verişini sürdüren... ...verimli bir çalışma ortamı <b>paylaşıyoruz</b> ...	5

Besides, some statements remarked that there were also problematic situations among the findings. The quotations taken from the participants’ report can be an indicative of the aforementioned situation.

A: “ Sadece aynı fikre ve eğitime verilen değer noktasında buluştuklarımla iyi ilişkiler...” (Nice relationship with the ones just whom I agree with about educational values.)

B: “İletişime açığım fakat beklediğim gibi bir yaklaşım ve destekle karşılaşmadım.” (I am extroverted but I have not met the support and approach that I expected.)

C: “Mesafeli ve verimli değil.” (Distant and not productive.)

D: “Şimdilik iyi umarım hep öyle olur ama biraz acemi muamelesi görüyorum bu beni rahatsız ediyor.” (It is nice for the present I hope it will always be nice but I am treated like inexperienced and it disturbs me.)

E: “Samimi ve işbirlikçi bulmuyorum ama saygı var. Ben beraber bir şeyler yapmaya çabalıyorum.” (I do not think they are sincere and cooperative but I respect them. I make an effort to do something together.)

At the first glance, the negative perception based on miscommunication, intolerance to different views or lack of support can be determined. While a number of teachers expressed their displeasure that they do not get enough support from their colleagues even though they made so much effort, some other teachers reported that they could only have a nice relationship with the ones who share same ideas and vision or they feel singled out because of being new in profession. The causality by other factors or people is again noticeable. The common point can be interpreted as a lower level of self-efficacy belief in having nice communication with colleagues. The reasons behind that lower level of self-efficacy have been detected more thoroughly so the repeated judgement

of extrinsic factors may be an explanation for why they expressed having enough sense of self-efficacy in the scale.

Question 10: “Öğrencilerinizin aileleri ile ilişkinizi nasıl tanımlarsınız.” (Please describe your communication with learners’ family.)

Forty teachers shared their ideas and beliefs about their relationship with the students’ parents in answering question ten. The findings showed that 30 teachers identified their relationship with the parents as nice, positive, and efficient, albeit ten teachers portrayed a more pessimistic communication style which can be exemplified with some teachers’ answers;

F: “Çok fazla iletişim kurulduğu söylenemez.” (I do not communicate with them so much.)

G: “Pek ulaşma olanağı olmuyor.” (I do not always have chance to contact with them.)

H: “Çok öğrencim olduğu için ailelerle bire bir ilişki içerisinde olmam imkansız” (It is impossible to have one to one communication with learners’ family as I have so many learners.)

I: “Duruma göre bazen çok iyi bazen orta. Genelde ailelerin eğitim durumuyla öğretmene yaklaşımı arasında büyük bir paralellik oluyor.” (It depends; sometimes nice sometimes not so good. Generally there has been a great parallelism between the family members’ educational background and their approach to the teacher.)

J: “Sadece toplantılarda öğrenciler hakkında fikir alışverişinde bulunulur.” (There is an exchange of ideas just in the parent-teacher meetings.)

K: “Çok iletişim kurmasak bile iyi diyebilirim. Bazen çok zor olabiliyor.”

(Although we do not communicate so much I can define it as nice. Sometimes it can be very hard.)

L: “Bazılarıyla çok iyi, bazılarıyla konuşmak ya da bir konuda ikna etmek zor.”

(It is nice with some of them but it is very hard to communicate or persuade some others.)

Parallel to the other communication related question, those teachers who commented negative on relationship with parents, asserted some reasons behind their perspective. They argued that they cannot have enough communication with the parents due to the student population, the shared time period limited with the meetings and parents’ personal qualities.

#### **III.2.4. Findings Related to Professional Development**

The 11<sup>th</sup> and 12<sup>th</sup> questions handled together to provide a clear and more meaningful data pertaining to the factors which improve and undermine teachers’ sense of self-efficacy in their professional development in accordance with the findings.

Question 11: Meslekte öz-yeterlik algınıza katkıda bulunan faktörler sizce nelerdir? - Question 12: Meslekte öz-yeterlik algınızı azaltan faktörler sizce nelerdir? (Which factors contributed to your sense of self efficacy? - Which factors undermined your sense of self efficacy?)

The answers to these two questions shed light into the fact that the participants have little idea about the concept of sense of self-efficacy. When the questionnaire was given or collected back, some teachers stated that they could not understand what the self-

efficacy concept mean and they demanded supportive explanation for those questions. Eight teachers did not reply the question 11 and five teachers did not complete the question 12. The analyzed frequencies revealed that “students” (frequency (f):14) are at the centre of their beliefs and it is also surrounded by “colleagues” (f:7) and “school administrators” (f:5). Some statements related to the positive factors contributing the teachers’ professional sense of SE can clarify the results.

Table 32

*Frequencies of mostly used statements in answers to Question 11*

<b>Some sample statements about the factors improving English language teachers’ Professional Sense of SE</b>
<p>“İşimi severek yapmam.”</p> <p>“Tabii ki öğrenci başarısı, çevrenin yaptığımız işe saygısı, güzel ve verimli bir ders saati”</p> <p>“Öğrenci sevgisi, tepkileri, başarısı ayrıca kurumda aile hissi, iyi işbirliği var olan bir sorunu çözebilmek.”</p> <p>“Bize destek olan bir okul yönetimi, güdülenmiş öğrenciler, gelişime açık meslektaşlar, başarılı bir dönem geçirmek”</p> <p>“Güzel bir iş ortamı, okul yönetiminin saygılı ve adil olması, öğrencilerin dersi verimli geçirmesi, başarısı”</p> <p>“İşimde ödüllendirilmek, onaylanmak, öğrencilerin öğrendiğini görmek, ortaya bir şeyler çıkarabilmek”</p> <p>“Yeni öğrendiğim şeyler,arkadaş veli yönetici,öğrencilerden gelen tepkiler”</p> <p>“Almış olduğum modeller, sınav neticelerinden yola çıkarak hem öğrencilerin hem de kendimin noksanlıklarını görebiliyorum.”</p> <p>“Kararlı yapım çevremın olumlu görüşleri, meslektaşlarımla eleştirel bir iletişim içinde olman”</p> <p>“Tecrübe ve sabırdır.”</p> <p>“Branşımda yeterli olmam gerektiği duygusu”</p>

Teachers mentioned especially their students’ being successful, happy and motivated as the elements which improve their sense of self-efficacy. It can be interpreted that students’ feedbacks about their teaching, their love and their efforts to learn is of capital importance for them. Another point to be considered is the role of school administrators and staff. Many teachers underlined the positive feedbacks and support of the

school administrators and also experienced, open minded colleagues. Being approved and awarded by the others, a nice working atmosphere in cooperation seem to be very influential in their professional sense of SE. In addition, they dwelled on self development and learning new things about their profession as a source of higher sense of self-efficacy. It should be noted that just three teachers touched on different factors and stated the importance of models and their own judgements and feelings (see Table 32)

Concordantly, the answers to the question 12 denoted the similar factors but this time in negative circumstances. The frequency and concordance results propounded the same elements of students (f:21), unsupportive and negative school administrators (f:8) and uncooperative colleagues (f:5) respectively. Different from those explored, also problems and limitations related to curriculum, and obligatory books determined by MONE, parents' negative reactions and personal problems took place in the replies of the participants.

Table 33

*Frequencies of mostly used statements in answers to Question 12*

<b>Some sample statements about the factors undermining English language teachers' professional Sense of SE</b>
<p>“Öğrencilerden aldığım geri dönüşümün beklentimin altında olması ve İngilizcenin 4 . sınıftan itibaren verilmesine rağmen öğrencilerin İngilizceyi beklediğimiz ölçüde öğrenememesi”</p> <p>“Öğrencilerin ilgisizliği”</p> <p>“İstenmeyen öğrenci profile; şımarık, bilinçsiz, sorunlu öğrenciler...”</p> <p>“Öğrenci hazır bulunuşluğunun düşük oluşu”</p> <p>“Müfredata bağlı kalmak”</p> <p>“Ders araç gereçleri (özellikle MEB tarafından zorunlu olarak okutulan kitaplar)”</p> <p>“İdealimdeki öğretmenlik doğrultusunda amaç ve hayallerimin önüne okul ve çevre koşullarındaki yetersizliklerin, ön yargıların çıkması”</p> <p>“Yönetim sorunları, meslektaşlarla olumsuz ilişkiler, aileden destek görememek...”</p> <p>“İyi bir şeyler yapmaya çalıştığım da okulda yeterli desteği alamamak, değer görmemek, İngilizceyi sevmeyen öğrenciler”</p> <p>“Daha ağırlıklı olarak dış etmenler (öğrenci, aile, müdür)”</p> <p>“...benim yorgun olmam, kişisel sorunlarım”</p> <p>“Günlük hayatta okulda karşılaştığım olumsuz sevimsiz her şey”</p>

Nearly all statements have been centred upon “student” factor which has been reported to diminish the teachers’ professional sense of SE. The students negative view, educational background, lack of motivation, being unsuccessful and similar problematic situations have been determined to be the main causes of low sense of self-efficacy in profession. It can be a sensible reason as the students have the leading role in the professional life of the teachers with their successes, needs, failures, interests. Thus, they can both improve and decrease the teachers’ professional sense of SE depending on the context. Besides, the participant teachers critically urged upon the restrictive sides of the curriculum, books and other external elements such as unsupportive school staff in an attempt to improve the education.

Although it is not within the frame of the present study, when the two elements of student and school staff handled as a whole the term “collective efficacy” stands out which is asserted to be a powerful construct varying greatly among schools and systematically related to student achievement (Bandura, 1993,1997 as cited in Goddard, Hoy & Hoy, 2000). It is defined as “the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students” (Goddard, Hoy & Hoy, 2000:480). It can be inferred that the participants’ constantly stressing the student and school staff factors may reveal the need of not only self-efficacy but also collective efficacy in the educational context. Lastly, the two statements based on personal factors like stress, feeling tired, daily negative experiences have indicated the possible reflection GSE on TSE.

Question 13:“Bir İngilizce öğretmeni olarak güçlü ve zayıf yönleriniz nelerdir?” (What are your strengths and weaknesses as an English language teacher?)

Thirty-seven teachers replied the 13<sup>th</sup> question which provided data in regard to the qualities that teachers’ perceive themselves with high sense of self-efficacy and low sense of self-efficacy. Among various statements it has been attempted to explore some commonly mentioned points through frequency and concordance analysis. The strong and weak sides defined by the teachers have been exemplified and tabulated with the mostly highlighted ones in two groups;

Table 34

*Some samples of mostly used statements in answers to Question 13*

<b>Some sample statements about the strenghts of the English language teachers</b>
<p>“Bir İngilizce öğretmeni olarak güçlü yönüm çocuklarla iyi bir iletişim kurarak İngilizceyi sevdirmek...”  “Öğrencilerle iletişimin güçlü oluşu...”  “Meslektaş, öğrenci, veli iletişimim güçlüdür.”  “...öğrencilerimle aramdaki diyaloglarda gayet güçlüyümdür.”  “İşimi seviyorum.”  “... sabırlı olamam, mesleğimi sevmem olduğunu düşünüyorum.”  “...materyal kullanımı ve dikkat çekici aktiviteler.”  “Aktivite ve görsel materyallerin kullanımında iyi olduğumu düşünüyorum.”  “...aktivite zenginliğimdir.”  “Materyalleri iyi kullanan biriyim.”</p>
<b>Some sample statements about the weak sides of the English language teachers</b>
<p>“...yeni aktiviteleri vakit sıkıntısıyla uygulayamayan bir öğretmenim.”  “Zayıf- zaman kullanımı”  “...zamanı ayarlayamamam.”  “...çok yaratıcı ve teknolojik değilim”  “...teknolojiyi çok etkili biçimde kullanamıyorum.”  “...çok iyi teknoloji kullanamamak”  “Bilgisayar internet v.s. kullanımında sıkıntı yaşıyorum.”</p>

One of the key terms in the determined strong sides, was communication ability with the students which was followed by loving profession, material and activity development and being patient. On the other hand, most frequently emphasized weak side was time management and secondly the use of technology. Lack of time management, and using the educational technology efficiently were the leading weak sides of the participants. Besides, only three teachers propounded that they do not have any weak sides in their profession. The two most probable reasons can be unwillingness to reveal own weak sides as a teacher or not accepting those existing ones.

One of the teachers' statement was definably different in which she asserted that "Zor bir durumla karşılaştırdığımda hemen pes etmem başka çareler aramaya çalışırım ancak beni yıldıran tek şey çabalarımın takdir edilmemesi olur" (I do not give up when I face with a difficult situation; I try to find other solutions but the only thing that discourage me is not being appreciated). That statement reminds the role of verbal persuasion source of self-efficacy which is "gained from positive talk about an individual's capability to perform a particular task" (Labone, 2004 as cited in Lee 2009:22). Bandura (1997) keynoted that people who receives verbal persuasion have more tendency to make greater effort and maintain it when they meet difficulties and have self-doubts. Thus, the mentioned statement can be good quotation clarifying the place of verbal persuasion in professional sense of SE.

Question 14: "Kendinizi mesleki açıdan ne kadar geliştiriyorsunuz? Mesleki gelişim için neler yapıyorsunuz?" (To what extent can you develop yourself in your profession. In what ways?)

Via the 14<sup>th</sup> question, it has been aimed to find some hints about English Language teachers' attempts for their professional development. Thirty-nine teachers

responded the question. After the analysis of mostly used words, three main ways for professional development have been signified. Those ways and their frequencies have been tabulated with the example statements.

Table 35

*Frequencies of mostly used words in answers to Question 14*

<b>Samples of Answers with mostly used words</b>		
	<b>f</b>	
<b>Seminars and In-service trainings</b>	18	...Okul dışı ve <b>hizmet içi seminerler</b> ... Seminerler, mesleki <b>seminerler</b> ,... Fırsat buldukça <b>seminerlere</b> katılıyorum. Elime fırsat geçtikçe <b>seminerlere</b> ve teknolojik kurslara... <b>Konferans</b> ve <b>seminerlere</b> katılıyorum. ... <b>hizmet içi eğitimler</b> ...
<b>Internet</b>	13	... <b>online eğitimler</b> ,.. ... <b>online mesleki eğitimler</b> gibi... <b>Online kaynaklar</b> ... ... <b>online forumları</b> ... ... <b>online kursları</b> takip etmeye çalışıyorum. <b>İnternette</b> araştırma yapıyorum. ... <b>webinarlara</b> ve konferanslara katılarak... Alanımla ilgili <b>web sitelerini</b> takip ediyorum.
<b>Books, periodicals</b>	10	...branşım ile ilgili <b>kitaplar</b> okuyorum Kaynaklar araştırıyorum ( <b>kitap</b> , test, hikaye) Sürekli <b>yayımlar</b> takip ediyor Kendim <b>kitapları</b> araştırıyorum ..yabancı <b>yayımları</b> (gazete, makale) takip ediyorum ... <b>makaleler</b> okuyarak

Nearly half of the teachers indicated seminars, conferences and in-service trainings as the principal source of their professional development. Another way of professional development was internet usage (e.g.; to get information, to access online articles or sources and to attend ELT based forums). Besides, following some periodicals and books related to ELT profession took the third place in the list. Lastly, feedbacks of colleagues, watching videos and films in English, studying vocabulary by using dictionary searching for extra materials (tests, and course books) were mentioned as a way of

professional development. On the one hand, even in this voluntary group of teachers, the predominant statement of in-service trainings might be an indicator of just being dependent on external and generally compulsory activities for professional development instead of having own active decisions and personal activities which may signalize a lower level of sense of self-efficacy. On the other hand, frequency of “internet” and “online” words give the impression that those teachers who mentioned them might have a higher sense of self-efficacy in using technology for their professional development.

To sum up, when the teachers’ all statements have been evaluated on the whole, it can be elicited that the participated teachers perceive themselves efficacious in ELT. They reported to have higher self-efficacy in teaching reading, writing skills and grammar teaching than speaking and listening. Their sense of self-efficacy about applying appropriate approaches and methods, and classroom activities has been stated to be enough by the teachers. Nevertheless generally they mentioned some negative external factors or obstacles which inhibit their having a higher sense of self-efficacy or being inefficacious such as limited time, frame of the curriculum or insufficiencies about technical equipments.

## CONCLUSION

The present study has been built on three main purposes; (1) to explore the primary school English language teacher's general and professional sense of self-efficacy profile in Mersin in Turkey circumstance in according to five variables (sex, school type, years of experience, department graduated, and academic level) (2) to investigate whether the level of primary school English language teachers' GSE predict their professional sense of SE level and as a complementary part of the current study (3) to develop a reliable and valid scale based on the English language teacher efficacy indicators determined by the Turkish National Education (OYEGM,2008a) in order to obtain the professional sense of SE data of English language teachers.

Although there have been a limited number of studies on English language teachers' sense of self-efficacy in Turkey, not domain specific but general teacher self-efficacy scales and their adopted versions have been applied to explore the concept in ELT. Thus, the present study is assumed to satisfy the need of handling English language teacher sense of self-efficacy profile through a window of educational policy and cultural context within the vision of English language teaching in the country needs. Besides, handling both English language teachers' general and teacher sense of self-efficacy in Turkey has been neglected. Considering the need and possible contributions, the current study investigates English Language teachers' general and professional sense of self-efficacy.

The first part of the current study, introduction serves as a lead into the core of the present study stating the need, aim and significance of it under the umbrella of Social Cognitive Theory. Providing the needed background data, the "whys" behind the issue of English language teachers' GSE and professional sense of SE have been enlightened in language teaching and learning context.

The second part of the present study, review of literature, initially gives an insight into human development and behaviours through the SCT perspective and their critical place in learning-teaching process. The conceptual background related to self-efficacy and its nature which is a prominent component of SCT has been strengthened via different studies. From a global perspective, the general self-efficacy has been handled emphasizing its numerous positive roles and correlates in life and education like higher achievement, more social integration and healthier life (Bandura 1997, Maddux 1995, Schwarzer 1992, 1994 as cited in Erci, 2006). In addition it is supported in the current study that the generalized sense can be a potential key factor in educational psychology. Hence, the possible liaison between teachers' GSE and professional sense of SE has been propounded with some evidential reasoning from the literature (see Chapter I).

The measurement issue of the TSE has been taken up in detail in the light of literature. It has been highlighted that the English language teacher sense of self-efficacy is an idea with many probable underlying significant implications as the teachers' efficacy beliefs are related to their behaviours and manners in in language teaching. Thus the English language teachers' professional sense of SE, its positive correlations and measurement have been elaborated in the following part of literature review (see Chapter I).

The third part of the study, methodology, has provided information about the development of the 5-points likert type scale "English Language Teachers' Sense of Self-Efficacy Scale" - ELTSES (İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği) (see Appendix B). Based on all reliability and validity findings the ELTSES scale has been explored to be a reliable (0,92 Cronbach alpha) and valid tool ( $\chi^2 = 1037.55$ ,  $N = 345$ ,  $df = 203$ ,  $p = 0,001$ ,  $RMSEA = .109$ ,  $NFI = .96$ ,  $CFI = .97$ ,  $IFI = .97$ ,  $RFI = .96$  and  $RMR = .048$ )

(see Section II.1.2 and II.1.3). Besides, respectively the participants, data collection tools and data analysis methods have been enlightened in the methodology chapter (see Chapter II). The present study has been built on two groups of participants: a group of primary school English language teachers (500) from Turkey to develop a reliable English Language Teachers' Sense of Self-Efficacy Scale and the other group of primary school English language teachers (345) from Mersin to reveal the validity of the ELTSES scale and to propound a profile of teachers' professional and general sense of self-efficacy (see section II.2.) Three data collection tools have been applied to reach data; Turkish General Self-Efficacy Scale (Çelikkaleli & Çapri, 2008), English Language Teachers' Sense of Self-Efficacy Scale (Yaman, İnandı, Esen, 2012) and a questionnaire developed by the researchers (see section II.3.). In the current study, the collected data analyzed through factor analysis, descriptive statistics, independent samples t-test and One-way Anova, correlation and regression analysis. The qualitative data obtained through the questionnaire have been analyzed in accordance with the descriptive analysis criterions (see section II.4.).

The fourth part, results and discussion has been presented under the heads of "Quantitative Results" and "Qualitative Results". Initially, a profile of English language teachers' professional sense of SE has been constructed under four dimensions of ELTSES (see section III.1.1.). In general, through quantitative results, it has been found out that they perceive themselves efficacious enough in all three dimensions except professional development for which they had an unsure expression. Teachers' GSE also has been investigated and they presented that they are efficacious (see section III.1.3.). Furthermore, teachers' professional sense of SE and GSE have been investigated according to the five variables; sex, school type, years of experience, department graduated and academic level.

In both professional sense of SE and GSE a statistically significant difference has been designated for all variables apart from sex (school type, years of experience, department graduated, and academic level) (see section III.1.2. and III.1.4.). All have been discussed with the possible underlying reasons. Besides, a positive and meaningful correlation between each dimensions of teachers' professional sense of SE and GSE has been determined (see section III.1.5.). As the last step of quantitative investigation, the regression analysis has concluded that English language teachers' professional sense of SE can be highly predicted by the GSE level of the teachers (see section III.1.6.).

In spite of being limited with 40 teachers' beliefs, the qualitative results have been in accordance with the quantitative ones. They also have provided some clues and exploratory statements for the reasons behind their sense of self-efficacy eliciting their self- perception of external factors and their resistance to obstacles and difficulties (see section III.2.).

In brief, via developing a valid and reliable English Language Sense of Self - Efficacy Scale the present study has attributed to ELT field in Turkey to designate the ELT teachers' professional sense of SE profile within the frame of their national and cultural context according to five variables. In addition, as a more global concept GSE which should be taken into consideration in also educational context, has been explored to be a noteworthy determiner of teachers' professional sense of SE.

### **Limitations of the Study**

The developed and applied scale, ELTSES is limited with the English language teachers' competencies determined by MONE (OYEGM, 2008a). Thus, it can be improved and enriched by using items related to general teacher competencies such as classroom

management, communication with students. Besides, the ELTSES can be improved via test-retest analysis on a wider population in Turkey to reach more reliable and enriched data about English language teachers' professional sense of SE. Thus, the reliability and validity of the ELTSES can be strengthened through applying test-retest process applying a larger population which also enables to get the Turkey profile in a more detailed way.

The qualitative data has been obtained from 40 teachers volunteered for answering the questionnaire and some of whom just gave short answers or did not reply all questions. It can provide some traces and probable situations about English language teachers' sense of self-efficacy as a support to scale data, however enough objective and supportive information which can be generalized to many teachers could not be received. The questionnaire can be applied to much more teachers with interview sessions.

### **Implications for Future Studies**

Through the present study, sense of self-efficacy both as a professional and a general sense, has been indicated to be an important concept for the future studies of teacher development because it mirrors self-beliefs of English language teachers' who must have numerous qualities for an effective language teaching and learning environment with his feelings, thoughts and knowledge. The present study has been illuminative and suggestive about domain specific professional sense of self-efficacy through the scale development so called "ELTSES". All findings of the current study have signified the necessity of new studies conducted through a domain specific TSE perspective in different cultural and educational contexts.

The current study has also enlightened the fact that English language teachers' not only professional but also general sense of self-efficacy is needed to be considered as

great values contributing to each other in their university education and professional education. It has been interpreted that the ways to develop their GSE and domain specific TSE is needed to be integrated into their learning process. Sense of self-efficacy is a kind of “energy source for teachers to devote themselves to teaching career” (Hong-ying, 2009; Jie-ying, 2011) so the inclusion of general and teacher sense of self-efficacy into the teacher education can be studied on deeply. Besides, via the application of scales similar to ELTSES and General Self-Efficacy Scale, information related to background of teachers about their self beliefs can be obtained and the reached sense of self-efficacy profile might be integrated to the teacher education procedures.

There have been different suggestions by different researchers to strengthen English language teachers’ sense of efficacy by providing sources to implementing and contributing four sources of self-efficacy into training programs (Wertheim & Leyser 2002). In the preservice stage, it is noteworthy to provide supportive, successful and planned learning-teaching experiences in order to enable a strong basis for the future English language teachers. Jie-Ying (2011) also presented invaluable suggestions about fostering English language teachers’ sense of self-efficacy. An awareness need to be raised in English language teachers field as they should improve their sense of self-efficacy through engaging in four source of experiences and organizing productive in-service trainings (mastery experiences, vicarious experiences, social persuasion, and physiological arousal) and reflect on their teaching. That can be enriched with inservice programs based on personal journals (Yaman, 2004), observing other colleagues and cooperating with them on an academic basis, integrating new skills and techniques into their teaching and working also for professional development.

The possible ways of how to foster to the sense of self-efficacy concept can be summarized in five dimensions; strengthening professional training, enhancing self further education, cultivating scientific research ability, reducing the work stress and paying attention to mental and physical well being (Hong-ying, 2009). It should be born in mind that to improve such an essential concept necessitates the cooperation of teachers, school administrators, society, government and researchers who need to handle it high in their research agenda. Different ways of developing their GSE and professional sense of SE can be explored and handled to be integrated in their learning process to improve their both sense of self-efficacy via further studies.

## REFERENCES

- Akbari, R. & Allvar N. K. (2010). L2 Teacher Characteristics as Predictors of Students' Academic Achievement. *Teaching English as a Second or Foreign Language Journal*, 13(4), 1-22.
- Akbari ,R. & Moradkhani, S. (2010). Iranian English Teachers' self-efficacy: Do Academic Degree and Experience make a difference? *Pazhuhesh-e Zabanha-ye Khareji*, 56, 25-47.
- Akın, Ü., Akın, A., Abacı R. (2007). Öz-Duyarlık Ölçeği: Geçerlik Ve Güvenirlik Çalışması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 33, 1-10.
- Anthony, L. (2012). Ant Conc (Version 3.3.5) [Software]. Available from <http://www.antlab.sci.waseda.ac.jp/software.html#antconc>
- Armor, D., Conroy-Oseguera, P., Cox, M., King, N., McDonnell, L., Pascal, A., Pauly, E., & Zellman, G. (1976). *Analysis of the school preferred reading programs in selected Los Angeles minority schools*. Santa Monica, CA: RAND.
- Atay, D. (2007). "Beginning Teacher Efficacy and the Practicum in an EFL Context". *Teacher Development*. 11(2), 203-219.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), *Annals of child development*. Vol.6. *Six theories of child development* (pp. 1- 60). Greenwich, CT: JAI Press.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.

- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*, New York: W. H. Freeman and Company.
- Bandura, A. (2002). Social Cognitive Theory in Cultural Context. *Applied Psychology: An International Review*, 51, 2, 269-290.
- Bandura, A. (2006). Toward a Psychology of Human Agency. *Perspectives On Psychological Science*, 1, 2, 164-180.
- Basikin (2006). Teachers' Self-efficacy Beliefs and the development of ESL Autonomous Teachers' in Indonesia. Proceedings from *the 54<sup>th</sup> TEFLIN International Conference*, Salatiga.
- Başaran, S. S. (2010). *Müzik Öğretmeni Adaylarının Sürekli Kaygı Düzeyleri, Müzik Öğretmenliği Mesleğine Yönelik Tutumları ve Özyeterlik Algularının Çeşitli Değişkenler Açısından İncelenmesi*. (Unpublished postgraduate dissertation). Zonguldak Karaelmas Üniversitesi, Zonguldak.
- Bausell, B. (2002). The t-test for independent samples. In *Power Analysis for Experimental Research* (Chapter 4). Retrieved from <http://ebooks.cambridge.org/chapter.jsf?bid=CBO9780511541933&cid=CBO9780511541933A010>
- Baysal, Z. N., Arkan K. & Yıldırım A. (2010). Preservice elementary teachers' perceptions of their self-efficacy in teaching thinking skills. *Procedia Social and Behavioral Sciences*, 2, 4250-4254.
- Bedir, D. (2011). *Matematik Öğretmenlerinin Alanlarına Ait Öz-Yeterlik Alguları ile Sınıf Yöneltilerinin Arasındaki İlişkinin İncelenmesi İstanbul İli Bayrampaşa İlçesi Örneği*. (Unpublished postgraduate dissertation). Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

- Berman, P., McLaughlin, W., Bass, G., Pauly, E., & Zellman G. (1977). *Federal Programs supporting educational change. Vol. VII Factors affecting implementation and continuation* (Report No. R-1589/7-HEW) Santa Monica, CA: The Rand Corporation (ERIC Document Reproduction Service No. 140 432).
- Brandon, D. P. (2000). Self-efficacy: gender differences of prospective primary teachers in Botswana. *Research in Education*, 64, 36-43.
- Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education*, 16, 239-253.
- Bullon, S. Longman Dictionary of Contemporary English (5<sup>th</sup> Ed.) Edinburgh Gate: Pearson Education.
- Burton, L. D. (2006). How Teachers Teach: Seventh and Eighth grade Science Instruction in the USA. Proceedings from *National Science Teachers Association Annual Conference*, St. Louis, MO.
- Büyüköztürk, Ş. (2009). *Sosyal Bilimler için Veri Analizi El Kitabı* (Ed.). Pegem Akademi, Ankara.
- Campbell, J. (1996). A comparison of teacher efficacy for pre and in-service teachers in Scotland and America. *Find Articles*. Retrieved from [http://findarticles.com/p/articles/mi\\_qa3673/is\\_n1\\_v117/ai\\_n28677140/](http://findarticles.com/p/articles/mi_qa3673/is_n1_v117/ai_n28677140/)
- Caprara, G. V., Barbaranelli, C., Steca, P., ve Malone, P. S. (2006). Teachers' Self-efficacy Beliefs as Determinants of Job Satisfaction and Students' Academic Achievement: A study at the school level. *Journal of School Psychology*, 44, 4 73–490.
- Cerit, Y. (2010). Teacher Efficacy Scale: The Study of Validity and Reliability and

- Preservice Classroom Teachers' Self Efficacy Beliefs. *Journal of Theory and Practice in Education*, 6(1), 68-85.
- Chacon, C. T. (2005). Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela. *Teaching and Teacher Education*, 21, 257-272.
- Chan, D. W. (2008). General, collective, and domain-specific teacher self-efficacy among Chinese prospective and in-service teachers in Hong Kong. *Teaching and Teacher Education*, 24, 1057-1069.
- Chen, G., Gully, S. M., Whiteman, J. A., & Kilcullen, B. N. (2000). Examination of relationships among trait-like individual differences, state-like individual differences, and learning performance. *Journal of Applied Psychology*, 85(6), 834-847.
- Chen, G., Gully, S.M., Eden, D. (2001). Validation of a New General Self-Efficacy Scale. *Organizational Research Methods*, 4, 62-83.
- Cherniss, C. (1993). The role of professional self-efficacy in the etiology and amelioration of burnout [Abstract]. In W. B. Schaufeli, C. Maslach, & T. Marek (Eds.), *Professional burnout: Recent developments in theory and research: Series in applied psychology: Social issues and question*. Retrieved from <http://psycnet.apa.org/psycinfo/1993-97794-008>
- Choi, N. (2004). Sex Role Group Differences in Specific, Academic, and General Self-Efficacy. *The Journal of Psychology*, 138(2), 149-159.
- Coladarci, T., & Breton, W. A. (1997). Teacher efficacy, supervision, and the special education resource-room teacher. *Journal of Educational Research*, 90(4), 230-239.

- Çelikkaleli, Ö. & Çapri, B. (2008). Genel Yetkinlik İnancı Ölçeği'nin Türkçe Formunun Geçerlik ve Güvenirlik Çalışması. *Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi*, 17(3), 93-104.
- Çimen, S. (2007). *Primary School Teachers' Burnout Levels and Perceived Self-Efficacy Beliefs*. (Unpublished postgraduate dissertation). Kocaeli University, Kocaeli.
- Decoster, J. (1998). *Overview of Factor Analysis*. Retrieved March, 2012, from <http://www.stat-help.com/notes.htm>
- Dellinger, A. B., Bobbett, J. J., Olivier, D. F., & Ellett, C. D. (2008). "Measuring teachers' self-efficacy beliefs: Development and use of the TEBS-self". *Teaching and Teacher Education*, 24, 751-766.
- Derman, A. (2007). *Kimya Öğretmeni Adaylarının Öz Yeterlik Alguları ve Öğretmenlik Meslegine Yönelik Tutumları*. (Unpublished doctorate dissertation). Selçuk Üniversitesi, Konya.
- Desouza, J. M. S., Boone, W. J., & Yilmaz, O. (2004). A study of the science teaching self-efficacy and outcome expectancy beliefs of teachers in India. *Wiley InterScience*, 88, 837-854.
- Doğan, N., & Başokçu, T. O. (2010). İstatistik Tutum Ölçeği İçin Uygulanan Faktör Analizi ve Aşamalı Kümeleme Analizi Sonuçlarının Karşılaştırılması. *Eğitimde ve Psikolojide Ölçme ve Değerlendirme Dergisi*, 1,2, 65-71.
- Eden, D. (1988). Pygmalion, goal setting, and expectancy: Compatible Ways to Boost Productivity. *Academy of Management Review*, 13 (4), 639-652.
- Efficacy. (n.d.). In *Oxford Online Dictionary*. Retrieved from <http://oxforddictionaries.com/definition/efficacy?q=efficacy>
- Efficacious. (n.d.). In *Oxford Online Dictionary*. Retrieved from

<http://oxforddictionaries.com/definition/efficacious?q=efficacious>

- Egger, K. J. (2006). *An Exploration of the Relationships among Teacher Efficacy, Collective Teacher Efficacy and Teacher Demographic Characteristics in Conservative Christian Schools*. (Unpublished doctorate dissertation). University of North Texas, Texas.
- Egyed, C. J. & Short R. J. (2006). Teacher Self-Efficacy, Burnout, Experience and Decision to Refer a Disruptive Student. *School Psychology International*, 27, 462-474.
- Emmer, E., & Hickman, J. (1990). *Teacher decision making as a function of efficacy, attribution, and reasoned action* [Abstract]. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA. Retrieved from <http://epm.sagepub.com/content/51/3/755.abstract>
- En-Chong, L. (2004). *How are They Different? ” A Comparative Study of Native and Nonnative Foreign Language Teaching Assistants Regarding Selected Characteristics: Teacher Efficacy, Approach to Language Teaching/Learning, Teaching Strategies and Perception of Nativeship*. (Unpublished doctorate dissertation). The Ohio State University, Columbus, Ohio.
- Erci, B. (2006). Reliability and Validity of the Turkish Version of Generalized Perceived Self-Efficacy Scale. *Atatürk Üniversitesi Hemşirelik Yüksekokulu Dergisi*, 9,2, 57-62.
- Erkuş, A. (2009). *Davranış Bilimleri için Bilimsel Araştırma Süreci*. Seçkin Yayıncılık, Ankara.
- Eslami. R. Z. & Fattahi, A. (2008). Teachers' sense of self-efficacy, English proficiency, and instructional strategies: A study of non-native EFL teachers in Iran. *TESL*

*EJ*, 11(4), 1-19.

- Freeman, D., & Johnson, K., E. (1998). Reconceptualizing the Knowledge-Base of Language Teacher Education. *Teachers of English to Speakers of Other Languages*, 32, 3, 397-417.
- Ghaith, G. & Shaaban, K. (1999). The relationship between perceptions of teaching concerns, teacher efficacy, and selected teacher characteristics. *Teaching and Teacher Education*, 15, 487-496.
- Ghaith, G. & Yaghi, M. (1997). Relationships among experience, teacher efficacy and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, 13(4), 451-458.
- Ghanizadeh, A. & Moafian, F. (2011). The Relationship between Iranian EFL Teachers' Sense of Self-Efficacy and their Pedagogical Success in Language Institutes. *Asian EFL Journal*, 13(2), 249-272.
- Gist, M. E., & Mitchell, T. (1987). Self-efficacy: Implications for organizational behaviour and human resource management. *Academy of Management Review*, 12, 472-485.
- Goddard, R. D. , Hoy W. K., & Hoy A. W.(2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. *American Educational Research Journal*, 37, 2, 479-507.
- Grau, R., Salanova, M., & Peiro, J. M. (2001). "Moderator effects of self-efficacy on occupational stress". *Psychology in Spain*, 5(1), 63-74.
- Gülev, D. (2008), *Biyoloji Öğretmen Adaylarının Biyoloji Konularındaki Kavram Yanılgıları, Biyoloji Öğretimine Yönelik Öz-yeterlik İnançları ve Tutumları*. (Unpublished postgraduate dissertation). Gazi Üniversitesi Eğitim Bilimleri

Enstitüsü, Ankara.

- Hansen, S. (2005). *An Investigation of English Teacher Efficacy Belief: Subject Specificity, Subject-Congruency and Associated Factors*. (Unpublished doctoral dissertation). Massey University, New Zealand.
- Henson, R. K. (2001). The effects of participation in teacher research on teacher efficacy. *Teaching and Teacher Education*, 17, 819-836.
- Heslin, P.A., & Klehen, U.C. (2006). Self-efficacy. In S. G. Rogelberg (Ed.), *Encyclopaedia of Industrial/ Organizational Psychology*, (Vol. 2, pp. 705-708). Thousand Oaks, Sage.
- Higgins, J. (2005). The Correlation Coefficient. In *Radical Statistician* (Ed.). Retrieved from [http://www.biddle.com/documents/bcg\\_comp\\_chapter2.pdf](http://www.biddle.com/documents/bcg_comp_chapter2.pdf)
- Hongying, W. (2009) On Self-efficacy Sense of College English Teachers and Its Cultivation. Proceedings from International Conference on Education Management and Engineering. Malaysia.
- Hoover-Dempsey, K., Bassler, O. C., & Brissie, J. S. (1987). Parent involvement: Contributions of teacher efficacy, school socioeconomic status, and other school characteristics. *American Educational Research Journal*, 24, 417-435.
- Hoy, W. K. & Woolfolk A. E. (1993). Teachers' Sense of Efficacy and the Organizational Health of Schools. *The Elementary School Journal*, 93(4), 355-372.
- Huitt, W. (2006). Social cognition. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from <http://www.edpsycinteractive.org/topics/soccog/soccog.html>
- Ignat, A. A., & Clipa, O. (2010). The Impact of Self-Efficacy and Locus of Control on the Professional Development of the Teachers. *Buletinul Universității Petrol-Gaze*

*din Ploiești Seria Științele Educației*, 62(1A), 180-185.

- Imam, S. S. (2007). Sherer et al. General Self-Efficacy Scale: Dimensionality, Internal Consistency, and Temporal Stability. *Proceedings of the Redesigning Pedagogy: Culture, Knowledge and Understanding Conference*. Singapore.
- Imer, G., & Özkılıç, R. (2009). Self-Efficacy Of Teacher Trainees Toward Educational Software Development. *e-Journal of New World Sciences Academy*, 4, 2, 422-434.
- İnandı, Y. (2008). Resmi İlk ve Ortaöğretim Okulları Müdürlerinin Okullarındaki Kriz Durumlarına İlişkin Yaklaşımlarının Değerlendirilmesi. *D.Ü.Ziya Gökalp Eğitim Fakültesi Dergisi*, 10, 36-55.
- Jaggi, S. (2007). Descriptive Statistics and Exploratory Data Analysis. In *Statistical Methods for Agricultural Reserach* (Module 2). Retrieved from [http://www.iasri.res.in/ebook/EB\\_SMAR/e-book\\_pdf%20files/Manual%20II/1-Descriptive%20Statistics.pdf](http://www.iasri.res.in/ebook/EB_SMAR/e-book_pdf%20files/Manual%20II/1-Descriptive%20Statistics.pdf)
- Jie-ying, Y. (2011). Teacher Efficacy and College English Teaching. *Asia-Pacific Science and Culture Journal*, 1(1), 34-42.
- Judge, T. A., Erez, A., & Bono, J. A. (1998). The power of being positive: The relation between positive self-concept and job performance. *Human Performance*, 11, 167-187.
- Kaner, S. (2010). Examining Teachers' Self-Efficacy Beliefs of Students with and Without Special Needs. *Ankara University Journal of Faculty of Educational Sciences*, 43(1), 193-217.\*
- Karimi, M. (2011). The Effects of Professional Development Initiatives on EFL Teachers'

- Degree of Self Efficacy. *Australian Journal of Teacher Education*, 36 (6), 50-62.
- Karimwand, P. N. (2011). The Nexus between Iranian EFL Teachers' self-efficacy, Teaching Experience and Gender. *English Language Teaching*, 4 (3), 171-183.
- Kavanoz Hatipoğlu, S. (2006) An Exploratory Study Of English Language Teachers Beliefs, Assumptions, and Knowledge about Learner-Centeredness. *The Turkish Online Journal of Educational Technology*, 5(2), 3-9.
- Kaya, S., & Durmuş, A. (2010). Pre-service teachers' perceived internet self-efficacy and levels of internet use for research. *Procedia Social and Behavioral Sciences*, 2, 4370-4376.
- Klassen, R. M. & Chiu M. M. (2010). Effects on Teachers' Self-Efficacy and Job Satisfaction: Teacher Gender, Years of Experience, and Job Stress. *Journal of Educational Psychology*, 102 (3), 741–756.
- Knoblauch, D. E. (2004). *Contextual Factors and the Development of Student Teachers' Sense of Efficacy*. (Unpublished doctoral dissertation). Ohio State University, Columbus Ohio.
- Kurnaz, M. A., & Yiğit N. (2010). Physics Attitude Scale: Development, Validity and Reliability. *Necatibey Faculty of Education Electronic Journal of Science and Mathematics Education*, 4 (1), 29-49.
- Külekcı, G. (2011). A Study on Pre-service English Teachers' Self - efficacy Beliefs Depending on Some Variables. *International Online Journal of Educational Sciences*, 3(1), 245-260.
- Lee, J. A., (2009). *Teachers' Sense of Efficacy in Teaching English, Perceived English*

*Language Proficiency and Attitudes toward the English Language: A Case of Korean Public Elementary School Teachers.* (Unpublished doctoral dissertation). Ohio State University, Columbus Ohio.

Luszczynska, A., Gutiérrez-Donã, B., & Schwarzer, R. (2005). General self-efficacy in various domains of human functioning: Evidence from five countries. *International Journal of Psychology*, 40(2), 80-89.

Mack , N., Woodsong, C., Macqueen, K., M., Guest, G., & Namey, E. (2005). *Qualitative Research Methods: A Data Collector's Field Guide.* Family Health International, North Carolina, USA.

Ministry of National Education - MONE, (2006). *English Language Curriculum for Primary Education (Grades 4, 5, 6, 7, and 8)*, Devlet Kitapları Müdürlüğü: Ankara.

Miyake, M., & Matsuda, F., (2002). Effects of Generalized Self-Efficacy and Negative Social Comparison Feedback on Specific Self-Efficacy and Performance. *Psychol. Rep.* 90, 301-308.

Navidini, H., Mousavi, I.,& Shirazizade, M. (2009). On the relationship between Iranian English language teachers' efficacy beliefs and their students achievement. *The Modern Journal of Applied Linguistics*, 1, 3, 122-139.

Onderi, H. & Croll, P. (2009)."Teacher self-perceptions of effectiveness: a study in a district of Kenya. *Educational Research*, 51(1), 97-107.

Öztürk, İ. H. (2011). Curriculum Reform and Teacher Autonomy in Turkey: The Case of the History Teaching. *International Journal of Instruction*, 4, 2, 113-128.

Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü (ÖYEGM), (2008a). *İngilizce*

Öğretmeni Özel Alan yeterlikleri. Retrieved from <http://oyegm.meb.gov.tr/www/ingilizce-ogretmeni-ozel-alan-yeterlikleri/icerik/50>

Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü (ÖYEGM), (2008b). *Öğretmen yeterlikleri*. Retrieved from <http://oyegm.meb.gov.tr/www/ogretmenlik-meslegi-genel-yeterlikleri/icerik/36>

Pajares, F. (1996). Self-Efficacy Beliefs in Academic Settings. *Review of Educational Research*, 66, 4, 543-578.

Paraskeva, F., Bouta, H., & Papagianni, A. (2008). Individual characteristics and computer self-efficacy in secondary education teachers to integrate technology in educational practice. *Computers & Education*, 1084–1091.

Park, H. M. (2009). *Comparing Group Means: T-tests and One-way ANOVA Using STATA, SAS, R, and SPSS*. Working Paper. The University Information Technology Services (UITS) Center for Statistical and Mathematical Computing, Indiana University Retrieved from <http://www.indiana.edu/~statmath/stat/all/ttest/>

Pekkanlı Egel, İ. (2009). The prospective English language teacher's reflections of self efficacy. *Procedia Social and Behavioral Sciences*, 1, 1561-1567.

Rahimi, A., & Gheitasi, P. (2010). The interface between English teachers' sense of efficacy and their feedback on learners' writing, and learners' writing achievement. *Procedia Social and Behavioral Sciences*, 5, 1932–1938.

Riggs, I. M. (1991). Gender Differences in Elementary Science Teacher Self-Efficacy. Proceedings from *the Annual Meeting of the American Educational Research Association, Chicago, IL*, ERIC document ED 340705.

Riggs, I. , & Enochs, L. (1990). Further Development of an Elementary Science Teaching

Efficacy Belief Instrument: A preservice Elementary Scale. *The Annual Meeting of the National Association for Research in Science Teaching*. Atlanta: GA.

Ross, J. A., & Gray P. (2006). Transformational Leadership and Teacher Commitment to Organizational Values: The mediating effects of collective teacher efficacy. *School Effectiveness and School Improvement*, 17, 2, 179-199.

Ruma, K. V., Houchins D., Jolivette K. A, & Benson, G.(2010). Efficacy Beliefs of Special Educators: The Relationships Among Collective Efficacy, Teacher Self-Efficacy, and Job Satisfaction. *Teacher Education and Special Education*,33, 3, 225-233

Saka, M., & Surmeli, H. (2010). Examination of relationship between preservice science teachers'sense of efficacy and communication skills. *Procedia Social and Behavioral Sciences* 2, 4722-4727.

Salanova, M., Llorens, S., & Schaufeli W. B. (2011). "Yes, I Can, I Feel Good, and I Just Do It!" on Gain Cycles and Spirals of Efficacy Beliefs, Affect, and Engagement. *Applied Psychology: An International Review*, 60(2), 255-285.

Saracaloğlu, A. S., Yenice N. (2009). Investigating the Self-Efficacy Beliefs of Science and Elementary Teachers with Respect to Some Variables. *Journal of Theory and Practice in Education*, 5 (2), 244-260.

Sarıçoban, A. (2010). Views of EFL Teachers and Students on Teachers' Self-Efficacy. *Ekev Akademi Dergisi*, 14(42), 321-330.

Scherbaum, C., Cohen-Charash, Y. and Kern, M.J. (2006). Measuring General Self-Efficacy: A Comparison of Three Measures Using Item Response Theory. *Educational and Psychological Measurement*, 66, 1047-1063.

- Schunk, D. H. (1989). Self-efficacy and achievement behaviors. *Educational Psychology Review, 1*, 173-208.
- Sherer, M., Maddux, J.E., Mercandante, B., Prentice-Dunn, S., Jacobs, B. & Rogers, R. (1982). The self-efficacy scale: Construction and validation. *Psychological Reports, 51*, 663-671.
- Schwarzer, R. (1994). Optimism, Vulnerability, and self-beliefs as health-related cognitions: A systematic overview, *Psychology & Health, 9*, 3, 161-180.
- Schwarzer, R., Hahn, A. & Jerusalem, M. (1993). Negative Affect in East German Migrants: Longitudinal Effects of Unemployment and Social Support. *Anxiety, Stress and Coping, 6*, 57-69.
- Schwarzer, R. and Jerusalem, M. (1995). Generalized Self-Efficacy Scale. In J. Weinman, S. Wright, and M. Johnston (Eds.), *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). UK: Nelson.
- Schwarzer, R., & Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: Mediation analyses. *Applied Psychology: An International Review, 57*, 152-171.
- Skaalvik, E. M. & Skaalvik, S. (2007). Dimensions of Teacher Self-Efficacy and Relations with Strain Factors, Perceived Collective Teacher Efficacy, and Teacher Burnout. *Journal of Educational Psychology, 99*(3), 611–625.
- Sridhar, Y.N. & Badiei, H. R. (2008). Teacher Efficacy Beliefs: A Comparison of Teachers in India and Iran. *Journal of the Indian Academy of Applied Psychology, 34*, 81-89.
- Stajkovic, A.D., & Luthans, F. (1998). Self-efficacy and work-related performance: A meta-analysis. *Psychological Bulletin, 124*, 240-261.

- Stripling, C., Ricketts, J. C., Roberts, T. G., & Harlin, J. F. (2008). Preservice Agricultural Education Teachers' Sense of Teaching Self-Efficacy. *Journal of Agricultural Education*, 49 (4), 120-135.
- Stone, D. (1998). *Social cognitive theory*. University of South Florida Community and Family Health. Retrieved from [http://www.med.usf.edu/~knbrown/Social\\_Cognitive\\_Theory\\_Overview.htm](http://www.med.usf.edu/~knbrown/Social_Cognitive_Theory_Overview.htm)
- Sun, C.L. (1995). A Study of Elementary Teachers' Sense of Efficacy. *Journal of Education and Psychology*, 18, 165-192.
- Şahin, F. E. (2007). *A Comparison of the Teaching Efficacy Levels of English Teachers from Student Teaching to the Induction Year*. (Unpublished postgraduate dissertation). Marmara University, Institute of Educational Sciences, İstanbul.
- Tavşancıl, E. (2002). *Tutumların Ölçülmesi ve SPSS ile Veri Analizi*. Nobel Yayınları, Ankara.
- Tong, F. (2009). In-Service Bilingual/ESL Teachers' Teaching Efficacy, Attitudes Toward Native Language Instruction, and Perceptions of English Learning Students: What Do We Know from the Field?. *TABE Journal*, 11, 1, 1-33.
- Topkaya Zehir, E. (2010). Pre-Service English Language Teachers' Perceptions of Computer Self-Efficacy and General Self-Efficacy. *The Turkish Online Journal of Educational Technology*, 9(1), 143-156.
- Tunç Yüksel, B. (2010). *Teacher Efficacy Beliefs of Turkish EFL Teachers: A Study with Turkish EFL Teachers Working At State Primary Schools*. (Unpublished postgraduate dissertation). Anadolu University Institute of Educational Sciences, Eskişehir.
- Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its

- meaning and measure. *Review of Educational Research*, 68(2), 202-248.
- Tschannen-Moran, M., Woolfolk Hoy, A. (2001). Teacher Efficacy: Capturing an Elusive Construct. *Teaching and Teacher Education*, 17(7), 783-806.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2002). *The influence of resources and support on teachers' efficacy beliefs*. Proceedings from the American Educational Research Association, New Orleans, LA.
- Ulusoy, S. (2008). *Teachers' Self-Efficacy And Classroom Management Skills in EFL Classrooms*. (Unpublished postgraduate dissertation). Gaziantep Üniversitesi, Gaziantep.
- Üstüner, M., Demirtaş H., Cömert, M., & Özer, N. (2009). Ortaöğretim Öğretmenlerinin Öz-Yeterlik Algıları Secondary School Teachers' Self-Efficacy Beliefs. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 9( 17), 1-16.
- Vural, E. D. ve Hamurcu, H. (2008). Preschool teacher candidates' self-efficacy beliefs regarding science teaching lesson and opinions about science. *Elementary Education Online*, 7(2), 456-467.
- Ware, H., & Kītsantas, A. (2007). Teacher and Collective Efficacy Beliefs as Predictors of Professional Commitment. *The Journal of Educational Research*, 7, 303-310.
- Wolters, C. A., & Daugherty, S. G. (2007). Goal structures and teachers' sense of efficacy: Their relation and association to teaching experience and academic level. *Journal of Educational Psychology*, 99, 181-193.
- Yaman, Ş. (2004). A Research Tool in Investigating ELT Teachers' Thinking: The Repertory Grid Observation Tool (Checklist&Notes). Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 13, 2, 219-231.

Yılmaz, K. & Bökeođlu Ö. (2008). Primary School Teachers' Belief of Efficacy. *Ankara University, Journal of Faculty of Educational Sciences*, 41(2), 143-167.

Yılmaz, M. & Gürçay, D. (2011). Biyoloji ve Fizik Öğretmen Adaylarının Öğretmen Öz-Yeterliklerini Yordayan Deđişkenlerin Belirlenmesi. *Çukurova Üni. Eğitim Fakültesi Dergisi*, 1(40), 53-60.

Zakeri, A., & Alavi M. (2011). English Language Teachers' Knowledge and their Self-efficacy. *Journal of Language Teaching and Research*, 2, 2, 413-419.

## **LIST OF APPENDICES**

APPENDIX A: İngilizce Öğretmeni Özel Alan Yeterlikleri (OYEGM, 2008a)

APPENDIX B: İngilizce Öğretmenlerinin Öz-Yeterlik Algısı Ölçeği (English Language Teachers' Sense of Self-Efficacy Scale-ELTSSES)

APPENDIX C: Genel Yetkinlik İnancı Ölçeği (Çelikkaleli & Çapri 2008) and Original (English) Version of General Self-Efficacy Scale (Schwarzer, & Jerusalem; 1995)

APPENDIX D: Questionnaire

APPENDIX E: İl Milli Eğitim Müdürlüğü Araştırma İzni Yazısı

APPENDIX F: English Version of Tabulated Qualitative Results

**APPENDIX A: İngilizce Öğretmeni Özel Alan Yeterlikleri (OYEGM, 2008a)**



**İNGİLİZCE ÖĞRETMENİ  
ÖZEL ALAN YETERLİKLERİ**

## KISA DÖNEM TEKNİK DANIŞMANLAR

**Abdulvahit ÇAKIR** Gazi Üniversitesi - Ankara

## HAZIRLAMA KOMİSYONUNDA GÖREV ALANLAR

<b>Dr Melek ŞAHİNEL</b>	Öğretmen TTKB - Ankara
<b>Demet ÖZMEN</b>	Öğretmen TTKB - Ankara
<b>Dr Filiz EVRAN ACAR</b>	Öğretmen ÖYEGM - Ankara
<b>Hülya YALÇINKAYA</b>	Öğretmen ÖYEGM - Ankara
<b>Esen DALGIN BAŞARA</b>	Öğretmen ÖYEGM - Ankara
<b>Salih BÜYÜKYILMAZ</b>	Kazım Karabekir İO - Kocaeli
<b>H Erkan KARABIYIK</b>	Konak Limontepe İO - İzmir
<b>Nurcan ŞEN</b>	Çankaya Ulubatlı Hasan İO - Ankara
<b>Esra SOMUNCU</b>	Sincan Mehmet Akif Ersoy İO - Ankara
<b>Hatice Meral ÖZSULU</b>	Altındağ Beşikkaya İO - Ankara
<b>Burcu BOZYILMAZ</b>	50. Yıl İzzet Baysal İO - Bolu
<b>Bülent BASIK</b>	Nihal Turgut Anlar AÖL - Hatay
<b>Beşir DAĞ</b>	Kazım Karabekir Lisesi - Van
<b>Ayşe HORATA</b>	Etimesgut Hasan Ali Yücel İO - Ankara

## YETERLİK ALANI:

### 1- İNGİLİZCE ÖĞRETİM SÜREÇLERİNİ PLANLAMA VE DÜZENLEME

#### Kapsam:

Bu alan; İngilizce öğrenme-öğretme sürecini planlama, amaca uygun olarak ortamlar düzenleme, materyal hazırlama ve kaynaklardan yararlanma uygulamalarını kapsamaktadır.

#### Yeterlik:

##### 1- İngilizce öğretimine uygun planlama yapabilme

###### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> İngilizce programı doğrultusunda öğrenme-öğretme sürecini planlar.	<input type="checkbox"/> Öğretim sürecini, genel olarak öğrencilerin dil gelişim düzeylerini, öğrenme stillerini, ilgi ve ihtiyaçlarını dikkate alarak planlar.	<input type="checkbox"/> Öğretim sürecini, öğrencilerin tamamının dil gelişim düzeyleri ile öğrenme stillerine uygun ve esnek olarak planlar.
<input type="checkbox"/> Öğretim sürecinin planlanmasında öğrencilerin dil yeterliklerini dikkate alır.		

#### Yeterlik:

##### 2- İngilizce öğretimine uygun öğrenme ortamları düzenleyebilme

###### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğrenme ortamında, öğretim stratejilerine uygun fiziksel düzenlemeler yapar.	<input type="checkbox"/> Öğrencilerin katılımlarını sağlamaya ve başarılarını arttırmaya yönelik sıcak ve olumlu ortamlar oluşturur.	<input type="checkbox"/> Öğrenme ortamlarının düzenlenmesinde bütün öğrencilerin ilgi ve gereksinimlerini dikkate alarak etkin katılımlarını sağlamaya ve başarılarını arttırmaya yönelik ortamlar oluşturur.
		<input type="checkbox"/> Bütün öğrencilerin öğretmenle ve birbirleriyle öğrenme amaçlı etkileşimlerini geliştiren okul içi ve okul dışı çoklu öğrenme ortamları düzenler.
		<input type="checkbox"/> Öğrencilerin ilgi duydukları konularda katılımlarını sağlayacak çeşitli sosyal etkinlikler düzenler.

## YETERLİK ALANI:

### 1-İNGİLİZCE ÖĞRETİM SÜREÇLERİNİ PLANLAMA VE DÜZENLEME

#### Kapsam:

Bu alan; İngilizce öğrenme-öğretme sürecini planlama, amaca uygun olarak ortamlar düzenleme, materyal hazırlama ve kaynaklardan yararlanma uygulamalarını kapsamaktadır.

#### Yeterlik:

#### 3- İngilizce öğretim sürecine uygun materyaller ve kaynaklar kullanabilme.

##### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğretim sürecinde çeşitli materyallerden ve kaynaklardan yararlanmanın önemini bilir.	<input type="checkbox"/> Öğrencilerin günlük yaşamlarıyla ilişkili olan materyaller kullanır.	<input type="checkbox"/> Öğretim sürecinde kullandığı materyalleri kullanışlılığı, güncelliği, etkililiği gibi açılardan değerlendirerek zenginleştirir veya özgün materyaller hazırlar
<input type="checkbox"/> Materyallerin içeriğe, öğrencilerin dil gelişimine ve seviyesine uygun olması gerektiğini bilir.	<input type="checkbox"/> Öğrencilerin yaşlarına, dil gelişim düzeylerine, öğrenme stillerine uygun yazılı, görsel ve işitsel materyalleri seçerek kullanır.	<input type="checkbox"/> İngilizce öğretiminde içeriğe, öğrenci seviyesine ve çevre koşullarına uygun materyalleri ve kaynakları geliştirme konusunda bilgi ve deneyimlerini meslektaşlarıyla paylaşır.
<input type="checkbox"/> Öğretim sürecinde sınıf düzeyine uygun mevcut materyallerden yararlanır.		

#### Yeterlik:

#### 4- İngilizce öğretim sürecine uygun yöntem ve teknikleri kullanabilme.

##### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğrencilerin dil gelişimlerini sağlamaya yönelik mevcut kaynaklarda önerilen yöntem ve tekniklerden yararlanır.	<input type="checkbox"/> Öğrencilerin dil gelişimlerine uygun yöntem ve teknikleri ilgi ve ihtiyaçları doğrultusunda çeşitlendirir.	<input type="checkbox"/> Öğrencilerin dil becerilerini geliştirmeye yönelik farklı yöntem ve tekniklerin kullanımında meslektaşlarına rehberlik eder.
<input type="checkbox"/> Dilin günlük yaşamda kullanımını geliştirecek etkinliklere yer verir.	<input type="checkbox"/> Dilin günlük yaşamda kullanımını geliştirecek etkinlik, görev ve ödevleri birbirini destekleyecek biçimde düzenler.	<input type="checkbox"/> Kendi alanından ve diğer disiplinlerden öğretmenlerle işbirliği yaparak İngilizcenin günlük yaşamda kullanımını geliştirecek özgün etkinlikler tasarlar.

**YETERLİK ALANI:****1- İNGİLİZCE ÖĞRETİM SÜREÇLERİNİ PLANLAMA VE DÜZENLEME****Kapsam:**

Bu alan; İngilizce öğrenme-öğretme sürecini planlama, amaca uygun olarak ortamlar düzenleme, materyal hazırlama ve kaynaklardan yararlanma uygulamalarını kapsamaktadır.

**Yeterlik:****5- İngilizce öğretiminde teknolojik kaynakları kullanabilme.**

## Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğrenmenin daha etkin gerçekleşmesi için teknolojik kaynaklardan yararlanır.	<input type="checkbox"/> Dil öğretiminde kullanılan yazılımları ve İnternet kaynaklarını izler.	<input type="checkbox"/> Öğrencilerin İngilizce öğreniminde ihtiyaç duydukları teknolojik kaynakları eleştirel gözle değerlendirerek etkin kullanmalarını sağlar.
<input type="checkbox"/> Öğrencileri teknolojik kaynaklara erişim için teşvik eder.	<input type="checkbox"/> Mevcut olanaklar doğrultusunda öğrencilerin teknolojik kaynaklardan yararlanabilmesi için uygun ortamlar hazırlayarak bu kaynaklara eşit olarak erişimlerini sağlar.	

## YETERLİK ALANI: 2- DİL BECERİLERİNİ GELİŞTİRME

### Kapsam:

Bu alan; İngilizce öğretmenlerinin dil öğrenme/öğretme teorilerini, yaklaşımlarını ve tekniklerini dil becerilerini geliştirmede kullanmaya yönelik etkinlikler düzenleme, İngilizceyi doğru ve etkin kullanma, öğrencilerin gereksinimlerini dikkate almayı kapsar.

### Yeterlik:

#### 1- Öğrencilerin etkili dil öğrenme stratejileri geliştirmelerine yardım edebilme

##### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğrencileri farklı dil öğrenme stratejileri hakkında bilgilendirir.	<input type="checkbox"/> Öğrencileri kendi öğrenme stillerine uygun dil öğrenme stratejilerini kullanarak öğrenmeye yönlendirir.	<input type="checkbox"/> Öğrencilerin öğrenme stillerine uygun farklı dil öğrenme stratejileri kullanarak etkili dil öğrenmeleri konusunda meslektaşlarıyla iş birliği yapar.

### Yeterlik:

#### 2- Öğrencilerin İngilizceyi doğru, anlaşılır bir şekilde kullanmalarını sağlayabilme

##### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> İngilizceyi akıcı ve doğru kullanmada öğrencilerine model olur.	<input type="checkbox"/> Öğrencilerin İngilizceyi farklı amaçlar ve durumlar için akıcı ve doğru kullanmalarını destekleyen etkinlikleri kullanır.	<input type="checkbox"/> Meslektaşlarıyla iş birliği yaparak tüm öğrencilerin İngilizceyi doğru ve etkin kullanmalarına yönelik okul içi/dışı etkinlikler düzenler.
<input type="checkbox"/> Öğrencilerin İngilizceyi akıcı ve doğru kullanmalarını sağlayıcı fırsatlar oluşturur.	<input type="checkbox"/> Öğrencilerin ilgi ve seviyelerine göre İngilizcenin doğru ve anlaşılır olarak kullanılmasına yönelik uygulamalar yaptırır	
<input type="checkbox"/> İngilizcenin doğru ve anlaşılır olarak kullanıldığı örnekler sunar.		

## YETERLİK ALANI: 2- DİL BECERİLERİNİ GELİŞTİRME

### Kapsam:

Bu alan; İngilizce öğretmenlerinin dil öğrenme/öğretme teorilerini, yaklaşımlarını ve tekniklerini dil becerilerini geliştirmede kullanmaya yönelik etkinlikler düzenleme, İngilizceyi doğru ve etkin kullanma, öğrencilerin gereksinimlerini dikkate almayı kapsar.

### Yeterlik:

#### 3- Öğrencilerin dinleme/izleme becerilerini geliştirebilme

##### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğrencilerin etkili dinleme/izlemenin önemini kavramalarını sağlar.	<input type="checkbox"/> Öğrenci ilgi ve ihtiyaçlarından hareketle etkili dinleme/izleme sağlayacak çeşitli etkinlik ve ortamlar düzenler.	<input type="checkbox"/> Öğrencilerin kendi dinleme becerilerini değerlendirebilmelerini sağlayarak farklı dinleme stratejilerini geliştirmelerinde yardımcı olur.
<input type="checkbox"/> Öğrencilerin gelişim düzeylerine uygun farklı dinleme/izleme yöntem ve teknikleri kullanır.	<input type="checkbox"/> Öğrencilerin farklı dinleme tür, yöntem ve öğrenme stratejilerini kullanmalarını sağlar.	<input type="checkbox"/> Farklı dinleme materyalleri geliştirmede meslektaşlarıyla işbirliği yapar.
<input type="checkbox"/> Şarkı, diyalog, masal gibi farklı metin türlerini dinleme etkinliklerinde kullanır.	<input type="checkbox"/> Öğrencilerle birlikte onların dünya bilgileri, sosyal ve günlük yaşantılarıyla ilişkili dinleme materyalleri geliştirir.	<input type="checkbox"/> Tüm öğrencilerin dinleme becerilerini geliştirecek etkinlikler üretir ve meslektaşlarına rehberlik eder.
<input type="checkbox"/> Dinleme etkinliklerinde anlam, vurgu ve tonlamaya yönelik çalışmalar yaptırır.	<input type="checkbox"/> Dinleme amaç, yöntem ve tekniklerini öğrenci ilgi ve ihtiyaçlarına göre çeşitlendirir.	

### Yeterlik:

#### 4- Öğrencilerin konuşma becerilerini geliştirebilme

##### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğrencilerin kendilerini sözlü olarak ifade etmelerine fırsatlar verir.	<input type="checkbox"/> Öğrencilerin kendilerini ifade etmelerini destekleyici, dil yeterlik düzeylerine uygun farklı yöntem ve teknikleri kullanır.	<input type="checkbox"/> Öğrencilerin konuşma becerilerini geliştirmeye yönelik çeşitlendirdiği yöntem ve tekniklerin uygulanmasıyla ilgili meslektaşlarına rehberlik eder.
<input type="checkbox"/> Öğrencileri, İngilizce konuşmaya özendirme için onların ilgi alanlarını belirler.	<input type="checkbox"/> Öğrencilerin farklı anlatım biçimlerini kullanarak kendilerini ifade etmelerine olanak sağlar.	<input type="checkbox"/> Günlük hayatta karşılaşılabilecekleri farklı durumlarda sözlü iletişim kurmalarını sağlayacak etkinliklerin geliştirilmesinde meslektaşlarıyla işbirliği yapar.
<input type="checkbox"/> Öğrencilerin günlük yaşamda sözlü iletişim kurmalarına yönelik etkinlikler düzenler.	<input type="checkbox"/> Günlük hayatta karşılaşılabilecekleri farklı durumlarda sözlü iletişim kurmalarını sağlayacak etkinlikleri çeşitlendirir.	
<input type="checkbox"/> Öğrencileri, sözlü iletişimlerinde beden dilini kullanmaları konusunda yönlendirir.	<input type="checkbox"/> Konuşma etkinliklerinde öğrencilerin beden dilini kullanmalarına olanak sağlayan etkinliklere yer verir.	
<input type="checkbox"/> Öğrencilerin konuşmalarında söyleyiş, vurguya ve tonlamaya dikkat etmelerini sağlar.		
<input type="checkbox"/> Sesletim çalışmalarında öğrencilere model olur.		

## YETERLİK ALANI: 2-DİL BECERİLERİNİ GELİŞTİRME

### Kapsam:

Bu alan; İngilizce öğretmenlerinin dil öğrenme/öğretme teorilerini, yaklaşımlarını ve tekniklerini dil becerilerini geliştirmede kullanmaya yönelik etkinlikler düzenleme, İngilizceyi doğru ve etkin kullanma, öğrencilerin gereksinimlerini dikkate almayı kapsar.

### Yeterlik:

#### 5- Öğrencilerin okuma becerilerini geliştirebilme

##### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Okuma etkinliklerinde mevcut kaynak ve materyallerden yararlanır.	<input type="checkbox"/> Okuma etkinlikleri düzenlerken öğrenci ilgi ve ihtiyaçlarına göre çeşitli kaynak ve materyallerden yararlanır.	<input type="checkbox"/> Okuma etkinlikleri düzenlerken öğrenci ilgi ve ihtiyaçlarına göre çeşitli kaynak ve materyallerden yararlanır.
<input type="checkbox"/> Söyleyişe, vurguya, tonlamaya ve noktalama işaretlerine uygun örnek okumalar yapar.	<input type="checkbox"/> Öğrencilerin okuduklarını anlama, yorumlama, değerlendirme becerilerini geliştirmeye yönelik etkinlikler düzenler.	<input type="checkbox"/> Öğrencilerin okuduklarını anlama, yorumlama, değerlendirme becerilerini geliştirmeye yönelik etkinlikler düzenler.
<input type="checkbox"/> Öğrencilerin sesli okumalarında söyleyişe, vurguya, tonlamaya ve noktalama işaretlerine dikkat etmelerini sağlar.	<input type="checkbox"/> Öğrencilerin farklı okuma tür, yöntem ve stratejilerini kullanmalarını sağlar.	<input type="checkbox"/> Öğrencilerin farklı okuma tür, yöntem ve stratejilerini kullanmalarını sağlar.
<input type="checkbox"/> Kitap ve hikâye okuma, şarkı söyleme, alfabe oyuncakları ve kelime oyunları ile oynama gibi okuma etkinlikleriyle öğrencilerin okuma becerilerini geliştirir.		
<input type="checkbox"/> Öğrencilerin farklı okuma tür, yöntem ve stratejileri konusunda bilgilendirir.		
<input type="checkbox"/> Farklı metin türlerinden örnekleri okuma etkinliklerinde kullanır.		

## YETERLİK ALANI: 2- DİL BECERİLERİNİ GELİŞTİRME

### Kapsam:

Bu alan; İngilizce öğretmenlerinin dil öğrenme/öğretme teorilerini, yaklaşımlarını ve tekniklerini dil becerilerini geliştirmede kullanmaya yönelik etkinlikler düzenleme, İngilizceyi doğru ve etkin kullanma, öğrencilerin gereksinimlerini dikkate almayı kapsar.

### Yeterlik:

#### 6- Öğrencilerin yazma becerilerini geliştirebilme

##### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğrencilerin kendilerini yazılı olarak ifade etmelerine olanak sağlar.	<input type="checkbox"/> Öğrencilerin kendilerini yazılı olarak ifade etmelerine yönelik yapılan etkinlikleri bireysel farklılıkları göz önüne alarak çeşitlendirir.	<input type="checkbox"/> Öğrencilerin yazma becerilerini geliştirmeye yönelik meslektaşlarıyla iş birliği yapar.
<input type="checkbox"/> Yazmayla ilgili sözcük bilgisi, ses bilgisi, dil bilgisi ve yazım kurallarını doğru olarak uygulamalarına yönelik etkinlikler düzenler.	<input type="checkbox"/> Yazma çalışmalarında sözcük bilgisi, ses bilgisi, dil bilgisi ve yazım kurallarını doğru olarak uygulamalarına olanaklar sağlar	<input type="checkbox"/> Öğrencilerin farklı türlerde yazdıkları ürünleri okul içi ve/veya okul dışı ortamlarda sunmaları, yayınlamaları konusunda onlara rehberlik eder.
<input type="checkbox"/> Yazmayı özendirecek görsel ve işitsel materyaller kullanır.	<input type="checkbox"/> Yazmaya özendirecek görsel ve işitsel materyalleri öğrencilerin ilgi ve ihtiyaçları doğrultusunda seçer ve kullanır.	
<input type="checkbox"/> Farklı yazma türlerinin tanıtımına yönelik örnekler sunar.	<input type="checkbox"/> Farklı yazma türlerine göre yazarak kendini ifade etmede öğrencilerini cesaretlendirerek uygulamalar yaptırır.	

## YETERLİK ALANI: 2-DİL BECERİLERİNİ GELİŞTİRME

### Kapsam:

Bu alan; İngilizce öğretmenlerinin dil öğrenme/öğretme teorilerini, yaklaşımlarını ve tekniklerini dil becerilerini geliştirmede kullanmaya yönelik etkinlikler düzenleme, İngilizceyi doğru ve etkin kullanma, öğrencilerin gereksinimlerini dikkate almayı kapsar.

### Yeterlik:

#### 7- İngilizce öğretiminde özel gereksinimli ve özel eğitime gereksinim duyan öğrencileri dikkate alan uygulamalar yapabilme.

##### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğrencilerde anlama ve anlatma güçlüklerine neden olan sosyolojik, fizyolojik ve psikolojik etkenlerin farkındadır.	<input type="checkbox"/> İngilizce öğretimindeki etkinlikleri, öğretim yöntem ve tekniklerini özel gereksinimli ve özel eğitime gereksinimi olan öğrencilere göre uyarlar.	<input type="checkbox"/> İngilizce öğretiminde öğretim araçlarını, öğretim yöntem ve tekniklerini, etkinliklerini ve eğitim ortamını özel gereksinimli ve özel eğitime gereksinimi olan öğrencilere göre uyarlamadaki bilgi ve deneyimlerini meslektaşlarıyla paylaşır.
<input type="checkbox"/> Özel gereksinimli ve özel eğitime gereksinim duyan öğrencilerin dil gelişimlerini sağlamaya yönelik plan yapar.	<input type="checkbox"/> İngilizce öğretiminde özel gereksinimli ve özel eğitime gereksinim duyan öğrencilerin özel öğrenme alanındaki düzeyini, hızını ve türünü belirlemek için ailelerle, özel eğitim öğretmeni ve/veya ilgili uzmanlarla iş birliği yapar.	<input type="checkbox"/> Özel gereksinimli ve özel eğitime gereksinim duyan öğrencilerin gelişimleri doğrultusunda ailelerle, özel eğitim öğretmeni ve /veya ilgili uzmanlarla sürekli iş birliği yaparak yeni öğrenme hedefleri belirler.
	<input type="checkbox"/> Özel gereksinimli ve özel eğitime gereksinim duyan öğrencilerin öğretim sürecindeki dil ve iletişim becerilerini izleyerek kayıt altına alır.	<input type="checkbox"/> Öğrencilerin anlama ve anlatım güçlüklerini belirlemeye ve gelişimlerini izlemeye yönelik rehber öğretmen, aile, uzman ve özel eğitim kurumları ile öğretim süreci boyunca sürekli işbirliği yapar.
	<input type="checkbox"/> Öğrencilerin anlama ve anlatım güçlüklerini belirlemeye yönelik gözlem, görüşme gibi yöntemleri sistematik olarak kullanır.	

**YETERLİK ALANI:****3- DİL GELİŞİMİNİ İZLEME VE DEĞERLENDİRME****Kapsam:**

Bu alan; İngilizce öğretim sürecinde öğrencilerin öğretim sürecindeki gelişimlerini belirleme, izleme ve değerlendirme uygulamalarını kapsamaktadır.

**Yeterlik:****1- İngilizce öğretimine ilişkin ölçme ve değerlendirme uygulamalarının amaçlarını belirleyebilme**

## Performans Göstergeleri

## A1 Düzeyi

- Ölçme ve değerlendirme uygulamalarının İngilizce programıyla ilişkilendirilmesi gerektiğinin önemini bilir.

## A2 Düzeyi

- Ölçme değerlendirme uygulamalarını İngilizce programı ve bireysel farklılıkları göz ederek düzenler.

## A3 Düzeyi

- İngilizce öğretiminde her bir öğrencinin süreç esnasındaki ve süreç sonundaki durumlarını belirlemeye ve buna yönelik önlem almak amacıyla ölçme-değerlendirme yapmayı amaçlar.
- Öğrencilerin sürekli dil gelişimini sağlamak ve değerlendirmek için sistematik değerlendirme stratejileri belirler.

**Yeterlik:****2- İngilizce öğretiminde ölçme ve değerlendirme araç ve yöntemlerini kullanabilme**

## Performans Göstergeleri

## A1 Düzeyi

- İngilizce öğretiminde kullanılabileceği farklı ölçme ve değerlendirme araç ve yöntemlerini hazırlama ve uygulama süreçlerini bilir.
- İngilizce öğretiminde dört dil becerisine yönelik ölçme değerlendirme araç ve yöntemleri kullanması gerektiğinin farkındadır.
- Öğrencilerin dil gelişimlerini değerlendirmede mevcut ya da geçerlik ve güvenilirliğini belirlemeden hazırladığı ölçme ve değerlendirme araçlarını kullanır.

## A2 Düzeyi

- İngilizce öğretiminde kullanılabileceği farklı ölçme ve değerlendirme araç ve yöntemlerini hazırlama ve uygulama süreçlerine uygun olarak hazırlar.
- Ölçme değerlendirme araçlarını dört dil becerisini değerlendirecek yöntemlerle hazırlar.
- Öğrencilerin dil gelişimini izlemek ve değerlendirmek amacıyla kullanacağı araç ve yöntemleri tekniğine dikkat ederek hazırlar.

## A3 Düzeyi

- Öğretim sürecinde kullanacağı ölçme ve değerlendirme araç ve yöntemlerini kullanışlılık, geçerlik ve güvenilirlik açılarından değerlendirerek kullanır.
- İngilizce öğretiminde kullanılabilecek ölçme ve değerlendirme konusundaki bilgi ve deneyimlerini meslektaşlarıyla paylaşarak birlikte yeni ölçme ve değerlendirme araçları tasarlar.

## YETERLİK ALANI:

### 3- DİL GELİŞİMİNİ İZLEME VE DEĞERLENDİRME

#### Kapsam:

Bu alan; İngilizce öğretim sürecinde öğrencilerin öğretim sürecindeki gelişimlerini belirleme, izleme ve değerlendirme uygulamalarını kapsamaktadır.

#### Yeterlik:

#### 3- Öğrencilerin dil gelişimlerini belirlemeye yönelik ölçme sonuçlarını yorumlama ve geri bildirim sağlayabilme

##### Performans Göstergeleri

###### A1 Düzeyi

- Öğrencilerin dil gelişimlerine ilişkin ölçme sonuçlarını not ya da puan olarak raporlaştırır.
- Öğrencilerin dil becerilerini gösteren puan ve notları öğrenci ve velilerle paylaşır.

###### A2 Düzeyi

- Öğrencinin dil gelişiminde hangi düzeyde olduğu, neler yapabildiği ve nasıl başarabileceğini ayrıntılı olarak yorumlar ve raporlaştırır.
- Değerlendirme sonuçlarından elde ettiği yorumları uygun bir dille ilgililerle paylaşır.

###### A3 Düzeyi

- Öğrencilerin dil gelişimlerini farklı yönlerden ayrıntılı olarak değerlendirmek amacıyla istatistiksel yöntemlerden yararlanır.
- Öğrencilerin dil becerilerini izleme ve değerlendirme sonuçlarına göre İngilizce programını, öğrenme ortamlarını, ölçme araçlarını, öğretim stratejilerini ve verimliliğini değerlendirir.

#### Yeterlik:

#### 4- Öğrencilerin dil gelişimlerini belirlemeye yönelik ölçme değerlendirme sonuçlarını uygulamalarına yansıtabilme

##### Performans Göstergeleri

###### A1 Düzeyi

- Ölçme ve değerlendirme uygulamalarından elde ettiği sonuçların ileriki uygulamalar için önemli olduğunu farkındadır.

###### A2 Düzeyi

- Öğretim stratejilerini, öğrenme ortamını, ölçme yöntem ve tekniklerini elde ettiği değerlendirme sonuçları doğrultusunda yeniden düzenler.
- Değerlendirme sonuçlarına bağlı olarak öğrencilerin dil becerilerindeki eksiklikleri gidermek için iyileştirme çalışmaları yapar.

###### A3 Düzeyi

- Ölçme ve değerlendirme sonunda elde edilen verileri öğretim yöntem ve tekniklerine yansıtır.
- Değerlendirme sonuçlarına göre ailelerin ve öğrencilerin kendilerine yeni öğrenme hedefleri belirlemelerine rehberlik eder.

**YETERLİK ALANI:****4- OKUL, AİLE VE TOPLUMLA İŞ BİRLİĞİ YAPMA****Kapsam:**

Bu alan, İngilizce öğretim sürecini desteklemek amacıyla ailelerle iş birliği, toplumsal liderlik, okulun kültür ve öğrenme merkezi olması, okuldaki tören ve organizasyonlara yönelik uygulamaları kapsamaktadır.

**Yeterlik:****1- Öğrencilerin dil becerilerinin geliştirilmesinde ailelerle iş birliği yapabilme**

## Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğrencilerin dil becerilerinin geliştirilmesinde ailenin rolü ve önemi hakkında aileleri bilgilendirir.	<input type="checkbox"/> Öğrencilerin dil becerilerinin gelişiminin izlenmesi konusunda ailelerle iş birliği yapar.	<input type="checkbox"/> Öğrencilerle birlikte şarkı söyleme, şiir okuma, tiyatro gösterisi vb. sınıf dışı etkinlikler düzenleyerek velilerle paylaşılmasını sağlar.

**Yeterlik:****2- Öğrencilerin yabancı dil kullanmanın önemini kavramalarında ilgili kurum, kuruluş ve kişiler ile işbirliği yapabilme**

## Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Yabancı dil kullanmanın önemini vurgulayarak öğrencileri araştırmaya yönlendirir.	<input type="checkbox"/> Çeşitli materyalleri kullanarak, öğrencilerin yabancı dili kullanmalarına yönelik etkinlikler düzenler.	<input type="checkbox"/> Öğrencilerin yabancı dili kullanmaları için aile, yakın ve uzak çevredeki kurum kuruluş ve kişilerle, işbirliği yaparak ortam oluşumunu sağlar.

**Yeterlik:****3- Öğrencilerin, ulusal bayram ve törenlerin anlam ve önemini farkına varmalarını ve aktif katılımlarını sağlayabilme**

## Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Öğrencilere ulusal bayram ve törenlerin anlam ve önemini hissettirerek, katılımları için teşvik eder.	<input type="checkbox"/> Bayram törenlerinde öğrencilere ilgi ve yetenekleri doğrultusunda görev ve sorumluluklar verir.	<input type="checkbox"/> Okullar arası iş birliği yaparak öğrencilerin ulusal bayram ve törenlere aktif katılımlarını sağlar.

**Yeterlik:****4- Ulusal bayram ve törenlerin yönetim ve organizasyonunu yapabilme**

## Performans Göstergeleri

A1 Düzey	A2 Düzey	A3 Düzey
<input type="checkbox"/> Tören yönetmeliği doğrultusunda bayram organizasyonlarında görev alır.	<input type="checkbox"/> Öğrencilerin ulusal bayram ve tören programlarına hazırlanmalarına rehberlik eder.	<input type="checkbox"/> Diğer okullarla iş birliği içinde ulusal bayram ve tören organizasyonları yapar.
	<input type="checkbox"/> Ulusal bayram ve tören organizasyonlarında tüm öğretmenlerle işbirliği içinde çalışır.	

## YETERLİK ALANI:

### 4- OKUL, AİLE VE TOPLUMLA İŞ BİRLİĞİ YAPMA

#### Kapsam:

Bu alan, İngilizce öğretim sürecini desteklemek amacıyla ailelerle iş birliği, toplumsal liderlik, okulun kültür ve öğrenme merkezi olması, okuldaki tören ve organizasyonlara yönelik uygulamaları kapsamaktadır.

#### Yeterlik:

### 5- Okulun kültür ve öğrenme merkezi haline getirilmesinde toplumla iş birliği yapabilme

#### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Okulun kültür ve öğrenme merkezi haline getirilmesinde okulun ve kendisinin sorumluluğunun farkındadır.	<input type="checkbox"/> Okulun kültür ve öğrenme merkezi haline getirilmesinde, okuma kültürünün oluşturulması ve okulun toplumla iletişiminin artırılmasında yakın çevresindeki ilgili bir kurum veya kuruluşla iş birliği yapar.	<input type="checkbox"/> Okulun kültür ve öğrenme merkezi haline gelmesinde yakın ve uzak çevresindeki kurum ve/veya kuruluşlarla iş birliği yapar.
<input type="checkbox"/> Okulun kültür ve öğrenme merkezi haline getirilmesinde iş birliği yapılabilecek STK'ları, kurum ve kuruluşları belirleyerek öğrencileri bu kurumlarla ilgili bilgilendirir.		<input type="checkbox"/> Öğrenci, aile ve öğretmenlerin katıldığı öğrenen topluluklar oluşumunu destekleyen ortamlar hazırlar.

#### Yeterlik:

### 6- Toplumsal liderlik yapabilme

#### Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Okulun bulunduğu çevrenin ekonomik, sosyal ve eğitim gibi ihtiyaçlarını önemser.	<input type="checkbox"/> Çevrenin ekonomik, sosyal, eğitim gibi ihtiyacını karşılamaya yönelik toplumla birlikte çözümler üretir.	<input type="checkbox"/> Çevrenin ekonomik, sosyal, eğitim gibi ihtiyacını karşılamaya yönelik toplumla birlikte ulusal ve uluslararası projeler geliştirir.
<input type="checkbox"/> Okulun bulunduğu çevrenin ekonomik, sosyal, eğitim gibi ihtiyaçlarının ifade edilmesi için fırsatlar oluşturur.	<input type="checkbox"/> Çevrenin ekonomik, sosyal, eğitim gibi ihtiyacını karşılamak için yakın çevresindeki kişi/kurum/kuruluşlarla iş birliği yaparak etkinlikler düzenler.	<input type="checkbox"/> Çevrenin ekonomik, sosyal, eğitim gibi ihtiyacını karşılamak için yaptığı etkinlikleri farklı çevrelerle paylaşır.
<input type="checkbox"/> Okulun bulunduğu çevrenin ekonomik, sosyal, eğitim gibi ihtiyacını belirler	<input type="checkbox"/> Toplumun ekonomik, sosyal, eğitim gibi ihtiyaçlarının karşılanmasında istekli davranır.	

**YETERLİK ALANI:****5- İNGİLİZCE ALANINDA MESLEKİ GELİŞİMİNİ SAĞLAMA****Kapsam:**

Bu yeterlik alanı İngilizce öğretim sürecini desteklemede öğretmenin mesleki gelişime yönelik uygulamalarını kapsamaktadır.

**Yeterlik:****1- Mesleki yeterliklerini belirleyebilme**

## Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> Sahip olduğu mesleki yeterliklerini belirlemek için öz değerlendirme yapar.	<input type="checkbox"/> Öğretmenlik mesleği yeterlikleri temelinde nesnel biçimde öz değerlendirme yapar.	<input type="checkbox"/> Uygulamalarının öğrenciler ve meslektaşlar üzerindeki etkilerini izlemeye yönelik çeşitli yöntemler kullanır.
<input type="checkbox"/> Mesleki yeterliklerini belirlemeye yönelik uygulamalarını kayıt altına alır.	<input type="checkbox"/> Öğretim sürecindeki sınıf yönetimi, materyal hazırlama, velilerle iş birliği, ölçme ve değerlendirme vb. uygulamalarının öğrenciler üzerindeki etkilerini izlemeye yönelik çeşitli yöntemler kullanır.	<input type="checkbox"/> Mesleki yeterliklerini belirlerken veli, öğrenci, meslektaş ve idareci görüşlerinden yararlanır.
	<input type="checkbox"/> Meslektaşlarının eleştirileri ve önerileri doğrultusunda mesleki gereksinimlerini belirler.	

**Yeterlik:****2- İngilizce öğretimine ilişkin kişisel ve mesleki gelişimini sağlayabilme**

## Performans Göstergeleri

A1 Düzeyi	A2 Düzeyi	A3 Düzeyi
<input type="checkbox"/> İngilizce öğretimini desteklemek amacıyla dil, yazın ve öğretim süreci uygulamalarıyla ilgili çeşitli yayınları takip etmede isteklidir.	<input type="checkbox"/> Araştırma, planlama, uygulama ve değerlendirme süreçlerinde teknolojiden yararlanır.	<input type="checkbox"/> Uygulamalarındaki iyi örnekleri paylaşma amacıyla, konferans, açık oturum, bilimsel toplantı ve seminerlerde bildiriyle, posterle veya konuşmacı olarak yer alır.
<input type="checkbox"/> Bireysel mesleki gelişim planını oluşturur.	<input type="checkbox"/> İngilizce öğretimiyle ilgili konferans, açık oturum, bilimsel toplantı ve seminerlere dinleyici olarak katılır.	<input type="checkbox"/> Alanıyla ilgili akademik düzeyde çalışmalar yapar.

## YETERLİK ALANI:

### 5- İNGİLİZCE ALANINDA MESLEKİ GELİŞİMİNİ SAĞLAMA

#### Kapsam:

Bu yeterlik alanı İngilizce öğretim sürecini desteklemede öğretmenin mesleki gelişime yönelik uygulamalarını kapsamaktadır.

#### Yeterlik:

### 3- Mesleki gelişimine yönelik uygulamalarda bilimsel araştırma yöntem ve tekniklerinden yararlanabilme

#### Performans Göstergeleri

##### A1 Düzeyi

- İngilizce öğretimi süreci uygulamalarında bilimsel araştırma yöntem ve tekniklerinin gerekliliğinin farkındadır.

##### A2 Düzeyi

- Mesleki gelişimine yönelik araştırmalarında bilimsel araştırma yöntem ve tekniklerini dikkate alır.

##### A3 Düzeyi

- Bilimsel araştırma yöntem ve tekniklerine göre hazırlanmış İngilizce öğretimine yönelik proje, makale gibi ürünler ortaya koyar.

#### Yeterlik:

### 4- Mesleki gelişimine yönelik araştırmalarını uygulamalarına yansıtabilme

#### Performans Göstergeleri

##### A1 Düzeyi

- Mesleki gelişimine yönelik olarak yaptığı araştırmaları sınıf ortamına yansıtmanın gerekliliğine inanır.

##### A2 Düzeyi

- Mesleki gelişimine yönelik yaptığı araştırmaları öğretim süreci uygulamalarına yansıtır.

##### A3 Düzeyi

- Meslektaşlarıyla birlikte mesleki gelişim araştırmalarının öğretim uygulamalarına yansıtılmasında iş birliği yapar.

## APPENDIX B: İNGİLİZCE ÖĞRETMENLERİNİN ÖZ-YETERLİK ALGISI ÖLÇEĞİ

### İNGİLİZCE ÖĞRETMENLERİNİN ÖZ-YETERLİK ALGISI ÖLÇEĞİ

#### (ENGLISH LANGUAGE TEACHERS' SENSE OF SELF-EFFICACY SCALE- ELTSES)

Değerli Meslektaşım,

Aşağıda, sizin İngilizce eğitimi ve öğretimi alanındaki kişisel ve mesleki yeterlik düzeyinizi kendi bakış açınızla değerlendirmenize yönelik 22 ifade yer almaktadır. Lütfen bu ifadeleri dikkatlice okuyunuz ve beş seçenekten (TAMAMEN UYGUN | UYGUN | KARARSIZIM | UYGUN DEĞİL | HIÇ UYGUN DEĞİL) yalnızca birini işaretleyiniz (X).

Görüşleriniz bizim için çok değerlidir. Lütfen hiçbir ifadeyi atlamayınız. Araştırmaya katılan meslektaşlarımızdan kişisel bilgileri istenmemektedir. Bu çalışma bilimsel amaçlar için yürütülmekte olup verilen yanıtlar gizli tutulacak ve tamamıyla araştırma amaçlı kullanılacaktır.

Katkılarınız için şimdiden teşekkür ederim.

Gökçe ESEN

Mersin Üniversitesi-Eğitim Fakültesi

Yabancı Diller Eğitimi

#### 1. Cinsiyetiniz

Bay

Bayan

#### 2. Görev yapmakta olduğunuz okul türü.

Devlet Okulu- İlköğretim

Özel Okul -İlköğretim

#### 3. Meslekteki kıdem yılınız.

1-5 yıl

6-10 yıl

11-15 yıl

16 yıl ve üstü

#### 4. Mezun olduğunuz bölüm.

İngilizce Öğretmenliği

İngiliz Dili ve Edebiyat

Diğer (lütfen belirtiniz) .....

#### 5. Akademik Eğitim Durumunuz.

Lisans

Yüksek Lisans

Doktora

		Tamamen Uygun	Uygun	Kararsızım	Uygun Değil	Hiç Uygun Değil
1.	Ölçme-değerlendirme konusundaki bilgi ve deneyimlerimi meslektaşlarımla paylaşarak birlikte yeni ölçme ve değerlendirme araçları tasarlayabilirim.					
2.	Meslektaşlarımla iş birliği yaparak tüm öğrencilerin İngilizceyi doğru ve etkin kullanmalarına yönelik okul içi ve/veya dışı etkinlikler düzenleyebilirim.					
3.	Öğretim sürecinde kullandığım materyalleri kullanışlılığı, güncelliği, etkinliği gibi açılardan değerlendirerek zenginleştirebilirim.					
4.	Bilimsel kriterlere uygun hazırlanmış İngilizce öğretimine yönelik proje ve makale gibi çalışmalar yapabilirim.					
5.	Ölçme-değerlendirme uygulamalarını İngilizce programını ve öğrencilerin bireysel farklılıklarını gözetererek düzenleyebilirim.					
6.	Öğrencilerin dil becerilerinin gelişiminin izlenmesi konusunda ailelerle iş birliği yapabilirim.					
7.	Öğretim sürecinde kullanışlılık, güncellik, etkinlik gibi nitelikleri göz önüne alarak özgün materyaller hazırlayabilirim.					
8.	Uygulamalarımdaki iyi örnekleri paylaşmak amacıyla bilimsel çalışmalara (konferans, açık oturum, seminer) bildiriyle, posterle veya konuşmacı olarak katılabilirim.					
9.	Öğrencilerin gelişim sürecindeki eksikliklere yönelik önlem alabilmek amacıyla ölçme-değerlendirme yapabilirim.					
10.	Öğrencilerin öğrenme güçlüklerini belirleyerek gelişimlerini izlemek amacıyla rehber öğretmen, aile ve alan uzmanları ile işbirliği yapabilirim.					
11.	Öğrencilerin ilgi duydukları konularda onların katılımını temel alan çeşitli sosyal etkinlikler düzenleyebilirim.					
12.	Alanımla ilgili akademik düzeyde çalışmalar yapabilirim.					
13.	Öğrencilerin başarısı arttırmak için eğitim-öğretim faaliyetlerimi değerlendirip geliştirebilirim.					
14.	Öğrencilerin dil becerilerini izleme ve değerlendirme sonuçlarına göre öğretim stratejilerinin verimliliğini değerlendirebilirim.					

		Tamamen Uygun	Uygun	Kararsızım	Uygun Değil	Hiç Uygun Değil
15.	Dil alanında ulusal ve uluslar arası projelerde görev alabilirim.					
16.	Öğrencilerin dil becerilerini izleme ve değerlendirme sonuçlarına göre ölçme araçlarının verimliliğini değerlendirebilirim.					
17.	Öğrencilerin dil gelişimlerine uygun yöntem ve teknikleri öğrencilerin ilgi ve ihtiyaçları doğrultusunda çeşitlendirebilirim.					
18.	İngilizce öğretiminde kullanabileceğim farklı ölçme-değerlendirme araç ve yöntemlerini düzenleme ve uygulama süreçlerine uygun olarak hazırlayabilirim.					
19.	Öğrencileri kendi öğrenme stillerine uygun dil öğrenme stratejilerini kullanarak öğrenmeye teşvik edebilirim.					
20.	Ölçme ve değerlendirme sonunda elde edilen verileri öğretim yöntem ve tekniklerime yansıtabilirim.					
21.	Öğrencilerin dil gelişimleri için mevcut kaynaklarda önerilen yöntem ve tekniklerden yararlanabilirim.					
22.	Öğrenmenin daha etkin gerçekleşmesi için teknolojik kaynaklardan yararlanabilirim.					

## APPENDIX C: GENEL YETKİNLİK İNANCI ÖLÇEĞİ

### GENEL YETKİNLİK İNANCI ÖLÇEĞİ

#### Sayın Katılımcı,

Aşağıda, günlük yaşamınızda karşılaşılabileceğiniz bazı durumlarla ilgili ifadeler vardır. Sizlerden istenilen bu durumların sizin için ne derecede doğru olduğunu derecelenizdir. Lütfen, bu durumların şu anda sizin için ne kadar doğru düşünerek her bir maddenin önünde bulunan 4 seçenekten (DOĞRU DEĞİL | BİRAZ DOĞRU | DAHA DOĞRU | TÜMÜYLE DOĞRU) yalnız birini işaretleyiniz.

MADDELER	DOĞRU DEĞİL	BİRAZ DOĞRU	DAHA DOĞRU	TÜMÜYLE DOĞRU
1- Yeni bir durumla karşılaştığımda ne yapmam gerektiğini bilirim.	1	2	4	5
2- Beklenmedik bir durumda nasıl davranmam gerektiğini bilirim.	1	2	4	5
3- Bana karşı çıktığında kendimi kabul ettirecek çare ve yolları bulurum.	1	2	4	5
4- Ne olursa olsun üstesinden gelirim.	1	2	4	5
5- Güç sorunların çözümünü eğer gayret edersem bulabilirim.	1	2	4	5
6- Planlarımı gerçekleştirmek ve hedeflerime ulaşmak bana zor gelmez.	1	2	4	5
7- Bir sorunla karşılaştığımda onu çözebilmeye yönelik birçok fikrim vardır.	1	2	4	5
8- Yeteneklerime güvendiğim için, zorlukları soğukkanlılıkla karşılarım.	1	2	4	5
9- Aniden gelişen olayların üstesinden gelebileceğimi sanıyorum.	1	2	4	5
10- Her sorun için bir çözümlüm vardır.	1	2	4	5

**Original Version of General Self-Efficacy Scale (Schwarzer, & Jerusalem, 1995)**

		<b>1</b> <b>Not at all</b> <b>True</b>	<b>2</b> <b>Hardly</b> <b>True</b>	<b>3</b> <b>Moderately</b> <b>True</b>	<b>4</b> <b>Exactly</b> <b>True</b>
<b>1</b>	I can always manage to solve difficult problems if I try hard enough.				
<b>2</b>	If someone opposes me, I can find the means and ways to get what I want.				
<b>3</b>	It is easy for me to stick to my aims and accomplish my goals.				
<b>4</b>	I am confident that I could deal efficiently with unexpected events.				
<b>5</b>	Thanks to my resourcefulness, I know how to handle unforeseen situations.				
<b>6</b>	I can solve most problems if I invest the necessary effort.				
<b>7</b>	I can remain calm when facing difficulties because I can rely on my coping abilities.				
<b>8</b>	When I am confronted with a problem, I can usually find several solutions.				
<b>9</b>	If I am in trouble, I can usually think of a solution.				
<b>10</b>	I can usually handle whatever comes my way.				

## APPENDIX D: QUESTIONNAIRE

### ANKET

Değerli Meslektaşım,

Aşağıda, sizin İngilizce eğitimi ve öğretimi alanındaki kişisel ve mesleki yeterlik düzeyinizi kendi bakış açınızla değerlendirmenize yönelik sorular bulunmaktadır. Görüşleriniz bizim için çok değerlidir. Lütfen hiçbir soruyu atlamayınız. Ankete katılan meslektaşlarımızdan kişisel bilgileri istenmemektedir. Bu çalışma bilimsel amaçlar için yürütülmekte olup anket yanıtları gizli tutulacak ve tamamıyla araştırma amaçlı kullanılacaktır. Katkılarınız için şimdiden teşekkür ederim.

1. Bir İngilizce öğretmeni olarak kendinizi nasıl tanımlarsınız.

---

---

2. Dil öğretiminin hangi alanlarında kendinizi yeterli hissediyorsunuz?

---

3. Dil öğretiminin hangi alanlarında kendinizi yetersiz hissediyorsunuz?

---

4. “Etkili Bir Dil Öğretmeni”nin 5 özelliğini belirtiniz.

---

5. “ Etkili Dil Sınıfı Ortamı”nın 5 özelliğini belirtiniz.

---

6. Sınıf aktiviteleri konusunda kendinizi ne kadar yeterli hissediyorsunuz?

---

---

7. Öğretme yöntem/yaklaşım konusunda kendinizi ne kadar yeterli hissediyorsunuz?

---

---

**8. Öğretim sürecinizi desteklemek amacıyla ne tür ekstra materyaller kullanıyorsunuz?**

---

---

**9. Meslektaşlarınızla ilişkinizi nasıl tanımlarsınız.**

---

---

**10. Öğrencilerinizin aileleri ile ilişkinizi nasıl tanımlarsınız.**

---

---

**11. Meslekte öz-yeterlik algınıza katkıda bulunan faktörler sizce nelerdir?**

---

---

**12. Meslekte öz-yeterlik algınızı azaltan faktörler nelerdir?**

---

---

**13. Bir İngilizce öğretmeni olarak “güçlü” ve “zayıf” yönleriniz nelerdir?**

---

---

**14. Kendinizi mesleki açıdan ne kadar geliştiriyorsunuz? Mesleki gelişim için neler yapıyorsunuz?**

## APPENDIX E: İl Milli Eğitim Müdürlüğü Araştırma İzni Yazısı

T.C.  
MERSİN VALİLİĞİ  
İl Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.33.00.05.010/

6788

02 MAR 2011

Konu : Araştırma İzni

### VALİLİK MAKAMINA

İlgi: Mersin Üniversitesi Rektörlüğü Genel Sekreterliğinin 22/02/2011 tarihli ve B.30.2.MEÜ.0.70.03.00-605.01-273/3068 sayılı yazısı.

Mersin Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı Yüksek Lisans öğrencisi Gökçe ESEN'in, "Mersin İli İlköğretim Okulları 1. ve 2. Kademe Görev Yapan İngilizce Öğretmenlerinin İngilizce Öğretmenliği Alanına İlişkin Öz-Yeterlik Algıları: Mersin İli Profil Çalışması" konulu ölçek uygulama çalışmalarını Mersin İli ve İlçelerinde bulunan tüm ilköğretim okullarında uygulaması Araştırma Değerlendirme Komisyonu tarafından incelenmiş olup, 28/02/2011 tarihli komisyon kararı ve anket çalışma programı ilişikte sunulmuştur.

Mersin Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı Yüksek Lisans öğrencisi Gökçe ESEN'in, söz konusu çalışmayı Mersin İli ve İlçelerinde bulunan tüm ilköğretim okullarında uygulaması uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.



O L U R  
21.03/2011

Hüseyin PARLAK  
Vali a.  
Vali Yardımcısı

  
Hasan GÜL  
İl Milli Eğitim Müdürü

### EKLER:

- EK-1 Üniv. Yazısı, Anket (9 Sy.)
- EK-2 Araş. Değer. Formu (1 Sy.)



Mersin İl Milli Eğitim Müdürlüğü Dumlupınar Mahallesi GMK. Bulvarı Yenişehir / MERSİN Bilgi İçin : /  
:Saniye PARLAK / Şef Canan YAŞA / VHKİ Araştırma Planlama İstatistik Hizmetleri Birimi  
Telefon: 0 (324) 329 14 81- 84 Dahili Tel: 120 Faks: 0 (324) 327 35 18 - 19  
E-Posta: mersinmem@meb.gov.tr - istatistik33@hotmail.com Elektronik Ağ: <http://mersin.meb.gov.tr>



Kağıttest  
MERSİN  
İl Milli Eğitim Müdürlüğü  
ISO 9001:2008

## APPENDIX F: English Version of Tabulated Qualitative Results

Table 25

*Frequencies of mostly used words in answers to Question 1*

<b>Samples of Answers with mostly used words</b>	<b>f</b>
...experienced, working systematically, <b>good</b> and disciplined. ...motivating, who is <b>good</b> , a person who can communicate... ...caring, patient, <b>good</b> ... ... I am a calm, serious, <b>good</b> teacher... ...who can transmit information, <b>good</b> . ... <b>good</b> but there is so much to experience and learn...	<b>9</b>
...who follows scientific and technological <b>innovations</b> ... ...disciplined, who loves benefiting from technological <b>innovations</b> ... ...who is open-minded, and interested in technological <b>innovations</b> ... ...innovative, follows <b>innovations</b> ... ...open to <b>innovations</b> , supporting learner-centred...	<b>7</b>
...who knows her <b>students</b> ' well, has strong relationship with the <b>students</b> ... ...who knows her <b>students</b> ' needs and the subjects that <b>students</b> like well... ...who appreciates his <b>students</b> ... ...who has strong relationships with the <b>students</b> ... ...who is interested in her <b>student</b> and course... ...who loves <b>students</b> , successful, willing, merciful, a bit idealistic... ...who always feels responsible for her <b>students</b> and improve herself...	<b>7</b>
...who searches, <b>loves</b> his job... ...who <b>loves</b> her job, tries to teach the language... ...who cooperates, <b>loves</b> her profession and students... ...who is debonair, <b>loves</b> her job, hard-working... ...devoted, <b>loves</b> her students, successful...	<b>6</b>
...who <b>makes effort</b> to make learners love language via some activities, consistent... ...who loves her job and <b>makes effort</b> to teach the language... ...who <b>makes effort</b> to improve myself... ...who <b>makes effort</b> to make learners love English...	<b>5</b>
...and who is <b>planned</b> ... ... <b>planned</b> and works... ...who is <b>planned</b> , learners' ...experienced, works systematically, <b>planned</b> , good and disciplined...	<b>4</b>
...a studious and <b>hard-working</b> teacher... ...open to learn, <b>hard-working</b> , patient... ...patient, open to learn, <b>hard-working</b> and pertinacious... ...debonair, loving her job, <b>hardworking</b> ...	<b>4</b>
...who supports <b>learner-centred</b> education... ...who teaches <b>learner-centred</b> ... ...a person who adopts <b>learner-centred</b> education...	<b>3</b>

Table 26

*Frequencies of mostly used words in answers to Question 2*

Samples of Mostly Used Words	f
Teaching Grammar	12
Reading	13
Writing	11
Speaking	7
In all fields	5
Listening	2
Activities	3
Material Development	2

Table 27

*Frequencies of mostly used words in answers to Question 3*

Samples of Mostly Used Words	f
Speaking	12
Listening	5
In no fields	4
Grammar	3
Writing	2
Technology	2
Reading	1

Table 28

*Frequencies of mostly used words in answers to Question 4*

Samples of Answers with mostly used words	f
...organizing according to <b>learner</b> level, making them practice (by doing and experiencing)... ... <b>learner</b> -centred, who has full knowledge of skills, good pronunciation, creative... ...who takes the <b>learner</b> differences into account, ... ... flexible, uses material according to <b>learner</b> interests and needs... ...careful about <b>learner</b> differences, who can use technology... ...devoted, <b>learner</b> cantered, guide... ...who defines specific aims for each <b>learner</b> ... ...who makes <b>learners</b> feel her self-confidence... ...who works systematically, believes in her <b>learners</b> ...	<b>14</b>
...devoted, <b>patient</b> , debonair, calm... ... <b>patient</b> , talkative, expert... ... <b>patient</b> , whose teaching is not boring... ... <b>patient</b> , being explanatory... ... <b>patient</b> , decisive...	<b>7</b>

Samples of Answers with mostly used words	f
...hard-working, <b>innovative</b> , cooperative... ...hard-working, <b>innovative</b> , compatible in cooperation... ... <b>innovative</b> , flexible... ...individualized instructions, <b>innovative</b> , enjoyable...	5
... <b>open</b> to innovations, can use technology... ... <b>open</b> to learning, effective language class... ...who believes in her learners, <b>open</b> to improvement... ...who can speak English well, <b>open</b> to improvement...	4
...ready for course ( <b>activity</b> , material)... ...should choose <b>activities</b> which can increase their motivation... ...organizing reading, writing, listening, pronunciation, speaking <b>activities</b> ... ...give place to many <b>activities</b> ...	4
...who improve herself, organizing courses with <b>different</b> materials.. ...who can teach a subject in several <b>different</b> ways... ...who has comprehensive knowledge of four skills, uses <b>different</b> teaching methods...	3
... <b>enjoyable</b> ... ...has good accent, making it <b>enjoyable</b> , with games... ...seeing, hearing, writing, and learning in an <b>enjoyable</b> way...	3
...supporting with <b>visual</b> elements... ... <b>visual</b> , auditory... ...instruction skill, <b>visual</b> ...	3
...who is disciplined but <b>flexible</b> ... ...innovative, <b>flexible</b> but consistent... ... <b>flexible</b> , according to learner interests...	3

Table 29

*Frequencies of mostly used words in answers to Question 5*

Samples of Mostly Used Words	f
Visual	11
Technological	7
Auditory	7
Well-equipped	6
Nice physical environment ( e.g.; temperature, light)	9
Rich in materials	5
U shaped seating arrangement	4
Not crowded	4
Interactive	3

Table 30

*Frequencies of mostly used words in answers to Question 8*

<b>Samples of Mostly Used Words</b>	<b>f</b>
Computer-based (slides, internet, cd/dvd)	18
Supportive books	17
Visual (flashcards, pictures, posters)	17
Auditory	7
Games	7
Worksheets and handouts	7
Videos	5
Songs	4
Authentic materials	4
Cassette player and cd player	3

Table 31

*Frequencies of mostly used words in answers to Question 9*

<b>Samples of Mostly Used Words</b>	<b>f</b>
... sharing, very good... ...our communication is good.. ...very good... ...quite good... ...sincere, good... ... formal and good... ...my relationships with my colleagues is good... ...very good...	<b>8</b>
...who loves sharing and communicating... ...always in communication... ...positive communication.. ...positive communication with them about learners developmental process...	<b>4</b>
...formal and sharing... ...sharing, appreciates others... ...who loves sharing and communicating... ...who always share and exchange information... ...we share a productive working atmosphere...	<b>5</b>

Table 32

*Frequencies of mostly used statements in answers to Question 11*

<b>Some sample statements about the factors improving English language teachers' Professional Sense of SE</b>
<p>"loving my job"</p> <p>"Of course, learner achievement, other peoples' respect to my profession, a nice and productive course"</p> <p>"Learners' love, reactions and success; moreover unity like a family at school, good cooperation and solving a problem"</p> <p>"Supportive school administrators, motivated learners, open-minded colleagues, having a successful term"</p> <p>"A nice working atmosphere, school administrators' being respectful and fair, learners' experiencing a productive course and achievement"</p> <p>"Being awarded in my job, being approved, observing learners' success, being able to produce something"</p> <p>"Learning new subjects, reactions of friends, parents, school administrators and learners"</p> <p>"Role models, determining learners' and my deficiencies based on exam results"</p> <p>"My decisive character, positive feedbacks, having a critical communication with my colleagues"</p> <p>"experience and patient"</p> <p>"feeling the necessity of being efficacious in my field"</p>

Table 33

*Frequencies of mostly used statements in answers to Question 12*

<b>Some sample statements about the factors undermining English language teachers' professional Sense of SE</b>
<p>"learners' exam results and feedbacks that are below my expectations and learners' not being able to learn English to the extent that is planned although they begin to English in the 4<sup>th</sup> class"</p> <p>"learners' not being interested in language learning"</p> <p>"undesired learner profile; problematic, unconscious, spoiled learners"</p> <p>"the low level of learners' readiness level"</p> <p>"being limited with the curriculum"</p> <p>"course materials(especially the obligatory books determined by MONE)"</p> <p>"The insufficiencies at school, environmental conditions and prejudgments prevent my idealistic dreams and aims"</p> <p>"Administrative problems, negative relationships with colleagues, not being supported by family"</p> <p>"Not being supported by school stuff when I attempt to do something good, not being appreciated, learners who do not love English"</p> <p>"Predominantly external factors (learner, family, school administrator)"</p> <p>"being tired, personal problems"</p> <p>"All negative things that I face with during daily life at school"</p>

Table 34

*Some samples of mostly used statements in answers to Question 13*

<b>Some sample statements about the strengths of the English language teachers</b>	
<p>“My strong quality as an English language teacher is make children love English via having good communication with them”                      “Having good communication with learners”                      “My communication with colleagues, learners and parents is good”                      “My communication with the learners is very good”                      “I love my job”                      “I think being patient, loving my job”                      “Material use and interesting activities”                      “I think I am good at using visual materials and applying activities”                      “My enriched activity use”                      “I am person who can use materials well”</p>	
<b>Some sample statements about the weak sides of the English language teachers</b>	
<p>“I am a teacher who cannot organize new activities because of limited time problem”                      “Weak- time management”                      “I cannot manage course time”                      “I am not very creative and innovative”                      “I cannot use technology in an effective way”                      “not being able use technologic devices very well”                      “I have problems with using computer, internet”</p>	

Table 35

*Frequencies of mostly used words in answers to Question 14*

<b>Samples of Answers with mostly used words</b>		
	<b>f</b>	
<b>Seminars and In-service trainings</b>	18	<p><b>in-service</b> trainings  <b>Seminars</b>, professional seminars...                      I attend <b>seminars</b> at odd times.                      I attend <b>seminars</b> and educational technology related <b>seminars</b>...                      I attend <b>conferences</b> and <b>seminars</b>.                      ...<b>in-service</b> trainings</p>
<b>Internet</b>	13	<p>...<b>online</b> education...                      ...<b>online</b> professional trainings...                      ...<b>online</b> sources...                      ...<b>online</b> forums...                      ...<b>online</b> training...                      ....searching on the <b>internet</b>...                      ...attending <b>webinars</b> and <b>conferences</b>...                      ... I follow the <b>web-sites</b> related to my profession...</p>

<b>Samples of Answers with mostly used words</b>		
	<b>f</b>	
<b>Books, periodicals</b>	10	I read <b>books</b> related to my profession. I search for source ( <b>book</b> , test, stories) I follow <b>periodicals</b> . I search through <b>books</b> . I follow foreign <b>publications</b> (newspaper, articles) ....by reading <b>articles</b>

