BAŞKENT UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES

MASTER IN ENGLISH LANGUAGE TEACHING WITH THESIS

EXAMINING THE RELATIONSHIP BETWEEN PRE-SERVICE
ENGLISH LANGUAGE TEACHERS' PERCEIVED LEVEL OF
SELF-ASSESSMENT AND SELF-EFFICACY IN PROFESSIONAL
KNOWLEDGE-BASE

THESIS OF MASTER

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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BAŞKENT ÜNİVERSİTESİ
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1. Kaynakça hariç

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"Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esaslarını" inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Öğrenci İmzası:....................

ONAY

Tarih: 03 / 02 / 2020

Doç. Dr. Farhad GHORBANDORDİNEJAD

İmza :

To My Precious Son, Arden

ACKNOWLEDGMENTS

ÖZET

Tuba ADIYAMAN DOĞAN

İngilizce Öğretmen Adaylarının Mesleki Bilgi Tabanında Algılanan

Öz-değerlendirme ve Öz-yeterlilik Düzeyleri Arasındaki İlişkinin İncelenmesi

Başkent Üniversitesi

Eğitim Bilimleri Enstitüsü

İngiliz Dili Öğretimi Tezli Yüksek Lisans

2020

Etkili bir dil öğretmeni olmak, mesleki bilgi tabanlarında hem teorik bilgiye hem de pratik bilgiye ihtiyaç duyar. Bu iki değişkenin birleşimi öğretmen etkinliğini artırdığından, öğretmen etkinliğini bir adım daha ileri taşımak için bu iki faktör arasındaki ilişkinin araştırılması gerekmektedir. Bu çalışmada, katılımcıların teorik bilgileri öz-değerlendirme algı düzeyleri ile, pratik bilgiler ise öz-yeterlik algı düzeyleri ile ilişkilendirilmiştir. Bu çalışmanın amacı hizmet öncesi İngilizce öğretmen adaylarının mesleki bilgi tabanında algılanan öz-değerlendirme ve öz yeterlilik düzeyleri arasındaki ilişkiyi incelemektir. Araştırma nicel veri toplama metodu üzerine inşa edilmiş ve çalışmanın örnek grubu rastgele olmayan örnekleme stratejisinin uygunluk örneklem metodu ile seçilmiştir. 137 kişilik (106 kadın, 31 erkek) örneklemden oluşan hizmet öncesi ingilizce öğretmenine öz-değerlendirme ve öz-yeterlilik anketleri uygulanmıştır. Anketlerin sonuçları SPSS versiyon 25 yazılımı kullanılarak analiz edilmiştir. Öz-değerlendirme ve öz-yeterlilik değişkenlerinin arasındaki ilişkinin kuvvetini ve yönünü tespit etmek için Pearson Product-Moment Korelasyon Katsayısı (katsayı = 0,649, önemlilik değeri = 0,0) hesaplanmıştır. İstatistikler, hizmet öncesi İngilizce öğretmenlerinin öz-değerlendirme ve öz-yeterlilik algıları arasında önemli bir ilişki olduğunu göstermektedir. Son olarak, katılımcıların öz-değerlendirme ve öz-yeterlilik inançları arasındaki işlevselliği belirlemek için basit regresyon testi uygulanmıştır. Analiz sonucuna göre 0.0 önemlilik derecesinde R kare değeri 0.421 olarak hesaplanmıştır ki bu durum bu iki değişken arasında bir fonsiyonellik olduğu anlamına gelmektedir.

Anahtar kelimeler: İngiliz dili öğretmen adayları, Öz-değerlendirme, Öz-yeterlilik, Öğretmen etkililiği.

ABSTRACT

Tuba ADIYAMAN DOĞAN

Examining The Relationship Between Pre-Service English Language Teachers'
Perceived Level of Self-Assessment And Self-Efficacy in Professional Knowledge-Base

Başkent University

Institue of Educational Sciences

English Language and Teaching Requiring A Thesis

2020

Being an effective language teacher needs both theoretical knowledge and practical knowledge in their professional knowledge-base. Since the combination of these two variables promote teacher effectiveness, the relation between these two factors needs to be investigate for moving the teacher effectiveness one more step further. In this study, theoretical knowledge of participants associated with their self-assessment perception level, and practical knowledge associated with perception level of self-efficacy. The present study aims to examine the relationship between pre-service English language teachers' self-assessment and their self-efficacy. Following a quantitative research design, the research used quantitative data collection methods and the sample group of the study was chosen by convenience sampling method of the non-random sampling strategy. Self-assessment and self-efficacy questionnaires were administered to a sample of 137 pre-service English language teachers (106 females and 31 males). The data were analyzed by utilizing SPSS version 25 software program. To find out the strength and direction of the relationship between the self-assessment and self-efficacy variables, the Pearson product-moment correlation coefficient (coeff. = 0.649, sig. value =0) was calculated. The results indicated that there was a significant relationship between pre-service English language teachers' self-assessment and their self-efficacy perception. Lastly, simple regression test was performed for determining the functionality between self-assessment and self-efficacy perceptions of participants. The R square value was calculated as 0.421 with 0.0 level of significance, which reveals a functionality between these two variables.

Key words: Pre-Service English language teacher, Self-Assessment, Self-Efficacy, Teacher effectiveness.

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ABBREVIATIONS

BEM	Business Excellence Model
CK	Content Knowledge
CPD	Continuing Professional Development
CPSA	Classroom Practices Self-Assessment
EFL	English as a Foreign Language
ELT	English Language Teaching
GTE	General Teaching Efficacy
ICT	Information and Communications Technology
LISAM	Low Inference Self-Assessment Measure
OSTES	Ohio State Teacher Efficacy Scale
PCK	Pedagogical Content Knowledge
PTE	Personal Teaching Efficacy
PPMCC	Pearson Product-Moment Correlation Coefficient
RAND	Research and Development
SAT	Self-Assessment Tool
SCT	Social Cognitive Theory
SFL	Spanish As Foreign Language
SLT	Social Learning Theory
SD	Standard Deviation
SPSS	Statistical Package for the Social Sciences
TESOL	Teachers of English to Speakers of Other Languages
ZRESID	Regression Standardized Residual
ZPRED	Regression Standardized Predicted Value

1.INTRODUCTION

1.1.Overview

The first chapter of this study presents detailed background information about the research and statement of the problem, as well as the theoretical framework and purpose of the study including research questions and hypotheses. Finally, it presents the significance of the study, limitations, and definitions of key terms.

1.2.Background of The Study

The terms teacher effectiveness or effective teachers and their importance in educational settings have recently caught attention (Demiroz & Yesilyurt, 2015). The effectiveness of teachers has been defined as a combination of teachers' personal qualities and professional qualities; in other words, knowledge of the field and pedagogical skills (Arıkan, Taşer & Süzer, 2008).

What makes a teacher effective and what characteristics an effective teacher might possess are another concern for research. In recent years, a great number of studies have examined the characteristics of an effective teacher (e.g., Demiroz & Yesilyurt, 2015; Külekçi, 2018; Yağcıoğlu, 2016; Zamani & Ahangari, 2016). First of all, an effective teacher should enhance the progress of students, which can be enabled by a combination of field knowledge and pedagogical knowledge (Baumert et al., 2010; Kleickmann et al., 2012). Secondly, the concept of effective teaching should include not only teaching of a subject matter effectively, but it also incorporates considering the classroom environment and psychological conditions of the students (Shulman, 1987). Celik, Arikan, and Caner (2013) state that an effective teacher should decrease the anxiety of students and ensure a facilitated learning process of a subject matter. Looking at the issue from a different perspective, Stronge (2010) likens an effective teacher to a symphony conductor who reveals the best sound from each instrumentalist since each student has different characteristics in the classroom.

Many other studies investigated teacher effectiveness in terms of both theoretical knowledge, including features such as field knowledge and teaching methods, and practical knowledge such as being able to teach self-confidently and manage difficult classroom conditions. The reason for this is that the importance of the combination of theoretical and

practical knowledge for teacher effectiveness cannot be denied. An association of theoretical and practical knowledge generates a powerful combination to improve teachers' effectiveness (Zimmerman-Nilsson, 2017). Especially with a view to overcoming difficult circumstances in the teaching experience, effective teachers need practical knowledge along with theoretical knowledge competencies (Romano, 2006).

All in all, being an effective language teacher requires both theoretical and practical knowledge; that is to say, if a teacher can transfer his/ her field knowledge by using effective teaching methods and enable students to learn the subject perfectly, s/he can be qualified as an effective teacher. Then, it is not surprising to find a relationship between these two kinds of knowledge. Upon reviewing the related literature, the starting point of the present research is to uncover the sort of relationship that exists between these two independent concepts (i.e., theoretical and practical knowledge) in English as a foreign language (EFL) contexts, as well as to find out whether or not it is possible for an English teacher with a good field knowledge to effectively transfer his/ her knowledge.

The research on teacher effectiveness is not limited to the ones mentioned before; other studies looked at the issue from a difference angle. Accordingly, Shulman (1987) states that the results of the studies related to effective teaching are accepted as the part of a professional knowledge base. Professional knowledge base has sources, such as content knowledge (CK) and pedagogical content knowledge (PCK) (Shulman, 1987). CK refers to teachers' profound comprehension of the subject matter taught at school, whereas PCK represents enabling students to access to a subject matter (Kleickmann, Richter, Kunter, & Krauss, 2012; Shulman, 1987). According to Shulman (1987), students' understanding of a subject matter can be provided primarily by CK, and he specifies the PCK as the capacity of a teacher to transfer the CK. Both CK and PCK are key components of teacher effectiveness (Kleickmann et al., 2012). Kola, Sunday and Ayinde (2015) argue that CK and PCK are significant factors of an effective teacher.

In the light of the information presented so far, two variables mentioned in this study as the indicators of an effective teacher, which are theoretical knowledge and practical knowledge, can be associated with CK and PCK respectively. Theoretical knowledge in English language teaching (ELT) mostly involves field knowledge which can also be qualified as CK. Kola et al. (2015) specifies CK as what a teacher knows regarding what he/ she will teach students. Due to the similarities in their concepts, theoretical knowledge can be associated with CK, which is one of the main sources of professional knowledge base.

Unlike theoretical knowledge, practical one is known and produced by teachers (Meijer, Verloop, & Beijaard, 1999). Practical knowledge is transforming the theoretical knowledge effectively by managing the class at all difficult conditions; in other words, it is the art of implementation of what the teacher knows theoretically. The acquisition of practical knowledge is not an easy undertaking, in that it needs experience, practice, and management skills. Since PCK is known as transforming the quality of CK, practical knowledge may be associated with PCK by all means.

Ghasemi and Hashemi (2011) interpret Shulman's (1986) opinions which are presented above as theories of foreign language learning and teaching methods that should be taught in depth at foreign language education programs. After all, theoretical and practical knowledge may be considered as the main parts of professional knowledge, which can be acquired in teacher education programs to a great extent. Thus, the importance of these programs is undisputable, especially because they constitute a factor among other ones which boost teacher effectiveness. In this regard, teacher education programs may be regarded as the most important settings, inasmuch as teacher candidates improve themselves in terms of not only English language proficiency, but also personal characteristics and pedagogical skills. Lortie (1975) emphasizes the importance of teacher education programs by stating that pre-service teachers' professional knowledge and perceptions are formed by education experiences significantly. Wyatt and Borg (2011, p. 233) also state that "teachers' practical knowledge can be enhanced in teacher education contexts which provide opportunities for teachers to examine and understand the factors shaping their current practices".

In spite of the recognized importance of the quality of teacher education programs mentioned above, pre-service teachers suffer from a lack of practicing at teacher education faculties (Şallı-Çopur, 2008). Even though the curricula of EFL teacher education programs are well designed by taking into consideration the theoretical part, providing students with practical knowledge may be inadequate (Yağcıoğlu, 2016). According to Goker (2006), EFL teacher education programs offer candidates theoretical knowledge with a rich content in terms of language and linguistics; however, besides the knowledge, these programs should educate teachers about various methods and strategies for advancing in their profession. It is emphasized that theoretical knowledge is compulsory but practical knowledge is more crucial for effective teaching. Therefore, significant changes are needed in traditional teacher

education programs which help teacher candidates become knowing to better classroom practices (Roblin & Margalef, 2013).

Another factor, other than the quality of teacher education programs, which contributes to the improvement of theoretical and practical knowledge, thus leading to the improvement of teacher effectiveness is the evaluation process of them. Evaluating the level of theoretical and practical knowledge as well as teachers' being ready to change themselves in accordance with the evaluation results are fundamental for teachers' career development, as well. This evaluation process can be actualized with two different methods, which are teachers' self-assessment and investigation of their self-efficacy perceptions. According to Wyatt (2008), self-assessment is associated with theoretical knowledge of prospective EFL teachers, while self-efficacy is linked to their practical knowledge.

The first method, which is self-assessment, is concerned with the evaluation of one's behaviors and feelings (Airasian & Gullickson, 1994a), as the name implies. Self-assessment promotes to teachers' professional development significantly (Ross & Bruce, 2007), especially for language teachers (Borg & Edmett, 2018b). It is one of the effective evaluation methods for teachers, which promotes self-development (Ross & Bruce, 2007a). Along with the self-development benefit, a professional development process starts when self-assessment shows the systematicity of teachers' abilities, thereby they can become more aware of their positive and negative preferences and take more responsibility for their professional improvement (Borg & Edmett, 2018a). Furthermore, self-assessment is an evaluation tool that allows participants to identify the areas of knowledge which they succeed in and need to develop (Hodgson & Pyle, 2010). It allows teachers to take more responsibility for the process of identifying their developmental needs (Borg & Edmett, 2018b). With a similar perspective, Nilsson (2013) asserts that self-assessment provides pre-service teachers with important information about their own identified learning needs and strengths to subsequently modify their teaching approaches. With the help of self-assessment tools, teachers have a chance to discover their strengths and weaknesses (Borg & Edmett, 2018a); they can effortlessly notice the difference between their actual and desired performance. According to Ramona-Lupascu, Pânisoara and Pânisoara (2014), thanks to self-assessment procedures, every teacher can determine what is wrong or right in their own actions, communication or presence in the classroom. In this respect, it comes as an effective tool that contributes to instructor growth (Ross & Bruce, 2007a). Samuels and Bets (2007) claim that self-assessment strategy may be one way to foster instructors to notice the

reflective practice. In accordance with this reflective process, self-assessment gives teachers an opportunity to update their knowledge and their teaching strategies (Boud, 1989). It has been observed to foster teachers' learning, since it can be effectively created and executed (Diggelen, Brok & Beijaard, 2013). As a result of the presence of an effective teaching environment, learner success is also inevitable. Instructors may benefit self-assessment strategy and their qualifications boost in terms of leading learners' reflection aptitudes.

When we look at the matter from what teachers believe about the process, many teachers commented on the benefits of completing self-assessment procedures (Borg & Edmett, 2018b). They are of the opinion that they understand better what students anticipate and self-assessment enables them to think about how effective they are during the lesson (Borg & Edmett, 2018a). However, although the importance and necessity of self-assessment are recognized in higher education settings; unfortunately, it is not implemented effectively in teacher education programs (Knight, 2002).

The other evaluation method that has an influence on teacher effectiveness is the self-efficacy perceptions of teachers. Bray-Clark and Bates (2003) specify self-efficacy as a crucial term regarding the effectiveness of a teacher. Bandura (1982) claims that the self-efficacy is related to evaluations of how good someone manages the actions required to deal with the unexpected conditions. It also establishes the amount of effort that individuals will spend and how long they resist in cases of difficult circumstances (Bandura, 1977). Pendergast, Garvis, and Keogh (2011) assert that effective instructors are more persistent, and they exert more effort to support all students to achieve their maximum level possible. Self-efficacy is a crucial psychological feature belief since individuals spend effort in accordance with their self-efficacy while dealing with a task (Pintrich & Schunk, 2002; Schunk & Pajares, 2009).

The benefits of investigating self-efficacy beliefs of teachers are multifaceted. To start with, it contributes to the teacher in terms of determining their thoughts about their profession, their management, and their impression on learners' success (Akbari & Moradkhani, 2010). According to their self-efficacy perceptions, teachers can specify their targets and decide the amount of effort they spend to achieve targets (Ghasemboland & Hashim, 2013). Wheatley (2002) points out that teachers' suspicion of self-efficacy perceptions is beneficial to their improvement in terms of their development and accepting the change. Another advantage of determining self-efficacy perceptions of teachers is that it can increase their competence to respond effectively to stressful and challenging issues

(Bray-Clark & Bates, 2003). Mehmood (2019) emphasizes the benefit of self-efficacy perceptions in a stressful working environment, while also claiming that great self-efficacy for teachers brings high-levels of insistence and persistence during the distressed periods which might decrease the teacher effectiveness. This is a highly desired teacher characteristic, thus it necessitates the learning self-efficacy beliefs of teachers again, since another feature of teachers' efficacy perception is its being an evaluation technique for their competencies of generating required learner achievement, even with disruptive ones (Tschannen-Moran & Hoy, 2001). Management of difficult and unmotivated students needs teachers' noteworthy practical knowledge, along with the familiarity with their own self-efficacy perceptions. In addition to the benefits mentioned before, teachers with high level self-efficacy perceptions are considered to exhibit effective teacher attitudes such as planning, organization, and enthusiasm (Allinder, 1994; Yüksel, 2014).

After reviewing self-assessment and self-efficacy perceptions of EFL teachers, it is clearly realized that both can be considered to contribute to teacher effectiveness. A good deal of research demonstrates that both self-efficacy and self-assessment have a great influence on teacher effectiveness. One of these studies is by Panadero and Alonso-Tapia (2013), who claim that self-assessment is one of the factors that enhance the effectiveness of teaching. Furthermore, Ross and Bruce (2005) specify providing a self-assessment instrument as a formative method for developing teacher effectiveness. Other studies found out that teachers' self-efficacy perceptions can be accepted as one of the factors that increase teacher effectiveness. To illustrate, Yüksel (2014) states that research indicates a close correlation between teacher efficacy and effective teacher behaviors. As a matter of fact, Klassen and Tze (2014) revealed that the psychological preferences of self-efficacy and the effectiveness of teaching have a powerful connection. According to Pendergast, Garvis, and Keogh (2011), high self-efficacy perception is a remarkable motivational item that promotes the teacher effectiveness. Furthermore, Bray-Clark and Bates (2003) claim that self-efficacy may enhance teacher effectiveness in various ways, such as promoting willingness of teachers. As another benefit, teachers with strong self-efficacy willing to discover more alternative approaches for teaching. All in all, previous studies showed that both self-efficacy perceptions and self-assessment procedures enhance the teacher effectiveness in their own ways; however, the relationship between these two variables is open to discussion.

The number of study that examines self-assessment and self-efficacy correlations is quite low and they also have dissimilar results. Some of the studies could not find any

relation between these two variables. For instance, Cassidy (2007) reveals that there is no convincing association between self-assessment abilities and perception of self-efficacy. Likewise, Kahraman (2014) also argues that self-assessment and self-efficacy perception are not related to each other considerably. On the other hand, there are also studies that reveal self-efficacy can be fostered by self-assessment (Heidi, Wang, Ying, & Akawi, 2009). According to Coronado-Aliegro (2006), self-assessment provides the participants the chance to notice their strengths and weaknesses, which is expected to improve their self-efficacy perceptions. Hence, self-efficacy perceptions are affected by self-assessment; consequently, teachers' decisions about teaching are also influenced (Avalos, 2011). In parallel with other studies that revealed a positive correlation, Ross and Bruce (2007b) claim that feelings of teachers about their competencies that cause learner achievement are promoted by self-assessment, which can be defined as professional self-efficacy. Besides, it has been put forth that periodic self-assessment promotes observing improvement, stimulates revising methods and promotes perception of self-efficacy (Paris & Paris, 2001). Accordingly, Tschannen-Moran, Anita Hoy and Wayne Hoy (1998) designed a theory related to self-efficacy perceptions of teachers and claimed that self-assessment of personal teaching competence is a significant parameter of teacher self-efficacy.

This study deals with teacher effectiveness from a different point of view; both self-assessment and self-efficacy concepts are revealed as factors that enhance the teacher effectiveness, as also shown by numerous research (Bray-Clark & Bates, 2003; Klassen & Tze, 2014; Panadero, 2013; Ross & Bruce, 2005). Since they affect the teacher effectiveness, the significance of investigation of self-assessment and self-efficacy concepts is undisputable. The number of studies that investigate self-assessment and self-efficacy relation is very low (Cassidy, 2007), which increases the importance of this research. Self-assessment and self-efficacy perceptions of a teacher are under discussion worldwide; however, most of the studies deal with these two issues separately. Contrary to those, the present research discusses them together and focuses on the relationship between perceptions of pre-service EFL teachers' self-assessment and self-efficacy.

1.3. Statement of The Problem

It has already been recognized that teachers' self-assessment and self-efficacy perceptions contribute to their effectiveness in teaching, as this contribution has been revealed by numerous studies (Anderson & Freiberg, 1995; Barnes, 1998; Diggelen et al., 2013; Iwanicki & Mceachern, 1984). To start with, self-assessment is critical in that it enables teachers to direct their change and promotes teacher effectiveness (Powell, 2000). Borg and Edmett (2018b) underline the importance of the self-assessment process on teachers' professional development. Particularly, a well-designed self-assessment tool for teachers can enhance their effectiveness (Ross & Bruce, 2005).

Self-assessment is directly associated with the quality of theoretical knowledge (Borg, 2018), which is gained initially in a teacher education program; later on, increased by teachers' self-improvement. It is considered that a well-qualified teacher with theoretical knowledge has a high rate of self-assessment. Lortie (1975) argues that early experience of teacher candidates is inadequate in terms of improving their teaching responsibilities, which can be enhanced by gaining theoretical knowledge over time. Nonetheless, teaching quality does not only include theoretical knowledge, but it is also influenced by practical knowledge, which is just as important as theoretical knowledge. Clandinin and Connelly (1987) define practical knowledge as the story of a teacher's life experiences which are reconstituted and concretized. In this study, practical knowledge refers to being able to manage the classroom in a challenging teaching environment, or being able to engage unmotivated students, and these characteristics that teacher may have indicate their self-efficacy perceptions. Practical knowledge skills are the crucial necessities of teacher effectiveness and these skills can be evaluated by self-efficacy. However, unlike theoretical knowledge, practical knowledge is not taught intensively in faculties of education due to a lack of practical application (Şallı-Çopur, 2008). Zakeri and Alavi (2011) point out that the skills of effective teaching are related to teachers' knowledge, by which both theoretical and practical knowledge are referred to, which indicates the equal importance of these two kinds of knowledge.

Although the importance of self-assessment and self-efficacy has been emphasized for teacher effectiveness, the relationship between these two factors still requires an investigation. Some researchers suggest that they are closely related, such as Barnes (1998) who claims that prospective teachers' self-efficacy and the effectiveness of instruction are correlated with each other. A similar investigation is needed also for theoretical and practical knowledge of teachers.

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While the literature was being investigated, it was realized that the number of research on the correlation between self-assessment and self-efficacy perceptions of EFL teachers was quite a few. Due to the lack of this sort of studies, the present study is aimed to contribute to fill a gap in the field. Besides, finding out the relationship between the two concepts enables teachers to review their competencies and notice their deficiencies, which is another contribution planned to be made by this research. By the outcomes of the study, it is aimed to reveal whether a pre-service EFL teacher who is well qualified in terms of theoretical knowledge also has practical knowledge.

1.4. Theoretical Framework

Bandura (1989) developed the social cognitive theory (SCT) that emerges as a framework for clarifying how people change and are changed by their environment. The theory particularly investigates the processes of observational learning and modelling, and the effect of self-efficacy on attitude formation. Green and Piel (2009) claim that it generates a theoretical context for realizing, guessing and modifying human behavior. SCT is not behaviorist but cognitivist. According to the theory, individuals learn both attitudes and cognitive strategies by monitoring the others' attitudes, and these achievements might be obtained without being constrained (Bandura, 1989; Green & Piel, 2009 as cited in Nabavi, 2012). Influenced by SCT a teacher change model was designed by Ross and Bruce (2007a) which can be seen in Figure 1. The theory also suggests that self-assessment carried out by teachers is linked to professional growth. Self-assessment has been located at the center of the model which is affected by peer and change agent inputs and the integration of it is represented by three processes; namely, monitoring their influence on student success, evaluating their instructional targets, and reflecting on their satisfaction (Ross & Bruce, 2007a)
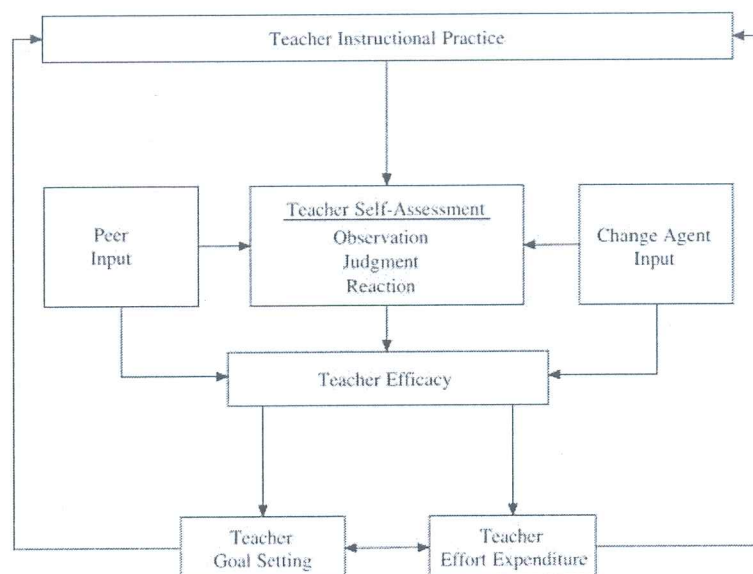
Figure 1.1. The initial model of teacher self-assessment as a mechanism for teacher change. (Ross & Bruce, 2007a, p.147)

According to Ross and Bruce (2007a), "the initial model of teacher self-assessment proposes that teacher change occurs through reflection on experience and that self-efficacy beliefs mediate the influence of self-assessment on teacher practice". Mills (2011) also supports this idea and underlines the self-assessment and self-efficacy correlation. According to the teacher change model, Ross and Bruce (2007a) divided the influences on teacher self-assessment into two as the effects of peers and external change agents. The former refers to the feedback informed by colleagues and it has three aspects. To start with, it influences the self-assessment strategy by directing the interest of teachers to significant extents of practice. Secondly, peer feedback also influences the judgments of teachers about the reaching level of their aims. Thirdly, influence by peers may be exerted on teachers' pleasure with the consequences of their teaching. Apart from peer influence, external change agents also have influences on teacher self-assessment. To illustrate, university researchers might affect and contribute to self-assessment by means of a similar mechanism as peers.

Another claim made by Ross and Bruce (2007a) is that self-assessment of teachers enhances their beliefs about their competence, which provides student achievement. These beliefs can be named as self-efficacy beliefs. Also, the researchers argue that teacher efficacy is a prospect about further performance which is inspired by previous experience.

Borg and Edmett's (2018a) teacher change model was chosen as the theoretical base model of the current study, since the model mentions the combination of teachers' self-

efficacy and self-assessment, which are two factors that significantly influence teachers' professional growth and teacher effectiveness. The present study claims that theoretical and practical knowledge affect teacher effectiveness positively. Hence, teacher change model of Borg and Edmett (2018a) was utilized as the base theory to support this idea. In addition, Bandura's (1989) SCT is another base model of the present study. SCT claims that self-efficacy perceptions of people on any subject can affect their behaviors and attitudes. Teachers' behaviors that make them an effective teacher can also be affected by their own self-efficacy perceptions. To this end, the present study considers Bandura's (1989) SCT as a theoretical base model.

1.4.1. Self-Assessment

The core concept of Ross and Bruce's (2007a) initial model of teacher change is self-assessment. According to the model, self-assessment of teachers by observing students' outcomes and making judgments about their performance contributes to their efficacy and eventually enhances their instructional practices. Airasian and Gullickson (1994a) examined teacher self-assessment thoroughly and described features and functions of this evaluation process. According to Airasian and Gullickson (1994b), teacher self-assessment is comprised of four phases, which are identification of a problem, gathering of information, interpretation, and decision making. They also indicated significant features of teacher self-assessment which can be seen in Table 1.1.

Table 1.1. Seven features of teacher self-assessment

No	Features
1	Self-assessment process involved teachers consciously, s/he starts the students' thinking, transfers the reflection and reaches an action plan.
2	Environmental inconsistency and individual curiosity about faiths are two major parameters that foster self-assessment
3	The use of individual self-assessments will be based on standards or expectations of performance determined by the teacher
4	During the comparisons of experienced or inexperienced teachers by self-assessment differences should be considered
5	Teachers should be eager to exert reflection and to generate developed practice, and also eager to take responsibility for causing change the practice or result
6	The teacher starts reflection by remembering related knowledge and incorporating it with individual practical knowledge of teachers about students and the class
7	Deciding about self-practice, or self- beliefs knowingly is the outcome of self-assessment

Another point to be mentioned about self-assessment is that it is provoked by incompatibility in social life and individual curiosity in practice. While self-assessment due to dissonance can be related to classroom problems, self-assessment in personal curiosity can be about obtaining students' understanding (Airasian & Gullickson, 1994a). Self-assessment fosters instructors to teacher evaluation, provides teachers with a better feeling of ownership in the assessment method and lastly, decisions about their vocational development (Borg & Edmett, 2018a). Panadero and Alonso-Tapia (2013) specify that teachers use self-assessment as an educational opportunity. By identifying teachers' self-assessment operations, it is recognized the addition of teachers' mental interest and relate to their knowledge, convictions, and proceedings (Airasian & Gullickson, 1994b).

1.4.2. Self-Efficacy

Bandura 's (1989) SCT is based on self-efficacy, which composes the main concept of SCT. The main factors of the theory are people who both affect their environment and are affected by their social life. Individuals' perceptions of their self-efficacy affect whether or not they will reproduce an observed behavior.

Tschannen-Moran et al. (1998) adapted Bandura's self-efficacy theory to educational settings and formed the teacher efficacy concept, which is a cognitive factor that has revealed great concern in the literature of education and further utilizations of the theory provide guidance to an array of research (Tunç-Yüksel, 2010). To illustrate, regarding the importance of self-efficacy, Bergil and Sarıçoban (2017) claim that the power of changing certain variables in the classroom environment has placed the conception of self-efficacy in the center of the ELT field, especially in the areas relevant to personal beliefs and interaction.

Self-efficacy is the major issue of SCT, and this theory has proposed that self-efficacy has four main sources: mastery experiences, vicarious experiences, verbal persuasion, and physiological and emotional states.

Mastery experiences:

Mastery experience refers to people's own experiences and is the most effective one among all four teaching efficacy sources (Bandura, 1977). Having an achievement, for instance in mastering an assignment or managing an occasion, will construct self-belief in the process, whereas defect will undermine the perception of efficacy. Having an insistent

perception of self-efficacy requires practice in dealing with problems through exertion and endurance (Bandura, 1977).

Vicarious experience:

Vicarious experiences are gained by observing others and can spring from a wide range of sources, including parents, instructors, and coaches. This is often referred to as modelling, and it can bring about expectations in observers as to developing their performance by learning from what they have observed (Bandura, 1997). In spite of the fact that vicarious experiences have a lower effect in creating perceptions of self-efficacy, vicarious experiences become more sensitive than mastery experiences when individuals have suspicions about their capacities (Pajares, 2002).

Verbal Persuasion:

According to verbal persuasion, influential people in one's life can strengthen their beliefs that they would do their best (Bandura, 1997). Self-efficacy perceptions can be created or developed by social influences they obtain from other people (Pajares, 2002). Onbaşı (2014) states that other people's implicit or explicit expressions towards a person's capabilities encourage that person's belief in performing a task, which may cause a rise in perceptions of self- efficacy and result in better achievement.

Psychological and Emotional States:

Psychological and emotional states are the self-reactions that people give to the specific tasks they perform (Bandura, 1997), for instance, state of mind, anxiety, and stress. This kind of state also provides information about the efficacy beliefs of people (Pajares, 2002). Therefore, enhancing the psychological conditions, decreasing stress levels and negative emotional proclivities are ways to promote self-efficacy (Bandura, 1997).

All in all, self-efficacy perceptions contribute to teachers' development and the effectiveness of them (Klassen & Tze, 2014). Multon, Brown, & Lent, (1991) argue that self-efficacy perceptions are directly proportional to academic success and continuity of it. Research by Ashton and Webb (1986) shows that learners whose teachers have high self-efficacy are more successful than those having other teachers. Also, the related studies suggest that the beliefs of teachers about their competence to teach well affect their students' outcome and their success is higher than those of others (Goddard, Hoy, & Hoy, 2004).

Hence, teacher efficacy is specified as an important parameter both concerning effective teacher characteristics and student achievement (Bray-Clark & Bates, 2003).

1.5. Purpose of The Study

Theoretical knowledge is a fundamental necessity of being a teacher, however, practical knowledge along with the theoretical knowledge is the necessity of being an effective teacher (Zakeri & Alavi, 2011). Therefore, theoretical and practical knowledge are associated with self-assessment and self-efficacy respectively in this research, as the significance of self-assessment and self-efficacy on effective teaching cannot be underestimated. In the same vain with strong self-efficacy perception, teacher self-assessment is also a factor that increases effective teaching (Panadero & Alonso-Tapia, 2013). Pre-service EFL teachers obtain lots of theoretical knowledge; however, whether they graduate with enough practical knowledge and competence in teaching is open to discussion. Thus, the aim of the research is to reveal the theoretical knowledge and practical knowledge connections; in other words, the relationship between pre-service EFL teachers' perceptions of their level of self-assessment and self-efficacy in professional knowledge-base. The ability to transfer knowledge is as important as having a piece of knowledge for a teacher. This may be ensured by understanding student needs and managing the class successfully under problematic conditions.

The importance of this study originates from the fact that the number of studies examining prospective EFL teachers' self-assessment and self-efficacy perceptions is quite low and it aims to fill this gap. Besides, the outcomes of the present study are expected to contribute to teachers for them to find an opportunity to evaluate themselves and recognize their deficiencies on the way to becoming an effective teacher.

1.5.1. Research questions

Investigating the relation between pre-service EFL teachers' perceived level of self-assessment and self-efficacy is the main purpose of this research. Accordingly, three research questions are formulated as iin the following:

1) What are the perceived level of pre-service EFL teachers' self-assessment and self-efficacy in relation to their professional knowledge-base ?

2) Is there any significant relationship between pre-service EFL teachers' self-assessment and their self-efficacy ?

3) Does pre-service EFL teachers' self-assessment function as a predictor of their self-efficacy ?

1.5.2.Research hypotheses

The three hypotheses of the current study are as follows:

1) The perceived level of pre-service EFL teachers' self-assessment and self-efficacy is low in relation to their professional knowledge-base.

2) There is no significant relationship between pre-service EFL teachers' self-assessment and their self-efficacy.

3) Pre-service EFL teachers' self-assessment doesn't function as a predictor of their self-efficacy.

1.6. Significance of The Study

Pre-service teachers have a chance to practice teaching during their internships, but a well-qualified teacher should have more than an internship experience. Bergil and Sarıçoban (2017) emphasized that "no matter how much time consuming and difficult it is to try an alternative instrument, authorities in the field should take a step to utilize or develop new and alternative tools in language teacher education". According to Tunç-Yüksel (2010), teaching is not only related to the field or professional knowledge, but also it has the ability to overcome the difficult conditions such as extraordinary teaching environments or unmotivated students. In this regard, self-assessment and self-efficacy procedures may come as an alternative solution. Samuels and Betts (2007) claim that self-assessment involves reflection of one's progress to professionality, while Diggelen, Brok, and Beijaard. (2013) consider it as an attractive method for fostering teacher's improvement. The contribution of self-assessment to teacher growth is discussed widely in Ross and Bruce's (2007a) teacher change model. Along with self-assessment, the self-efficacy perceptions of teachers also broaden their perspectives (Wyatt, 2008). Self-efficacy raises teachers' resistance in teaching to disruptive learners and is indicated to affect teachers' instructional implementations, motivation, and teaching characteristics (Skaalvik & Skaalvik, 2007).

The correlation between teachers' perception of self-assessment and their self-efficacy is also a hot topic in literature in recent years. Some researchers (Coronado-Aliegro, 2006; Kahraman, 2014) revealed a positive relationship between these two variables which affect teacher effectiveness, whereas some found no relation (Cassidy, 2007). Though previous

research revealed opposing results, the possibility of a relationship between teachers' self-assessment and their self-efficacy proposes that theoretical knowledge is not adequate itself, and self-efficacy perceptions should be improved, as well (Onafowora, 2004). By means of discovering the relationship between self-assessment and self-efficacy, pre-service EFL teachers become self-aware of their current abilities, they notice their deficiencies, and they have the chance of improving themselves to become effective EFL teachers (Klassen & Tze, 2014).

The outcomes of this study serve both prospective and in-service EFL teachers. Participants assess themselves more effectively after school life and they tend to be more self-confident when they begin their teaching life. In addition, in-service teachers evaluate themselves more effectively by considering their past experiences. As a result, high-level self-assessment and self-efficacy increase teachers' effectiveness which enhances the success of students and education quality (Mojavezi & Poodineh-Tamiz, 2012), which is valid for both pre-service and in-service teachers.

1.7. Limitations and Delimitations of The Study

There are certain limitations to this study. Firstly, the research is limited to 137 pre-service EFL teachers who participated in this study and whose perceptions were received. Besides, two different Likert type questionnaires were utilized in this study and they have some choices such as "strongly agree" and "strongly disagree", thus participants choose the closest answer to their way of thinking among these choices. Except for those, they cannot give any different answers. For this reason, the limited choices are another limitation to the study.

The study has also a number of delimitations. To start with, utilizing two questionnaires as the only means of data gathering is a remarkable delimitation of this study. In addition, the data collection process of this study was performed in the 2018-2019 academic year. Due to the possibility of changes in the opinions of participants according to the academic contents of ELT departments, it is better to consider the outputs of this survey according to the present academic year. Another important delimitation of this study is its sample size. The study was performed at 5 different universities which have ELT departments. Although it was aimed to increase the participant numbers by implementing questionnaires in five different universities, the number of participants could not exceed 137 since the participation was voluntary. This study is also limited to pre-service teachers in

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ELT training programs of universities in Ankara. Consequently, the outcomes of this research could not be generalized to all prospective EFL teachers in Turkey. Also, questionnaires could have been implemented on in-service teachers, but it was not preferred due to possible effects of other variables on the results such as experience or motivation.

In this research, pre-service teachers are defined as 4th-year students in the ELT departments. Since their knowledge is considered to be fresher; they were selected as participants for the present study.

1.8. Definitions of Key Terms

1.8.1. Definition of teacher effectiveness

Baliyan and Moorad (2018) shortly defined teacher effectiveness as "a measure of success of a teacher in carrying out the task of teaching, which includes effective methods of instruction, classroom management, organization, and methodology". Apart from the other characteristics of teacher, the concept of teacher effectiveness requires the observation of an improvement in student achievement (Ding & Sherman, 2006). Bray-Clark and Bates (2003) argue that teacher effectiveness mostly depends on individual factors, such as defining ability of tasks, employing strategies, and solving certain problems and challenges.

1.8.2. Definiton of professional knowledge-base

According to Lortie (1975), professional knowledge begins to improve before students start receiving teacher education and pre-service EFL teachers' professional knowledge-base is formed by their experiences. According to König et al. (2016), acquirement of the professional knowledge of EFL teachers needs theoretical phase and practical phase. In theoretical phase, teachers are exposed to academic and theoretical knowledge which also includes pedagogy. On the other hand, practical phase consists of practical transfer of theoretical knowledge. Therefore, professional knowledge-base can be defined as the combination of CK and PCK. Shulman (1987) specifies the CK as related to theoretical knowledge, which includes teachers' deep understanding of all theoretical knowledge that is necessary for teachers to teach students, whereas pedagogical content knowledge, which can be associated with practical knowledge, refers to ability of transforming the CK. CK of an EFL teacher involves the knowledge of academic disciplines of literature and linguistics. On the other hand, PCK for EFL teachers consists of specific knowledge for the purpose of teaching and it includes pedagogy, methodology, and teaching strategies (König et al., 2016).

1.8.3. Definition of self-assessment

1.8.3.1. Theoretical definition of self-assessment

Self-assessment technique refers to assessing an individual's performance according to some standard constituted before more or less consciously (Panadero, Alonso, & Antonio, 2012). According to Airasian and Gullickson (1994b), it is a judgment method of the effectiveness of an individual's knowledge and execution quality. When it comes to the question of what it is in educational settings, Klenowski (1995) specifies self-assessment as the evaluation process of the value of an individual's performance for the purposes of developing an individual's learning success, as well as determining his/ her strengths and weaknesses. Thus, self-assessment is an invaluable technique for teachers to notice their deficiencies and improve themselves. Borg and Edmett (2018a) qualify self-assessment as a pervasive concept in education. It is considered to enable teachers to review their knowledge, teaching tactics and also notice the diversity between their expected and real performance (Ross & Bruce, 2007a). According to Ross (2006), some teachers consider self-assessment as more effective than other techniques.

1.8.3.2. Operational definition of self-assessment

Anderson and Freiberg (1995) claims that pre-service teachers' theoretical knowledge is influenced by their self-assessment process. In this study, self-assessment refers to perceptions of participants' theoretical knowledge. Participants' self-assessment perceptions are measured by Borg and Edmet's (2018) Self-assessment tool for EFL teachers. Five-point Likert scale includes 48 items categorized under 9 sub-scales, which are named as planning lessons and courses, managing the lesson, understanding learners, knowing the subject, managing resources, assessing learning, integrating information and communications technology, using inclusive practices, and promoting 21st century skills.

1.8.4. Definition of self-efficacy

1.8.4.1. Theoretical definitions of self-efficacy

Another effective evaluation method for teachers is self-efficacy, which is identified as the perception of teachers about their competence of completing a particular teaching duty successfully (Tschannen-Moran, Hoy, & Hoy, 1998). Coronado-Aliegro (2006) states that when considering self-efficacy, "can" should be used instead of "will", since it is an

assessment of competence rather than an expression of intention. Bray-Clark and Bates (2003) consider self-efficacy as a task-specific belief which arranges decisions, exertion and insistence in case of troubles, and it is compatible with one's emotional situation. Self-efficacy also identifies how much exertion individuals will spend and how long they will resist in cases of difficult conditions (Bandura, 1977). Self-efficacy is indicated as an influential estimator of people's engagement and learning (Zimmerman, 2000). Self-efficacious teachers, who have the intensity and persistence of effort, have a higher level of performance than the others (Bandura, 1977). According to Goddard, Hoy and Hoy (2004), students, who have teachers with more developed senses about their competence to teach well, become more successful than others.

1.8.4.2. Operational definitions of self-efficacy

Wyatt (2008) claims that the growh in practical knowledge of EFL teachers can affect their self-efficacy beliefs positively. Thus, Wyatt (2008) reveal that there is a remarkable link between EFL teachers' practical knowledge and their self-efficacy beliefs. Considering the Wyatt's (2008) findings, practical knowledge of prospective EFL teachers is associated with their self-efficacy perceptions in this study. Tschannen-Moran and Hoy's (2001) teacher efficacy scale is used for measuring the self-efficacy perceptions of participants, which includes 24 questions with a 9-point Likert scale. The questionnaire has 3 sub-scales, which are named as efficacy for instructional strategies, classroom management, and student engagement.

2. REVIEW OF THE RELATED LITERATURE

2.1. Overview

The second chapter of the research introduces detailed information mainly about foreign language education, self-assessment and self-efficacy concepts. Firstly, foreign language teacher education and related studies were introduced. Secondly, self-assessment and teacher self-assessment, measurement instruments used for teacher self-assessment, and previous studies about teacher self-assessment were mentioned. This section also presents self-efficacy and teacher self-efficacy issues. Instruments used for measuring the second variable and previous studies about teacher self-efficacy also take place in the study. Lastly, previous studies on teacher self-assessment and self-efficacy and second language education were included in this section.

2.2. Foreign Language Teacher Education

The issue of teacher training is quite significant in education systems due to the great effects of it on education quality (Hismanoglu, 2013). Şallı-Çopur (2008) argues that the importance of English language teacher education increases together with the rising position of English in the world. For this reason, teacher education programs continue to be modified in order to graduate effective English language teachers. In the past, language teachers generally graduated from linguistics department instead of education faculties, which caused teachers to graduate with powerful CK, but with a lack of PCK (Lange, 1990). However, over the last thirty years, the curricula of language teacher education programs were enriched in terms of PCK by the addition of the courses such as pedagogy, teaching approaches, and language acquisition (Richards, 1990). Ur (1992) argues the necessity of theoretical and practical contents of courses which are given in language teacher education programs. The researcher of the present study also claims that the major aim of an effective ELT program should be the improvement of teacher candidates' individual theories of action which includes theory and practice together.

Wallace (1999) argues that education system can be improved by others, while the development of teachers only depends on themselves. In this respect, Wallace (1999) defines language teacher education's three main models which are: (1) the applied science model, (2) the craft model, and (3) the reflective model. Wallace (1999) details these three models as follows.

According to applied science model, teachers learn how a teacher should be by being educated through research-based theories from different disciplines related to education and pedagogy. Teacher candidates can be regarded as well-educated when they become experts to an adequate degree for applying these theories into practice. The craft model is the first used method of professional education and is still used in language teacher education. According to craft model, a teacher candidate works with a professional teacher as an apprentice of him/ her. Trainee obtains knowledge by observing the mentor teacher; afterwards, s/he practices what s/he has learnt from observations. The craft model can also be named as apprenticeship model. Lortie (1975) emphasizes the importance of this apprenticeship period and argues that teachers acquire most of their preconceptions about teaching at this period. The last one is the reflective model, which is a significant term in language teacher improvement. The reflective model considers that teachers improve in their professions by reflecting on their practice and their teaching experiences form their future behaviors. Wallace (1999) claims that a teacher education course should consists of two types of knowledge, which can be discussed under reflective model. The first one is received model, which is achieved by theories, concepts and skills studied during the ELT education program. The second one is experiential knowledge which is improved by teacher candidates throughout their teaching practice.

2.2.1. Studies on Teacher Education

In one of the many studies on teacher education, Kleickmann et al. (2012) examined the structural differences in teacher education in terms of teachers' content knowledge (CK) and pedagogical content knowledge (PCK). A total of 998 participants from the department of mathematics contributed to the study, of which 117 are first year students and 126 are third year students. 539 were pre-service teachers, while 198 were experienced teachers from different universities in Germany. Participant students were asked to answer questions about mathematical CK and PCK. According to the results of the study, first year students had the lowest CK and PCK level, while second year students obtained better scores than first year students. Pre-service teachers had higher scores than second year students in terms of both types of knowledge. The results show that CK and PCK levels of students and teacher candidates increase as their grade levels increase. Furthermore, while experienced teachers' PCK level is also higher than pre-service teachers, their CK levels are the same or lower than pre-service teachers' levels. The study concludes that CK and PCK levels of students increase each passing year they spend in teacher education programs.

One of the recent studies is by Ravandpour and Elmer (2019), which is about the need for improvement in EFL teacher education programs. Researchers in the mentioned study concentrated on EFL teacher's professional development and their self-efficacy and they emphasized the importance of the quality of EFL education programs in terms of not only teaching effectiveness but also student achievement. A number of other research verifies the opinion that teachers' professions and knowledge are the most significant parameters that influence student success as well as teacher's effectiveness (Marzano, 2001; Odden, Picus, Goetz & Fermanich, 2006), as cited in Ravandpour and Elmer (2019). They also claimed that the teachers' professional development may influence their self-efficacy. 247 English foreign language teachers contributed to this research and they were asked to fill in both continuing professional development questionnaires and self-efficacy scale. According to the results of the research, continuing professional development and total self-efficacy of EFL teachers were correlated with each other. A teacher's professional development consists of both theoretical and practical knowledge, along with the other necessities of being effective teachers. Therefore, it is expected that for a well-qualified teacher undergoing professional development, self-efficacy level will be high, as well.

In another study, Wyatt (2008) investigated the growth in practical knowledge and teachers' self-efficacy during an in-service bachelor Teachers of English to Speakers of Other Languages (TESOL) program. Five non-native speaker teachers of English participated in the research. Qualitative methods of observations and interviews were used for data collection. Five participants of the study were observed by the researcher over the years. Their lesson planning, classroom management, the way they make use of methodology and their reflections were observed. The researcher also obtained data about participants' self-efficacy and practical knowledge beliefs by interview protocols. According to the results of the study, teachers' practical knowledge and their self-efficacy are promoted by means of language teacher education programs which encourage reflection and deep learning.

Another research was carried out by Johnson (1994), where pre-service English as a foreign language teachers' perceptions of second language teaching and teachers were examined. Four pre-service EFL teachers criticized their own instructional practices and evaluated their perceptions, language, behaviors, opinions and feelings about their experiences during practicum. All the participants were students in a master's program of Teaching English as a Second Language, and they performed their practicum in 15 weeks.

Teachers noted down their reactions, observations, comments and beliefs in a journal both at the beginning and at the end of the practicum. The researcher of the study achieved the data of also her own observations and interviews with participants. The findings demonstrated that participants found it useful to self-assess themselves by the use of journal notes and video tapes and that they noticed their deficiencies which they did not consider before. According to outcomes of the study, effective second language teaching needs alternative and better images in teacher education programs.

2.3. Self-Assessment

In social psychology, self-assessment is a concept of checking oneself to judge characteristics that are significant to an individual's identity (S. A. Wallace, 2005). Self-assessment is often recommended as an assessment procedure for monitoring everyone's learning process (Yuh-Mei, 2008). Stufflebeam and Shinkfield (1985) argue that the most critical evaluations of experts are the evaluations conducted by themselves. Özdil (2018) reminds the opinions of Mustafa Kemal Atatürk, who is the founder of the Republic of Turkey, according to whom the value of answers obtained by asking oneself about one's actions and behaviors is priceless.

According to Boud (1995), self-assessment consists of two crucial aspects, the first of which is making decisions related to expected performance norms, and the other one is making evaluations related to the quality of the performance considering these norms. Self-assessment is a key component of developmental evaluation, since it includes individuals' consideration of their work quality (Andrade & Valtcheva, 2009). The word formative has also been emphasized in that self-assessment can be used on drafts of works in progress for the purpose of informing modification and development. According to Sedikides (1993), self-assessment directs people to investigate data in order to verify their self-concepts and enhance the certainty of their self-knowledge. Spiller (2012)claims that assessing an individual's learning improvement is the main part of the learning concept and highlights the contributions of self-assessment which are indicated in Table 2.1.

Table 2.1. Spiller's (2012) list of contributions of self-assessment

No	Statements of Self-assessment Contributions
1	Self-assessment based on a natural learning to control the improvement of an individual's learning.
2	Reflection on an individual's learning is fostered by self-assessment.
3	Self-assessment can support an individual's liability and liberty
4	Self-assessment processes change the focus from insisted on things by someone to a possible association.
5	Self-assessment points out the formative sides of evaluation.
6	Focusing on a process is fostered by self-assessment

2.3.1. Teacher's self-assessment

Self-assessment of teachers is a crucial phenomenon that contributes to teacher improvement and it is recognized as a promising strategy for instructor acquisition in the literature (Diggelen et al., 2013). Anderson and Freiberg (1995) inform that the first interest in teacher self-assessment was emerged in the 1960s by the study of Flanders (1963) on interaction analysis. Flander's Interaction Analysis System (FIAS) was used by teachers to analyze the audiotape recordings of their teaching.

Anderson and Freiberg (1995) also categorized teacher self-assessment process into three parts; a teacher's reflection on teaching behaviors and senses, a resultant self-critique of teacher's effort, and conversion of one's perception. With the help of self-assessment, teachers can end up more mindful of the extent of competencies they require and describe suitable directions for their improvement (Borg & Edmett, 2018a). Borgmeier, Loman, and Hara (2016) argue that utilizing teacher self-assessment provides a professional improvement at schools.

Ross and Bruce (2007a) developed a teacher change model called an Initial Model of Teacher Self-assessment. They linked the teacher change with self-assessment, which increases the professional growth of teachers. According to teacher change model, peers and change agents, such as the universities and researchers, have considerable effects on teacher practice. Through observations, judgments, and reactions, teachers assess themselves regarding what contributes to the augmentation of their efficacy. High-level efficacy triggers the desire for reaching targets by spending effort. Eventually, all of these steps affect

teachers' instructional practices positively, which also fosters self-assessment and proposes that a teacher change cycle begins and ends with self-assessment. Ross and Bruce's (2007a) theory concludes the contribution of teacher self-assessment to their growth by four elements are indicated in Table 2.2.

Table 2.2. Ross and Bruce 's (2007a) contributions of self-assessment to teachers

No	Statements of Self-Assessment Contributions
1	Increasing teachers' skills to acknowledge mastery practices and affecting their identification of perfections in teaching
2	Assisting teachers to choose development targets by understandable standards of teaching
3	Easing conversations with colleagues
4	Rising the effect of outer conversion factors on the experience

In the last quarter of the 20th century, the necessity of self-assessment for teacher improvement and development was mentioned in the literature by Iwanicki and Mceachern (1984). They developed a table called fundamental strategies for self-assessment of the teacher. Before discussing these strategies, it is necessary to clarify the information categories related to the self-assessment procedure. Iwanicki and Mceachern (1984) categorized and defined them as seen below.

The Open Self: Information related to the teacher's attitude known by both teacher's own and other teachers and administrators in school life.

The Secret Self: Information related to the teacher's attitude known by the teacher's own but not by other professionals in school life.

The Blind Self: Information related to a teacher's attitude unknown by teachers but known by colleagues.

The Undiscovered Self: Information related to attitude unknown by teachers and colleagues.

Teacher self-assessment techniques suggested by Iwanicki and Mceachern (1984) were categorized into three fundamental assessment methods, which are hierarchically listed as individual assessments, feedback assessments, and interactive assessments. Firstly, individual assessments refer to teachers' assessment. Secondly, assessments which come from students and peer teachers were defined as feedback assessment. Lastly, interactive assessments refer to assessments performed by the teacher, supervisor, and class. Under the

light of this information, Iwanicki and Mceachern (1984) developed their basic strategies for teacher self-assessment shown in Table 2.3.

Table 2.3. Iwanicki and Mceachern's (1984, p.39) basic strategies for teacher self-assessment

Basic Strategies	Possible Techniques	Description of Techniques	Types of Information Provided
Individual Assessments	Personal Reflection	The teacher openly and honestly considers his/her own performance and generates ideas	Open and Secret Self
	Analysis of Classroom Tapes	The teacher records, observes, and interprets verbal and nonverbal classroom interaction	Open and Secret Self
	Self-Assessment Checklist	The teacher describes and rates various teaching responsibilities and/or specific aspects of classroom instruction	Open and Secret Self
Feedback Assessments	Student	The teacher obtains specific information from students about the instructional process through informal discussion, surveys, and analysis of tapes	Open and Blind Self
	Peer Teacher and Supervisory Staff	The teacher obtains information from peers and supervisors about general or specific concepts and processes through discussions, classroom observations, workshops, and exchange programs	Open and Blind Self
Interactive Assessments	Clinical Supervision	The teacher requests supervisory assistance in order to cooperatively share, plan, and analyze a lesson or series of lessons	Open, Secret, Blind, and Undiscovered Self
	Micro Teaching	The teacher analyzes a condensed or simplified lesson with students, peers and/or supervisory staff in order to improve a subsequent lesson.	Open, Secret, Blind, and Undiscovered Self

2.3.2. Instruments used to measure teacher self-assessment

Instruments for measuring the self-assessment perceptions of teachers can vary depending on certain criteria, such as the selection of which competencies will be measured

or what the professions of teachers are. The number of instruments in the literature used for teacher self-assessment is not high; however, four of them are detailed below.

2.3.2.1.Classroom practices self-assessment (CPSA) tool

CPSA tool was developed by Borgmeier, Loman, and Hara. (2016) for measuring the effectiveness of classroom management and instructional practices of teachers. It consists of 25 questions, 19 of which are related to classroom management practices, and 6 items are related to effective instructional practices. Participants were asked to rate each item associated with personal classroom practice. The options were 'In Place', 'Partially in Place', and 'Not in Place'. Besides, the last two questions were multiple choice, which were related to teaching transitions and teaching routines. A test for measuring the sampling adequacy named as Kaiser-Meyer-Olkin method was used and the result was 0.932. The sphericity test of Bartlett's was also applied, and the result was $p < .001$. The outcomes of the tests showed that CPSA tool obtained sufficient commonality. CPSA tool was completed by 612 elementary, middle and high school teachers from 32 different schools. Focusing on classroom practicing can be accepted as the strength of the tool but not considering other sub-factors such as understanding and assessing learners is the weakness of CPSA tool.

2.3.2.2.European portfolio for student teachers of languages (EPOSTL)

EPOSTL was an outcome of the study called "A framework for Teacher Education" performed by teacher educators (Krisjane, Abikis, Sveiduka, & E., 2009; Bergil & Sarıçoban, 2017). EPOSTL was developed for the purpose of changing the common conception of teaching experiences of prospective teachers before beginning their job experiences. The EPOSTL encourages them to reflect on the proficiencies a teacher struggle for obtaining and on the basis information that promotes these proficiencies (Newby et al., 2007). It enables pre-service teachers to evaluate themselves every year along with their education and gives a chance to review their progress. EPOSTL consists of a self-assessment part that is comprised of 193 "can-do" statements about competencies of the teaching of language. And these descriptors are categorized into seven which are shown in Figure 2.1 with their sub-categories.
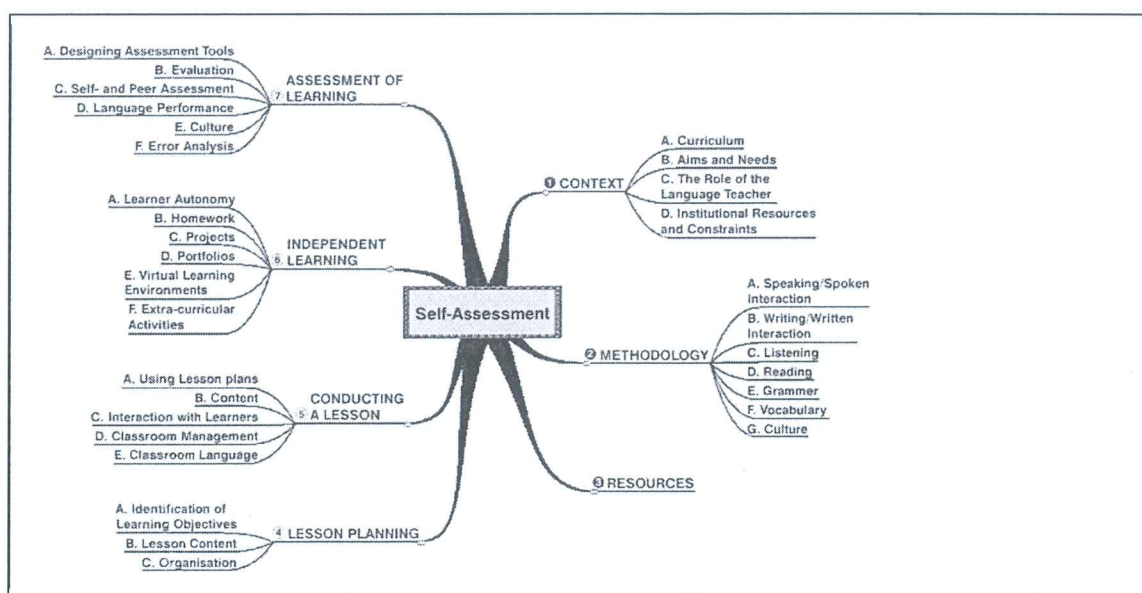
Figure 2.1. Sub-sections of general categories of self assessment descriptors (Newby et al., 2007, p.6)

Plenty of sub-sections increase the functionality of EPOSTL, which can be accepted as the strength of the tool; however, 7 sub-sections with 195 descriptives make the portfolio longer, which is the most notable weakness of it.

2.3.2.3.Borg and Edmett's EFL teacher's self-assessment tool

Although several theoretical studies fostering the utilization of self- assessment in ELT teacher assessment have been carried out in recent years, since they have limited empirical evidence, Borg and Edmett (2018a) developed a self-assessment tool (SAT) for EFL teachers to fill this gap. Before giving information about the tool, it is better to mention continuing professional development (CPD) framework, which is the inspiration point of Borg and Edmett's SAT. CPD framework was designed by the British Council and demonstrated in Figure 2.2, it has 12 professional practices with detailed sub-elements that describe what a teacher needs to consider and perform.
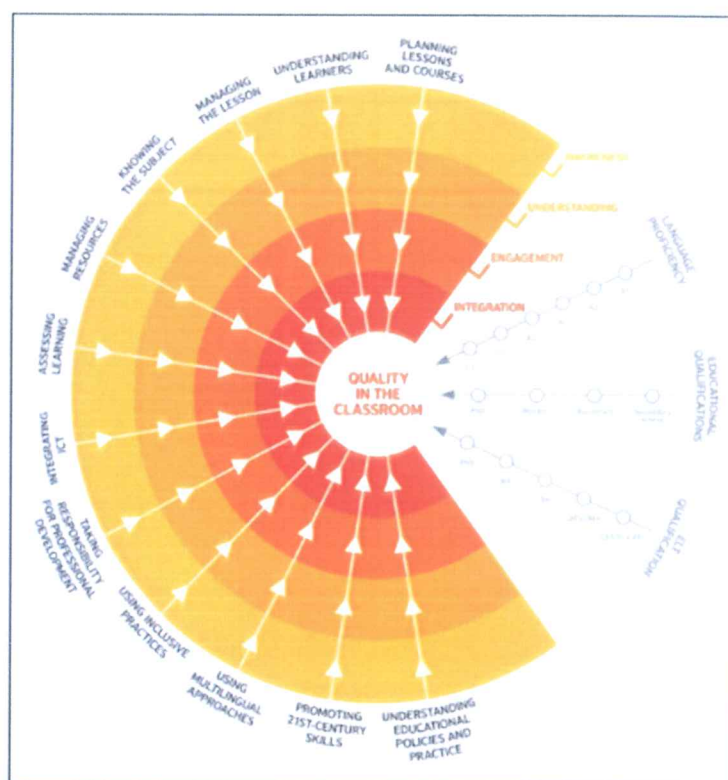
Figure 2.2. Global continuing professional development (CPD) framework (Borg & Edmett, 2018a, p.4)

The core concept of Borg and Edmett's (2018a) tool is "Teaching for Success" which is an additional portion of an approach to the proficient improvement of EFL teachers. The objective of the SAT is generating a scale of teacher proficiency that can be utilized by ELT professionals worldwide.

In the original form of CPD framework, 12 professional practices and 139 individual sub-elements are described. However, completing the SAT would take quite a lot of time and administering all 139 elements would not be practicable. Thus, Borg and Edmett (2018a) omitted three professional development practices, which were 'Using multilingual approaches', 'Understanding educational policy and practice' and 'Taking responsibility for professional development'. The rest 9 professional development practices were used and 48 elements related to teacher ability or knowledge were chosen. For these 48 elements, 48 descriptives were developed and a five-point scale was adopted.

1716 teachers participated in the improvement process of the self-assessment tool. Researchers put some questions for receiving users' views about the SAT. According to the responses, teachers noticed that the SAT fulfilled their needs, and they found it clear and

worthwhile. They also claimed that they gained the conscious of professional development via SAT (Borg & Edmett, 2018a).

As it was mentioned before, the CPD framework has 12 professional development practices for EFL teachers to obtain quality in the classroom, yet the SAT was developed by considering 9 of them. Professional development practices that were included in SAT are as follows: planning lessons and courses, managing the lesson, understanding learners, knowing the subject, managing resources, assessing learning, integrating information and communications technology, using inclusive practices, and promoting 21st-century skills. All these professional development practices used in SAT were explained below.

2.3.2.3.1. Planning lessons and courses

Just like in the teaching process of other subject areas, planning of the lesson is an indispensable component of the ELT process. Teachers should conscientiously plan the best way possible to teach the lesson to increase the effectiveness of the lesson. Kaboodvand (2013) defined planning as "teachers' time management ensuring that there is enough time to cover all the components of the course-book and possibly do some activities beyond the prescribed syllabus" (p.176). Planning the course not only consists of a daily plan, but it also includes weekly, monthly and even yearly planning. Teachers can finish the coursebook on time, do many exercises and activities and enable each student to learn the subject perfectly. Borg (2018) underlined the importance of planning as a significant indicator of teacher quality in evaluating teachers. In most of the studies about effective teacher behaviors, planning the lesson gets the highest points among the behaviors that teachers should have. To illustrate, Meksophawannagul (2015) performed a study about teacher and learner views on effective ELT, and it is concluded that the most important attribute was informed by the teachers as organization and preparation, which are the main requirements of planning a lesson.

2.3.2.3.2. Managing the lesson

Managing the lesson may be described as the integration of teaching techniques that teachers utilize to provide a classroom atmosphere where they can educate and teach, as well as the use of proper tools and techniques for preventing discipline problems in the class (Romi, Lewis, & Roache, 2013). Managing the lesson is important not only in terms of creating a good learning environment, but also managing the classroom, which are the main qualifications of teacher effectiveness. According to Kola, Sunday, and Ayinde (2015), it is

easy to distinguish between an effective teacher and non-effective one by the way they manage their classrooms during their teaching process. Managing the lesson cannot be considered as a single skill. In other words, it contains many important aspects, such as giving instructions, controlling the participation of students and engaging students in the class effectively. A study carried out by Fidler (2002) related to the teacher's instructional techniques and student achievements supports this idea, since one outcome of the study was that students had more success when the teacher managed the class well.

2.3.2.3.3. Understanding learners

Understanding the learners is a general concept that includes understanding the students' expectations, needs, motivation levels, and their comprehension degrees. Understanding the students is accepted as one of the characteristics of effective EFL teachers, according to the results of a research performed by Meksophawannagul (2015).

In their research, Barnes and Lock (2013) studied student perceptions of effective foreign language teachers. One of the categories of teacher behaviors was rapport, which can be explained as teachers' relationship with their students. The outcomes of the research revealed that students had high expectations from their teachers in terms of particular important behaviors under the rapport category, such as understanding the English education background of students and understanding the different student levels. This crucial behavior was not only expected by students from their teachers, but also teachers considered understanding the students as a significant requirement of teacher effectiveness. Another study about effective teacher characteristics was by Çakmak (2009), where prospective teachers were asked which characteristics were important for an effective teacher. The results of the study demonstrated that prospective teachers were of the opinion that the consideration of the students' interests and talent was an important characteristic of an effective teacher, which is one of the main factors under the concept of understanding the learners.

2.3.3.3.4. Knowing the subject

Another important sub-category of self-assessment is knowing the subject, which involves English language field knowledge such as grammar, vocabulary, pronunciation, etc., as well as teaching them to learners by using suitable techniques. Shishavan and Sadeghi (2008) underline that having the profession of subject matter knowledge in the field is a requirement of being an effective teacher. Similarly, Meksophawannagul (2015) claims that

influential EFL teachers should have subject matter knowledge and they should also have the ability to transfer it. Furthermore, subject matter knowledge enables teachers to make use of audio-visual tools when possible, guide students to have certain learning tactics, teach a topic by following students' language grades, and observe and inform students about their improvement in language learning (Dinçer, Göksu, Takkaç, & Yazici, 2013). Knowing the subject is not only a requirement of being an effective teacher, but it is also a crucial necessity for teachers. Being an EFL teacher requires almost perfect field knowledge. Ghasemi, and Hashemi (2011) agree that in foreign language education, knowing the subject matter means the proficiency of the target language in many cases.

2.3.3.3.5.Managing resources

Resources are the main teaching tools for teachers such as books, activities, videos, pictures, and games. Without these kinds of tools, it is impossible to mention an effective lesson. Utilizing and embracing an assortment of methods, exercises, and resources are critical for realization of lesson planning, as well (Şallı-Çopur, 2008). Giving place to a different range of sources in class and choosing them in accordance with the needs of the learners are also essential for being an effective teacher. Arikan (2010) emphasized the importance of using adequate resources and mentioned the necessity of it for teacher effectiveness. In the same study, the researcher demonstrated that using the coursebook effectively was accepted as one of the effective teacher characteristics by EFL teachers.

Encouraging the learning process of the students is also a significant mission of the teachers in the class and supporting the lesson by alternative exercises or activities can ensure this by easily changing the motivation of students. It is critical for teacher to be aware of the fact that some classes need more exercise, whereas some others need easier sources than coursebooks. Since each class has its own characteristics, teachers should take into consideration the needs of their students and lecture them in accordance with their level by choosing the appropriate resources.

2.3.3.3.6.Assessing learning

Learning is the most important outcome of teaching. Therefore, it is necessary to highlight the fact that the initial condition for mentioning the achievement of the teaching process is the students' learning in the best way possible. It is clear that the lead actors of the learning process are teachers. Markley (2004) claims that student engagement and achievement are highly related to teachers and the actions they take in their classes. Teachers

should asses the effectiveness of their own teaching; in other words, they should observe what their students have learned as a result of how they teach. Many examples can be given about the way of tracking of student achievement, such as asking them questions, giving them chances for self-expression, and even looking at their eyes can be enough to assess what they have learnt from time to time.

Similar to other characteristics of a teacher, assessing the learning of their students is also one of the indicators that show the effectiveness of teachers. Influential teachers observe student achievement with the help of different kinds of assessments and propose considerable feedback (Cotton, 2000; Good & Brophy, 1997 as cited in Stronge, Ward, & Grant, 2011). Furthermore, it is a well-known fact that observing the students' progress and choosing the techniques and teaching tools in accordance with their learning not only increases their motivation, but also ensures their success in the class. According to Haider and Hussain (2015), assessment can be considered as a key to achievement and it provides continuous feedback to students.

2.3.3.3.7.Integrating information and communications technology (ICT)

The integration of ICT in the teaching process has become a necessity, as we have been living in a digital era now. Using ICT tools in the class both encourages the students and makes it easier to increase their interest in the class. Haider and Hussain (2015) studied the teacher factors on student success and the outcome of the research demonstrates that using ICT is a crucial teacher characteristic that provides student success. Besides, the integration of ICT in a class by the teachers is accepted as another effective teacher behavior, according to the research. Such kind of a study was performed by Ata (2015) and integrating technology and multimedia into teaching was reported as one of the characteristics of effective EFL teachers. Demiroz and Yesilyurt (2015) also performed a study on effective ELT and they claimed that students expected their teachers to use visual tools and technology in the classroom. This finding reinforces Yağcioğlu 's (2016) assertion that an effective EFL teacher should use teaching methods effectively, and s/he is good at using technology in the classroom. Moreover, Hamidi, Ghorbandordinejad, Rezaee, and Jafari (2011) supported the importance of technology in class and they underlined that educational technology boosts the improvement of effective teaching methods and techniques.

2.3.3.3.8. Using inclusive practices

In the widest sense, inclusive practices mean tailor-made teaching approaches, such as understanding learners' preferred ways of learning or understanding special educational needs of them. It is recognized that the importance of a learner-centered approach is growing in popularity day by day in foreign language education. With the help of inclusive practices, foreign language teachers can increase the effect of learning. In addition, students can learn a second language best when they are treated as individuals with their characters and needs (Lei, 2007). Teachers should be aware that each student has individual learning styles and they should not forget that every student can learn, but this may not happen at the same time and the same way for all students. For this reason, teachers should try to understand the needs and levels of learners, treat students in accordance with their characteristics in order to increase their motivation and engagement. Stronge, Ward, and Grant (2011) claim that it is possible to create a positive classroom environment if teachers pay attention to students' theoretical success as well as social and individual requirements. In brief, teachers can increase the effectiveness of themselves and their lesson by understanding the students' learning styles, characteristics, and needs, and by teaching students considering each as an individual.

2.3.3.3.9. Promoting 21st-century skills

Since the beginning of time, every era has come with its developments. However, the 20th century was maybe the most distinctive one in terms of developments in science, education, and technology. For the time being, the 21st century is expected to change the world faster than the previous ones, thus it is undeniable that the education world should adapt itself according to the new century's needs. The 21st century skills in education can be listed as critical thinking, creativity, collaboration, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, social skills (Cevik & Senturk, 2019; Dede, 2010; Redecker et al., 2010). According to Cevik and Senturk (2019), 21th century skills consist of both knowledge acquisition and transferring that knowledge into practice. Each skill is unique in how it helps pre-service EFL teachers, but they all have one quality in common, which is providing the improvement of teacher candidates.

According to Ghorbandordinejad and Nourizade (2015), critical thinking is one of the most noteworthy constructs which have recently caught remarkable attention in the education world. Another important 21st century skill for students is called digital literacy.

As a natural result of living in a digital era, the importance of digitalization and technology increases with each passing day. Researchers have shown that teachers must recognize English language learners in their classrooms as digital learners (Akdoğan, 2017). With digitalization and technology comes creativity. Onbaşi (2014) claims that encouraging creativity is one of the factors that enable students to participate in the course. With the influences of the change of the world, students' learning styles are also changing, through which traditional teaching methods are gradually losing their validity. Therefore, promoting the creativity of students has become popular and crucial in the 21st century.

2.3.3.Studies on teacher self-assessment

Self-assessment studies in the education literature are generally divided into two categories as student self-assessment and teacher self-assessment. Researchers commonly preferred to deal with students' self-assessment and their achievement, but few of them focused on teacher self-assessment and its effects on teaching quality and student achievement. Since the present study deals with teacher self-assessment, previous studies about teacher self-assessment are mentioned in this section.

In their study, Iwanicki and Mceachern (1984) emphasized the positive effects of self-assessment on identifying teacher development needs. According to their opinions, by participation in self-assessment activities, teachers could view their own performance truthfully. Self-assessment enables them to notice their powerful characteristics and describe their weaknesses. The researchers of the study determined self-assessment methods for gathering information, and categorized them into three fundamental evaluation strategies as individual, feedback, and interactive assessments. Another aspect of the study carried out by Iwanicki and Mceachern (1984) was that they claimed self-assessment can also be used for describing potential staff development needs in school environments. Staff development committees first determine the priority improvement areas by self-assessment tool, then plan and implement the activities for strengthening these areas.

In another research, Diggelen et al. (2013) viewed that teachers can make use of a self-assessment process and develop their proficiencies. In the study, teachers evaluated their instructional skills in terms of reflection abilities and advancement of occupational education of students. 24 teachers participated and they evaluated themselves by utilizing a self-assessment scale which included 23 items on a four-point scale. Teachers were also assessed by their colleagues based on the same criteria. Lastly, they were requested to write a report

about the reflection of their learning experiences. According to the results, teachers evaluated themselves quite positively regarding managing students' reflection abilities. Their collaborators also assessed them positively. Besides, teachers completed an informative reflective report about their actions. The study by Diggelen et al. (2013) was one of the well-designed studies that showed the impact of both self and peer assessment procedures on the improvement of teacher competencies.

Anderson and Freiberg (1995) performed a case study about the positive effects of using self-assessment on pre-service teachers' teaching experiences. Researchers claimed that using an audiotape self-assessment instrument may enhance prospective teachers' knowledge about themselves and their teaching quality. The self-assessment instrument employed in the study was named as "Low Inference Self-Assessment Measure" (LISAM), which was used by pre-service teachers for analyzing an audiotape of their instruction. A total of 10 prospective teachers participated from the teacher training departments of mathematics, social studies, science, and English. The research procedure consisted of four stages. Firstly, participants were instructed to record themselves while teaching a lesson. In the second stage, participants were trained to utilize the LISAM audiotape analysis procedures to analyze their tapes and they were asked to analyze their lessons. Thirdly, participants discussed the outcomes of the analysis, findings, and suggestions. Finally, pre-service teachers developed written targets by following their data analysis and also implementation strategies about the future use of the self-assessment instruments. According to results, participants found their use of LISAM to be worthwhile and beneficial to their teaching. Anderson and Freiberg (1995) found out that the teaching behaviors of prospective teachers were affected positively by the use of LISAM.

Another study was conducted by Borgmeier et al. (2016) who investigated the importance level of classroom practices according to school and level of grade by using a self-assessment tool. 612 elementary, middle and high school general education teachers filled out a self-assessment questionnaire related to evidence-based classroom practices. The questionnaire which was called Classroom Practices Self-Assessment (CPSA) tool included 25 questions, 19 of which were related to practices of classroom management, and the rest of them were related to effective instructional practices. Borgmeier et al. (2016) informed that evidence-based classroom practices could be described to be increasing students' involvement, decreasing disturbances caused by improper student attitudes and bringing

students together who come from different backgrounds. The study revealed that there was meaningful diversity among the analysis results of teachers at three different grades.

Powell (2000) investigated the influence of Business Excellence Model (BEM) on teacher expertise. It was utilized prevalently by worldwide companies. In addition to companies, the UK government began to use the BEM in public services and also adapted it to education via 500 schools. Powell (2000) designed a qualitative research with the data collection method of interviews, which were conducted with 16 teachers to investigate the effects of BEM on teacher development. It included five awareness levels. The Self-assessment process was used by teachers to achieve Business Excellence, as shown in Figure 2.3.
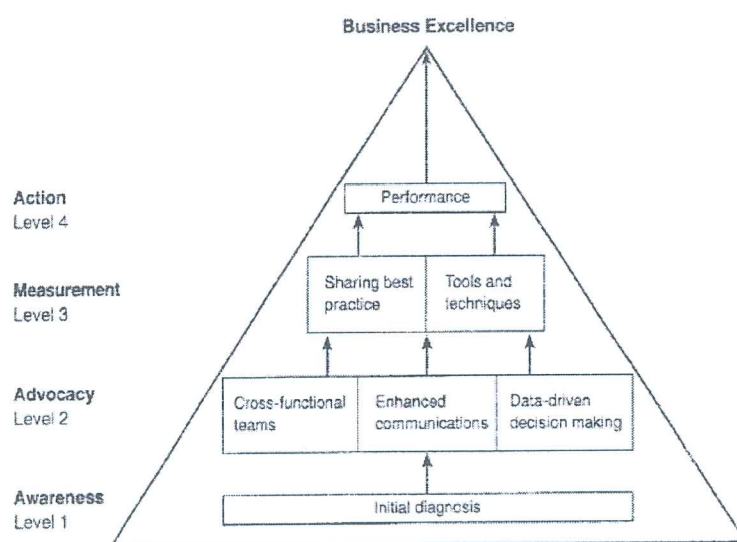
Figure 2.3. The pyramid of business excellence model. (Powell, 2000, p.43)

Four stages of sophistication in working towards Business Excellence were also illustrated in Figure 2.3. The first awareness level is the diagnostic level of self-assessment. The potential of using the self-assessment procedure was fostered at Level 2. Later on, teachers were provided with the information of measurement techniques to accelerate the improvement process at level 3. The Business Excellence outcomes of the self-assessment process appeared at level 4. A teacher's culture of continuous improvement began to form at the last level. According to interviews, teachers who used Business Excellence Model declared that they felt more confident and more self-aware, and they found it easier to make self-assessment now. They were clearer about the necessity of assessing themselves and their performance. Powell (2000) put forward that teachers who used self-assessment with the interaction of BEM were more pro-active, more effective and more strategists.

2.4. Self-Efficacy

According to Bandura (1986), self-efficacy is one's evaluations of his/ her talent to regulate and perform the plan of action needed to obtain particular performance types. People make judgments about their abilities to achieve insignificant tasks for controlling the events in their life, and these self-efficacy judgments expedite people to make choices in dealing with any task (Bandura, 1986; Onbaşı, 2004). Self-efficacy can be understood better if background concepts that initiate the self-efficacy discussions in the literature are mentioned first.

Zimmerman (2000) informed that; Bandura (1977) began the self-efficacy discussions firstly dealt with human motivation with respect to result expectations. During the treatment of phobic people, personal diversities in generalization were noticed without considering that all topics could influence their fears successfully which therapy results were positive. Even though the issues progressed a powerful result expectancy that convenient methods would protect them from negative results of their phobias, phobic people still did not agree with their sensed competencies to utilize the methods out of the treatment environment. Bandura defined this personal diversity as self-efficacy and tried to get help from questionnaires for measuring self-efficacy.

According to Pajares (2002), it has been demonstrated that self-efficacy is a significant power in motivation, and it provides the basis for people's motivation, happiness, and individual success. With the help of self-efficacy perceptions, people notice what they can succeed by their competencies. That is to say, self-efficacy does not relate to people's skills, yet their perceptions about what they can do in different situations (Bandura, 1997). Bandura can be considered as the leading developer of the self-efficacy concept, and much of the empirical evidence supports Bandura's suggestion that beliefs of self-efficacy touch almost all sides of individuals' lives (Pajares, 2002) and their professions. Teachers and teaching processes are also affected by self-efficacy and it can be used as a tool for improving and developing teaching quality.

2.4.1.Teacher's self-efficacy

Teacher self-efficacy is specified as the perception of teachers' competencies to influence learners' success (Soodak & Podell, 1996). Rotter's (1966) internal and external control theory and Bandura's (1997) concept of self-efficacy have formed the theoretical base for teacher self-efficacy (Skaalvik & Skaalvik, 2007). According to Rotter's (1966)

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internal and external control theory, self-efficacy of a teacher is supposed to raise if they think that learners' success is affected by education i.e., internal factors. On the contrary, teacher self-efficacy is supposed to reduce if teachers believe that external parameters such as learners' competencies and social atmosphere are more significant to their achievement than teachers' effect (Skaalvik & Skaalvik, 2007). Rotter's theory caused the beginning of discussions in the literature about two major extents of teacher self-efficacy, which are personal teaching efficacy (PTE) and general teaching efficacy (GTE). PTE refers to the beliefs of teachers related to their competence to change in learners' achievement, while GTE involves senses of teachers related to the force of outside effects of the school and teacher's effects on student achievement (Eslami & Fatahi, 2008).

Bandura's (1997) self-efficacy theory, on the other hand, was adapted by Tschannen-Moran et al. (1998) to teachers and it differs from Rotter's teacher self-efficacy theory of internal and external control. In order to achieve given targets, self-efficacy of teacher might be embodied as their sense about competencies to design, arrange, and effort for obtaining vocational targets (Skaalvik & Skaalvik, 2007). High self-efficacy teachers are more confident that the most troublesome students can be overcome in case they make additional endeavors, while low self-efficacy teachers feel helpless when they deal with disruptive students (Gibson & Dembo, 1984). The literature publishes the effects of self-efficacy perceptions and supports the SCT which takes these senses from people agency's roots (Bandura, 2001).

2.4.2. Bandura's social cognitive theory

A social learning theory (SLT) and imitation theory that refused behaviorist concepts were suggested by Miller and Dollard (1962). Although it was a theory of learning, it did not consider the generation of recent reactions and processes of suspended imitations (Pajares, 2002). Albert Bandura is accepted as the inventor of the SCT. He developed a social learning theory with Richard Walters, which was based on the idea that an individual learns by observing what others do (Nabavi, 2012). Thus and so, Bandura and Walters (1963) extended the limits of SLT by observational learning. By the adaptation of self-efficacy in SLT, Bandura (1986) proposed SCT. It included a view of human functioning where the cognitive, vicarious, self-regulatory, and self-reflective procedures in individuals' conversion were the core concepts. These human operations were suggested as the outcome

of a changeable interaction of individuals, and attitudinal effects which were called reciprocal determinism (Pajares, 2002).

Bandura (1997) accepted people as the partial products of their environment. People proceed to exercise control over the beneficial environments created by them. They care about selecting environments due to the influence of the environment on their personality (Nabavi, 2012). As it is seen in Figure 2.4. Bandura's internal principle of SCT explains an individual's behavior as a trivalent and reciprocal interplay of individual parameters, attitude, and the environment (Nabavi, 2012).
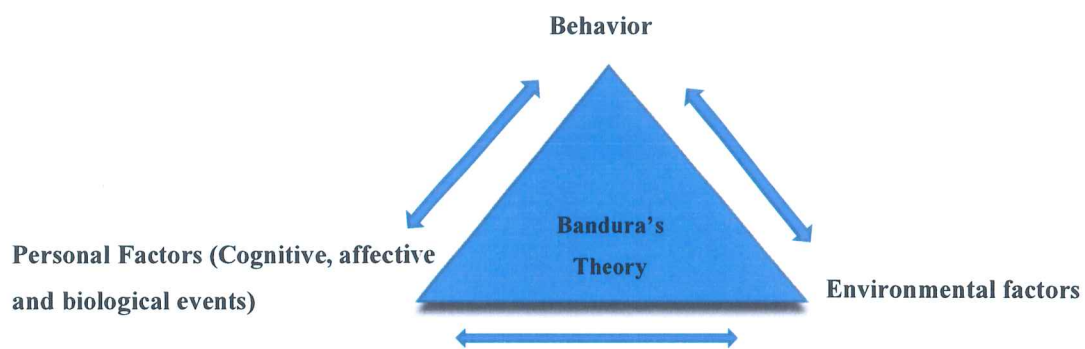
Figure 2.4. Internal principle of Bandura's social cognitive (Bandura, 1997)

Bandura (1997) claimed that SCT is related to the capacity of a human to take over the quality of one's life. The SCT provides people with a self-mechanism that ensures their feelings, motivation, and actions (Onbaşı, 2014). Particularly learning from the effects of actions is a special case of observational learning, which is the basic item of SCT. In learning by direct experience, people construct conceptions of attitude from watching the effects of their actions, but in learning by modeling, the conceptions are derived from watching the structure of the attitude being modelled (Bandura, 1989).

2.4.3.Instruments used to measure teacher self-efficacy

As it was mentioned before, one of the first notions of teacher self-efficacy was expressed by Rotter's (1966) concept of internal and external control of teachers. Research and Development (RAND) Corporation, which was funded by the Federal Elementary and Secondary Education Act, developed two 5-point Likert scale items. These items were inspired by Rotter's (1966) SLT and the first item was related to GTE: (a) "When it comes right down to it, a teacher really cannot do much because most of a student's motivation and performance depends on his or her home environment," and the other one was related to

PTE: (b) "If I try hard, I can get through to even the most difficult or unmotivated students" (Armor et al., 1976). These two items formed the basis for further self-efficacy scales at that time.

2.4.3.1. Gibson and Dembo's teacher efficacy scale (TES)

One of the scales derived from RAND Corporation items was Gibson and Dembo's (1984) teacher efficacy scale. Researchers identified teacher efficacy as a factor of personal diversities in teaching quality. Gibson and Dembo developed a teacher efficacy instrument for measuring the teacher efficacy and also for examining teacher efficacy and observable teacher attitudes correlations. The 6-point Likert scale was comprised of 30 questions and the options ranked from "strongly disagree" to "strongly agree". 208 teachers from 13 different elementary schools participated in this scale development study. As PTE and GTE, two sub-scales emerged from factor analysis, which were compatible with Bandura's two-factor theoretical model of self-efficacy. All of the items included in the first factor reflected the personal responsibility sense of teachers in student learning. The second factor indicated a teacher's general teaching efficacy perceptions and that teachers' competence of carrying with conversion is essentially restricted by outer parameters; for instance, the social atmosphere or effects from parents (Gibson & Dembo, 1984).

2.4.3.2. Bandura's teacher self-efficacy scale

Bandura's (1977) construct of self-efficacy has designed research in fields as varied as education, social and political change, medicine, psychology, and business. In education, studies have focused on educational constructs such as academic achievement, teaching and teacher education, and career improvement (Pajares, 2002). Since the best measuring method of teacher efficacy was not clear, Bandura (1997) proposed his Teacher Self-Efficacy Scale (Hoy, 2000). According to Bandura (1997), the efficacy beliefs of teachers change according to assignments that are claimed to be completed. Hence, Bandura (1997) measured teacher efficacy from a general perspective, rather than focusing on significant subjects (Onbaşı, 2014). Bandura's teacher self-efficacy consists of 7 sub-scales with 30 questions on a 9-point Likert scale.

2.4.3.3. Tschannen-Moran and Woolfolk Hoy's Ohio state teacher efficacy scale (OSTES)

Although there are many of the scales developed for measuring teacher efficacy, each of them has some deficiencies (Tschannen-Moran et al., 1998). Some measurement

problems of these scales have disturbed those who have researched teacher efficacy (Tschannen-Moran & Hoy, 2001). In order to develop an impeccable and pervasive scale, Tschannen-Moran and Hoy proposed a teacher efficacy scale through validity and reliability data by three different types of research. In the first study, they organized a workshop to design a scale of efficacy with contributors from the College of Education at The Ohio State University. Each workshop member chose important items from Bandura's scale related to teaching. Besides, each participant created 8-10 new teaching efficacy items which were not presented on Bandura's scale. 52 questions were developed to evaluate the teaching assignments and abilities (Tschannen-Moran & Hoy, 2001). The outcomes of the first workshop revealed that the 52-item scale was revised and decreased to 32 questions. In the second study, both in-service and pre-service teachers contributed to the revision of the scale and 32 item-scale reduced to 18 questions with three sub-factors: efficacy for instructional strategies (7 items), efficacy for classroom management (3 items), efficacy for student engagement (8 items). Through the third study, 6 new items were added and eventually 24-item OSTES was designed. 3 sub-factors of the second research were also conserved in the third one. The main concepts of sub-factors were detailed below.

2.4.3.3.1. Instructional strategies

The importance of instructional strategies is increasing gradually. They include many different implementations, such as using alternative strategies and using a diversity of assessment strategies. Furthermore, adjusting the lesson according to level for individual students can be accepted as a requirement of instructional strategies. On the other hand, not only poor level but also capable students are under the scope of this strategy, as they may face with challenges. According to Demiroz and Yesilyurt (2015), EFL teachers should use many kinds of teaching procedures in the class, which is a peaceful atmosphere, and teachers should supply learners with the necessities concerning achievement, motivation, and interest. By means of using the right instructional strategies, it is also possible to increase student achievement. Fidler (2002) puts forth that some teacher instructional techniques can impact student achievement.

In their study, Çalik and Kilinç (2012) also emphasized the importance of instructional strategies for teachers and they underlined the its positive effects, such as increasing the quality of education, encouraging student, engagement and increasing student achievement. Realizing the importance of the instructional strategies is not enough for teachers. One of the preconditions of implementing the instructional strategies in the classroom is having

adequate amount of field knowledge. In this respect, Yilmaz (2011) revealed a meaningful positive relationship between the English proficiency of teachers and their self-efficacy perceptions for implementing instructional strategies.

2.4.3.3.2.Classroom management

Classroom management can be briefly described as a process of ensuring that a classroom environment runs smoothly in spite of the effect of students' disruptive attitudes (Da Luz, 2015). Similar to the definition above, Yerdelen (2013) defined classroom management as managing the classroom effectively and controlling disruptive behaviors. According to Akdoğan (2017), classroom management includes the competencies and techniques applied by teachers to make students stay ordered, concentrated and engaged in the lesson. Managing the class has some other techniques such as hinting, discussion, involvement, reward and punishment (Romi, Lewis, and Roache 2013). Many of the research suggest that teachers' classroom management skills are accepted as effective EFL teacher characteristics. One of these kinds of research is by Arikan, Taşer, and Saraç-Süzer (2008), which demonstrated that teachers should be good at classroom management for being effective. The importance of management of the class emerges in crowded, noisy and careless classes. Successful classroom management and the efficacy of the teacher can be mentioned in the cases where a teacher can overcome difficult conditions. It is a well-known fact that a well-managed class brings a peaceful learning environment, and it is not surprising that it brings about student success. Romi et al. (2013) supported a similar idea that students' achievement can be increased significantly by an effectively managed classroom.

2.4.3.3.3.Student engagement

Another one of the main considerations related to the efficacy of the teacher is student engagement. Munns and Woodward (2006) express that student engagement is while students are simultaneously included in deep understanding and contributing to classroom activities. According to Tschannen-Moran and Hoy (2007), the effectiveness of student engagement concentrates on teachers' reliance level to engage all learners and promote them to do their best in school. Mazer (2013) points out that engaged students demonstrate different behaviors that show their concern in learning, such as listening carefully being always the case, participating in the discussions by his/ her ideas or questions in the class, writing down the important points during the lesson. Many researchers have demonstrated that providing student engagement is seen as an effective teacher characteristic both from

the perspective of students and teachers. Furthermore, it is one of the critical behaviors that increase student achievement (Goe, Bell & Little, 2008). In a research by Stronge et al. (2007), it is asserted that student engagement is one of the indicators of teacher effectiveness, which also increases student success. Supporting that increasing student engagement in the classroom needs not only the teacher's high effort but also the student's willing behavior, Mazer (2012) claims that a well-created communication between teacher and student can support student engagement.

2.4.4. Studies on teacher self-efficacy

There exist many studies on teacher self-efficacy. One of them was performed by Çapa, Çakıroğlu, and Sarıkaya (2005) in order to determine the validation of a Turkish version of the teachers' sense of efficacy questionnaire, which originally belongs to Tschannen-Moran and Hoy (2001) and is named as OSTES. 628 pre-service teachers from different departments such as mathematics education, elementary science education, early child education, and classroom teaching program participated in their study. Since it was going to be administered to the participants in Turkish, a translation procedure was completed first. Then, participants were asked to fill in the Turkish teachers' sense of efficacy scale. According to results, pre-service teachers' efficacy scores for sub-factors were 6.92 for student engagement, 7.1 for instructional strategies, and 6.95 for classroom management on a 9-point Likert scale. Later, the researchers performed reliability and validity analysis of the scale and it was concluded that the Turkish version of OSTES emerges to be a valid and reliable scale for Turkish pre-service teachers.

The importance of improvement of practical knowledge for teacher candidates was researched by Tatar and Buldur (2013), when they performed a study that aimed to improve prospective science teachers' understanding and self-efficacy toward the use of an alternative assessment. For their research, a teaching program was formed to develop self-efficacy of prospective teachers, which includes three stages; namely, a workshop, observation, and teaching stages. The research was conducted throughout one semester and the opinions of the twenty-five preservice science teachers were evaluated, which had been collected by both quantitative and qualitative methods. Quantitative data were obtained by using Self-efficacy Perceptions towards Using Alternative Assessment Scale (Buldur & Tatar, 2011). The self-efficacy scale was conducted three times; before, during and after the instruction during one semester. In addition to the scale, the researcher gathered data from

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interview questions. The outcomes showed that prospective teachers had positive opinions about the teaching program and self-efficacy perceptions of the participants increased after they were exposed to teaching programs, which supported the increasing of practical knowledge by its content. Besides, pre-service teachers gained knowledge about alternative assessment, observed the teachers, used these techniques in their teaching, evaluated themselves and peers' performances, and increased their experiences in discussions with researchers, teachers, and students.

Moafian and Ghanizadeh (2009) support that plenty of studies have been carried out on instructional attitudes and their self-efficacy. To give an example, Pajares (1992) demonstrated a positive correlation between teachers' educational perceptions and their lesson designing, classroom management, and teaching attitudes. According to Pajares (1992), perceptions are more effective than knowledge in identifying how people plan and describe assignments and troubles (Pajares, 1992). Conversely, it has been determined that low self-efficacy teachers were inadequate not only about their competencies, but also the competencies of their students and colleagues (Siebert, 2006).

Another study by Bergil and Sariçoban (2017) dealt with the integration of self-efficacy in language teacher education programs. They examined the self-efficacy perceptions of prospective ELT teachers. In order to reach the aim of the study, 38 prospective teachers were requested to complete the EPOSTL questionnaire. Bergil and Sariçoban (2017) claimed that motivation and effectiveness of teachers are shaped by self-efficacy in the classrooms, and that a great amount of self-efficacy provides more practical aspects in teaching and assists all students to achieve their capacity. Because of the significance of self-efficacy in language teacher education programs, they needed to measure self-efficacy and they aimed to examine whether or not the EPOSTL shows the self-efficacy degree of EFL pre-service teachers and increase the necessity of it in teacher education. According to the outcomes of the study, it was revealed that each participants' EPOSTL scores were not similar with each other and the EPOSTL also showed the prospective teachers' self-efficacy grade.

In another study, Ghorbandordinejad and Afshar (2017) researched self-efficacy from a different aspect and they examined the correlation between self-efficacy, perfectionism and English acquisition in Iranian EFL students. 400 third-grade high school students participated in this study. Participants filled out both a self-efficacy questionnaire and an almost perfect scale-revised questionnaire. According to the results of the study, strong

correlations were determined between learners' self-efficacy and their English achievement. However, the correlation between perfectionism and English achievement was negative. The study also investigated the mediating role of perfectionism in correlation with EFL learners' self-efficacy and their English achievement. However, it was revealed that perfectionism did not affect these two variables. Through their research, the authors highlighted the pedagogical implications of self-efficacy, which contributes to the academic accomplishments of students. The results of the study belonging to Mojavezi and Poodineh-Tamiz (2012) were similar to the study by Ghorbandordinejad and Afshar (2017) in respect of the positive influence of teacher self-efficacy on student success.

The self-efficacy perception level of EFL teachers and their proficiency were researched by Eslami and Fatahi (2008). They used the same self-efficacy scale designed by Tschannen-Moran and Hoy (2001). Researchers aimed to reveal the self-efficacy perceptions of teachers concerning individual competencies to teach EFL and proficiency levels of their language. 40 Iranian EFL teachers filled out the questionnaires and the outcomes demonstrated the correlation between teachers' self-efficacy perceptions and their English proficiency level was positive. The research concluded that the higher the perception of teacher self-efficacy was, the more teachers tended to utilize communicative-based strategies.

2.5. Studies on Teacher Self-Assessment and Self Efficacy

Increasing the teaching effectiveness of EFL teachers is mostly provided by powerful theoretical knowledge and precise practical knowledge. By examining prospective EFL teachers' grades of theoretical and practical knowledge, the gap between these two concepts can be revealed and it enables us to evaluate the quality and effectiveness of teachers. However, research about this subject has been limited to examinations of the relations between self-assessment and self-efficacy of teachers.

Though it was not directly related to pre-service EFL teachers, Kahraman (2014) performed a valuable study named as "Investigating the Relationship between Self-assessment and Self-efficacy of Pre-service Science Teachers". In the research, it was argued that theoretical materials in teacher education programs are not supported by an adequate impact on teachers' practices. For this reason, her research aimed to examine the utilization of student-teachers' self-assessment and its connection to their self-efficacy. Forty-seven 4th grade university students from the department of science education, 40 of whom were female

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and 7 were male, participated in the research. Student-teacher presentation evaluation checklist and science teaching efficacy belief scale were used for measuring the relationship between self-assessment and self-efficacy perceptions of participants. Besides, an interview was carried out with 8 participants. According to the results, there could not be found a remarkable correlation between the perception of participants' self-assessment and self-efficacy grades. However, according to interview results, participants emphasized that the utilization of self-assessment tools fostered their perception of efficacy.

In his study, Coronado-Aliegro (2006) aimed to examine the influence of a permanent self-assessment tool on the self-efficacy of undergraduate students studying Spanish as a foreign language (SFL). Fostered self-efficacy perceptions are related to augmented learner motivation, academic success, and overall performance, according to previous studies. Although learners' aptitude to self-assessment regarding their qualities and impediments at the duration of learning might be connected to the whole self-efficacy theoretically, the relationship between these two concepts has not been tested empirically (Coronado-Aliegro, 2006). The experimental study was performed at two different universities with 104 undergraduate students. 62 of the students were in the treatment group, while 32 of them were in the control group. SFL Self-Efficacy Questionnaire was filled out by treatment and control group students in both the second and the final week of the semester. The treatment group was also weekly administered Self-Assessment Questionnaire throughout the academic year. The results showed that participants' self-efficacy level was raised with continuous self-assessment. In addition, it was emerged that the Self-Assessment Questionnaire results of participants were directly proportional to their self-efficacy results. Coronado-Aliegro (2006) concluded that students' self-efficacy scores proportionally raised when they evaluated themselves during the learning process.

The relationship between self-assessment and self-efficacy was also investigated by Rahimi and Dolmaci (2013). They focused on undergraduate students studying EFL. Their study aimed to examine the influence of the consistent self-assessment tool on the self-efficacy of a focus group. During the first week and the last week of a semester, students filled in EFL Self-Efficacy Questionnaire (SEQ) twice. Besides, treatment group students filled in Self-Assessment Questionnaire weekly along the semester. The outcomes of the study demonstrated that contributors' mean SEQ points were not meaningfully related to the total of the self-assessment items. Nevertheless, participants' average SEQ scores and their self-assessment were correlated significantly (Rahimi & Dolmaci, 2013).

In a similar study, Baleghizadeh and Masoun (2013) investigated the impact of self-assessment on English learners' self-efficacy. They conducted the research on 57 English language learners in an English language institute. Participants were divided into two groups as control and experimental. Self-efficacy of both groups was measured through a questionnaire; however, experimental group students filled out a self-assessment scale every two weeks during one semester. Outcomes of the study revealed that the experimental group's self-efficacy improved significantly. It was shown that applying self-assessment on English learners cause an increase in their self-efficacy. Also, it was found out that self-efficacy is quite an important element in language learning procedure and improving this element can be provided by the self-assessment method by learners (Baleghizadeh & Masoun, 2013).

Panadero, Jonsson, and Botella (2017) also examined the effects of self-assessment on self-regulated learning and self-efficacy. They applied 19 different studies with four different meta-analyses that were administered to 2305 students. According to the results, students' self-assessment influences their self-efficacy positively. The results of the research pointed out to the significance of self-assessment in promoting student utilization of learning methods and their influences on motivational factors such as self-efficacy.

To conclude, some of the previous studies found out a relationship between participants' self-assessment and self-efficacy perceptions, while some could not. To illustrate, Ross and Bruce (2007b) claim that teachers' efficacy influences their self-assessment. Parallel with them, according to Avalos (2011), self-assessment of teachers influences self-efficacy perceptions of them. On the contrary, Cassidy (2007) could not find a correlation with self-efficacy and self- assessment. Likewise, Coronado-Aliegro (2006) examined the influence of self-assessment on self-efficacy of participants studying SFL, and there could not be found any correlation with their self-assessment and self-efficacy. Another study that investigates the relationship between self-efficacy related to the self-assessment of students studying EFL was performed by Rahimi and Dolmaci (2013). According to their findings, there was no remarkable relationship between participants' self-efficacy grades and total self- assessment items. Therefore, it can be alleged that there could not be reached to a consensus on the topic yet.

3.METHODOLOGY

3.1. Overview

In the third chapter of this study, methodological steps used in this research are presented first. Later on, the research population and instruments used for measuring the variables of the study are also introduced. Lastly, the validity and reliability of the questionnaires are also given place in this section.

3.2. The Overall Design of The Study

This study was designed as a quantitative research in order to reveal the relationship between pre-service EFL teachers' self-assessment and their self-efficacy perceptions. According to Creswell (2014), survey research provides quantitative definitions of a population's thoughts by researching a sample of that population and it involves cross-sectional and longitudinal research utilizing questionnaires. Additionally, Ekmekçi (1997) claims that descriptive research is used to systematically describe the facts, preferences, or area of interest of a given population.

In order to accomplish the objectives of the study; the data were collected through two different questionnaires which are measurable instruments. Firstly, participants were requested to fill out a questionnaire about their self-assessment perceptions. The first questionnaire measured the theoretical knowledge of pre-service teachers, which consists of items about teacher behaviors that can be gained by a well-qualified education and self-improvement. Later, pre-service teachers were asked to fill another questionnaire that measured their self-efficacy perceptions. Both questionnaires include behavioral items that are utilized to reveal people's thoughts, beliefs, covering behaviors, and ideas (Dörnyei, 2007). Questions in the self-efficacy scale are related to teacher attitudes needed by teachers under difficult conditions while teaching and these attitudes can only be gained by more practical knowledge.

3.3. Research Population and Sampling

According to statistics from the website of Turkish Council of Higher Education ("Tüm Üniversiteler Hakkında Genel Bilgiler", 2019), there are 227 universities in Turkey and 63 of them have ELT departments in the 2018-2019 academic year. The universe of this research is composed of students studying in ELT departments of these 63 universities.

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This research was carried out in the ELT departments of 5 different universities. Pre-service EFL teachers from these universities are the population of the study. When choosing the participants of this research, the convenience sampling method of a nonrandom sampling strategy was used, in which participants were selected according to their convenience and availability (Creswell, 2003). The study was performed at 3 state universities and 2 foundation universities which are located in Ankara. These universities host students from different cultures, therefore Ankara was chosen for the sampling area. The name of the universities included in the study are listed below.

- Başkent University (Ankara / Turkey)
- TED University (Ankara /Turkey)
- Middle East Technical University (Ankara /Turkey)
- Hacettepe University (Ankara /Turkey)
- Gazi University (Ankara /Turkey)

3.4. EFL Teacher Education in Turkey

The journey of English language teacher education programs in Turkey has changed over the last years. According to outcomes of the scientific research (Freeman, 1993; Day, 1991; Shulman, 1987), teacher education programs were modified in 1997 in a way that promotes the basic communication skills of teacher candidates through the integration four skills in order to engage them in a powerful communication in the target language and these new approaches were adopted to English language teaching curriculum (Bergil & Sarıçoban, 2017). With the effect of the first modification, the number of methodology courses was increased, and the teaching practicum components were extended. Thus, the teacher trainers had more chance to observe the actual teaching practices, thereby gaining more practical and hands-on experiences (Hismanoglu, 2013). In 2006, again with the effect of international scientific discussions on the English language teacher education curriculum, new modifications were performed in education programs. These new changes aimed to compensate for the deficiencies in field knowledge, pedagogic competence, general knowledge and teaching practices (Bergil & Sarıçoban, 2017).

Kose and Uzun (2018) claim that pre-service teachers have low perceptions towards occupational self-efficacy, due to deficiencies in undergraduate education. The lack of a combination of theoretical knowledge with teaching practices is the main source of this issue. Şahin (2019) states that preparing the pre-service teachers in accordance with the

needs of curricula is the main aim of the ELT programs in Turkey. When the curricula of ELT education programs in Turkey are investigated, it can be noticed that the number of courses related to theoretical knowledge are higher than those of practical knowledge. Şallı-Çopur (2008) grouped into five sections the courses in typical ELT curricula in Turkey, which are language courses, linguistic courses, literature courses, ELT methodology courses and general education courses. This section mostly includes courses that strengthen the theoretical knowledge of pre-service EFL teachers. Bergil and Sarıçoban (2017) suggest that the teacher education system urgently needs to be changed based on the common attitude of teaching practices nature, especially for prospective teachers before starting their in-service teaching process. Pre-service EFL teachers have inadequate knowledge about classroom environments and student types (Johnson, 1994). According to Borg (2003), pre-service EFL teachers' achievements in education programs influence their improvements through their career. Freeman and Johnson (1998) also claim that teacher education programs should emphasize on how prospective teachers should be trained and what they need to know.

When the curriculum for ELT departments (see APPENDIX 4) is examined, it is noticed that the courses are taught by foreign language education department, education sciences department and other departments about general culture courses. Some of the courses such as linguistics, English literature, and further reading and writing have theoretical basis, which increase the profession of pre-service EFL teachers' CK. On the other hand, some of the courses such as school experience, teaching English to young learners, and teaching language skills are related to practical knowledge and they aim to increase the PCK of pre-service EFL teachers. Another important point about the curriculum is the distribution of teaching hours between theoretical and practical knowledge. While the theoretical courses are taught for 143 hours, 32 hours are allocated for practicing the theoretical knowledge.

3.5. Participants

One hundred thirty seven pre-service EFL teachers from 5 different universities participated in this research. Participants consist of 4th year students of ELT departments who study in 2018-2019 academic year . By demographic questions, it was asked to age, gender and universities of the participants. 106 females and 31 male participants contributed to the present study. The ages of the pre-service teachers changed between 20 and 42 but most of them are 22 years old and average age of the participants was 23 . The participants

were also asked about their gender. According to the frequency test result, %77,4 of the pre-service teachers were female and %22,6 of them were male.

Even the data collecting process was performed at five different universities, questionnaires applied at a very close time to the end of the semester that caused a bit fall in participant numbers. Besides this, some of the universities' 4th-year student numbers had already low and it prevented the increase in participant numbers. While %41,6 of participants attended from Gazi University, %29,2 of them attended from Hacettepe University. The rest of the participants were from Başkent University, Middle East Technical University, and TED University respectively. The distribution of the participants according to their demographic question answers were summarized in Table 3.1.

Table 3. 1. Distribution of 4th-year students according to demographic question answers

		Gender						Ages		
		Female		Male		Total		Min	Max	Avg.
		freq.	%	freq.	%	freq.	%			
University	Başkent University	11	10.3	5	16.1	16	11.6	21	28	23
	TED University	7	6.6	2	6.4	9	6.5	21	42	25
	Gazi University	49	46.2	8	25.8	57	41.6	21	35	23
	Middle East Technical University	13	12.2	2	6.4	15	10.9	21	24	22
	Hacettepe University	26	24.5	14	45.1	40	29.2	20	23	22
	Total	106	77.4	31	22.6	137	100	20	23	23

3.5. Instruments

In order to reach the aim of the present study, many resources were made use of such as books, studies, and articles. However, the main data collection sources concerning the research were self-assessment and self-efficacy questionnaires. While a self-assessment questionnaire aimed to measure theoretical knowledge of pre-service EFL teachers, their practical knowledge was measured with a self-efficacy questionnaire. Borg and Edmett's (2018) self-assessment questionnaire was used in this study, which had been especially developed for English language teachers. Furthermore, Tschannen-Moran and Hoy's (2001) extensively used self-efficacy scale for teachers was preferred for measuring the perception levels of pre-service EFL teachers. Along with these questionnaires, 137 pre-service teachers also filled out a demographic questionnaire.

The questionnaires were applied in English, due to the fact that the English level of pre-service teachers was assumed to be close to perfect and there was no doubt that they

could understand the questions clearly. The questionnaire was applied in English instead of Turkish, also due to the possibility of presence of foreign students among the participants. Before the questionnaires, each student was requested to answer demographic questions, which were used in statistical data for the study.

3.5.1. Demographic questions

The demographic questions used in this study aimed to gather information about participants' personal and educational background. The survey was comprised of 3 questions about university name, age, and gender of participants. Answers of the demographic questions helped the researcher make comments about the outputs of the study.

3.5.2. Self-Assessment questionnaire

Self-assessment scale was developed by Borg and Edmett (2018). The 5-point Likert scale questionnaire consists of 9 sub-scales and 48 questions which involve pre-service teachers' theoretical knowledge. The sub-scales of the questionnaire are related to teacher professional practices: 1) planning lessons and courses, 2) managing the lesson, 3) understanding learners, 4) knowing the subject, 5) managing resources, 6) assessing learning, 7) integrating information and communications technology (ICT), 8) using inclusive practices, 9) promoting 21st century skills.

The self-assessment questionnaire had 48 questions and a 5-point Likert scale, which was ranked from low assessment to high assessment. Participants chose the best answers for them, and meaning of the numbers are as follows: 1= statement is not clear, 2= the statement is clear, but I'm not quite sure how to do this, 3= I can do this but not very effectively, 4= I can do this quite well, 5= I can do this very well.

3.5.3. Self-Efficacy questionnaire

The self-efficacy questionnaire utilized in this research was evolved by Tschannen-Moran and Hoy (2001). Their questionnaire includes 3 sub-scales which consist of 24 questions with a 9-point Likert type scale. Self-efficacy questions are generally related to teacher abilities in difficult teaching conditions. The sub-scales of the self-efficacy questionnaire are categorized as: 1) efficacy for instructional strategies, 2) efficacy for classroom management, 3) efficacy for student engagement. The 9-point Likert Scale was preferred and the options were determined as follows: "nothing" (1-2), "very little"(3-4), "some influence" (5-6), "quite a bit"(7-8) to "a great deal"(9).

3.5.4. Background information (validity and reliability)

The reliability of a scale refers to the consistency of measurement tool (Borg & Edmet, 2018) and without consistency, the results of the scale can not be accepted as meaningful. For this reason, it is compulsory to test the reliability of the scales used in this study. The first questionnaire consists of 9 sections and 48 questions with a 5-point Likert scale, which was designed by Borg and Edmett (2018). The number of EFL teachers have attended their research and answered the questionnaire was 1716. All nine sections had internal reliability with Cronbach's alpha scores between 0.74 and 0.89. According to Gaur and Gaur (2009) Cronbach's alpha score, above 0.7 is can be used as a reasonable test of scale reliability. The validity of the questionnaire was also proven by the researches, Borg and Edmett (2018) pointed out that the successful reliability of the questionnaire not only serves to latter improvements of this tool but also related studies about self-assessment of teachers.

The second questionnaire, which is widely used for measuring the self-efficacy level of teachers was designed by Tschannen-Moran and Hoy (2001), includes 3 sub-factors with 24 questions with a 9-point Likert scale. The researchers tested the reliability of this questionnaire by applying 410 participants and the results were quite satisfied. Teacher efficacy sub-categories' reliability was 0.91 for instructional strategies, 0.90 for classroom management, 0.87 for student engagement and 0,94 for the whole scale which was reliable due to higher than 0.7.

The self-efficacy questionnaire used in this study had been used in many scientific studies extensively, previous researchers also tested the reliability of the questionnaire according to their participants' answers and they reported their results after they proved the reliability of the questionnaire. Ravandpour and Elmer (2019) researched the relationship between EFL teacher's continuing professional development and their self-efficacy and they used the same teacher's self-efficacy scale devised by Tschannen-Moran and Hoy (2001). Their participants' number was 247 and according to their reliability test, Cronbach's alpha scores were calculated as 0.79 for instructional strategies, 0.83 for classroom management and 0.85 for student engagement, total Cronbach's alpha score was obtained as 0.85 for the whole items. Akbari and Moradkhani (2010) also used the same teacher self-efficacy scale while investigating Iranian English teachers' self-efficacy in terms of their academic degree and experience. The number of teachers who participated in their research was 447 and researchers calculated high reliability for overall items and subcategories. The Cronbach's alpha scores were calculated as 0.87 for instructional strategies, 0.86 for classroom

management and 0.79 for student engagement and 0.93 for the whole items. Another study was performed by Onbaşi (2014) where the Tschannen-Moran and Hoy's (2001) teacher self-efficacy scale was used. The researcher investigated EFL Instructors' self-efficacy about to with concerning student success and student perception of teachers' efficacy in teaching writing and reported that the reliability for instructional strategies as 0.85, for classroom management as 0.86, for student engagement as 0.88 and lastly for general self-efficacy scale as 0.91. The literature was scanned for finding previous studies that used a self-assessment tool designed by Borg and Edmett (2018) but because it is a newly published scale, it couldn't be found any previous study for sharing the calculated reliability of this scale.

Due to the internal consistency of the scales that can change according to sample composition both questionnaires were also tested for this study in terms of reliability according to answers of 137 participants. The reliability of the instruments was ensured by calculating Cronbach's alpha coefficient. The alpha coefficient is the function of questions in a test to have commonalities and is the minimum limit of a test score's reliability (Cortina, 1993). Cronbach's alpha coefficient was calculated first for self-assessment questionnaire which consisted of 48 questions and 9 sub-factors. According to results all, 9 sub-factors had reliability with Cronbach's alpha score between 0.707 to 0.822 which are more than the minimum acceptable value of 0.7 (Cortina, 1993). Then, the self-efficacy questionnaire was analyzed for reliability, there were 24 questions under 3 sub-factors, and Cronbach's alpha scores were calculated as 0.863, 0.913 and 0.932 respectively for 3 sub-factors. Furthermore, testing of the internal reliabilities of each question for the scales revealed a Cronbach's alpha scores as 0.949 for self-assessment scale 48 items and 0.953 for self-efficacy scale for 24 items. The statistics showed that both questionnaires can be regarded as reliable tools for reaching the aim of this research and they have relatively good internal consistency. The results of Cronbach's alpha score test of the scales are indicated in table 3.2.

Table 3. 2. Cronbach's alpha scores of scales

Scale	Subscale	Cronbach's Alpha Scores
Self-Assessment	Planning Lesson (5 items)	0.717
	Managing Lesson (5 items)	0.723
	Understanding Learners (5 items)	0.752
	Knowing The Subject (7 items)	0.769
	Managing Resources (5 items)	0.707
	Assessing Learning (5 items)	0.784
	Integration Info. And Com. Techn.(5 items)	0.822
	Using inclusive Practices (5 items)	0.719
	Promoting 21st Century Skills (6 items)	0.726
	Overall Self-Assessment Scale (48 items)	0.949
Self-Efficacy	Instructional Strategies (8 items)	0.863
	Classroom Management (8 items)	0.913
	Student Engagement (8 items)	0.932
	Overall Self-Efficacy Scale (24 items)	0.953

3.5.5. Data collection procedures

The data collection procedure began with the decision of which questionnaires to choose for the survey. After researching the questionnaires in the literature, Borg and Edmett's self-assessment tool for EFL teachers and Tschannen-Moran and Hoy's self-efficacy tools for teachers were determined to be used in this study. Later on, Megan Tschannen-Moran and Simon Borg, who are the owners of the questionnaires, were contacted and permission to use the questionnaires in the study were received.

The fact that surveys were conducted in five different universities is one of the features that distinguishes this study from other studies. However, since the questionnaires were administered to students during the lesson time, necessary permissions had to be taken from university authorities first, and it was known that this step was not easy. If the importance of the study could not be conveyed well, there was a risk of rejection, which would cause serious problems for the progress of the study. Heads of the ELT departments of all five universities were contacted via e-mail or phone and the importance of the study was explained. Fortunately, permissions were taken from university authorities for questionnaire application. After obtaining the permissions, a schedule was formed for visiting the universities and application of the questionnaires was performed according to this schedule.

3.6. Data Analysis

To achieve the goals of this study, the gathered data analyzed by the following statistical methods using the SPSS version 25 software program. First, descriptive statistics including frequencies, means and standard deviation (SD) were computed to summarize pre-service EFL teachers' responses. Second, the Pearson Product-Moment Correlation Coefficient (PPMCC) method was used to explore the strength and direction of the relationship between the two variables of the study, self-assessment, and self-efficacy. Finally, simple regression method was used to explain to what extent pre-service EFL teachers' self-assessment can predict their self-efficacy.

4. RESULTS

4.1. Overview

In the fourth chapter of the study, answers of the participants turn into data and the gathered data are analyzed for obtaining the results of the study. Firstly, demographic questions and participants' answers to questionnaires are examined descriptively. Later, the answers to the research questions are revealed in this section.

4.2. Descriptive Analysis

After demographic questions, the answers given by the participants for the self-assessment questionnaire were analyzed in terms of descriptive factors and the answer of first research question is given.

4.2.1. Research question 1

Self-assessment scale options can be chosen from 1 (lowest) to 5 (highest). The average of the mean values of all answers was calculated as 4.24 over 5 and the standard deviation was 0.39. The average value shows that pre-service EFL teachers' perception of self-assessment is quite high and they believe that they can perform most of the behaviors quite well. On the other hand, the self-efficacy questionnaire includes options from 1 to 9. While 1 referred to the lowest self-efficacy, 9 referred to the highest. The average number of the answers was 7.03 over 9 and the standard deviation was 0.99. It means participants believe that they were quite successful in their efficacy. Descriptive statistics of self-assessment and self-efficacy questionnaires are indicated in Table 4.1.

Table 4.1. Descriptive analysis of questionnaires

	N	Mean	Std. Deviation
Selfassessment_mean	137	4.24	.39
Selfefficacy_mean	137	7.03	.99
Valid N (listwise)	137		

According to self-asssessment questionnaire results, participants' top five answers can be seen in Table 4.2. Pre-service EFL teachers have the highest perception in the behavior of "I develop positive attitudes towards diversity in my classroom" among the 48 items of self-assessment questionnaire.

Table 4.2. Frequency of self-assessment questionnaire highest scores

	Self-Assessment Questions	N	The statement is not clear		The statement is clear, but I'm not quite sure how to do this		I can do this but not very effectively		I can do this quite well		I can do this very well		Mean Value Over 5	St.Dev.
			freq.	%	freq.	%	freq.	%	freq.	%	freq.	%		
1	I develop positive attitudes towards diversity in my classroom.	137	0	0	0	0	5	3.6	52	38	80	58.4	4.55	0.57
2	I can create a positive learning environment.	137	0	0	0	0	7	5.1	52	38	78	56.9	4.52	0.6
3	I treat all my learners equally and with respect.	137	0	0	2	1.5	10	7.3	46	33.6	79	57.7	4.47	0.7
4	I understand my learners' interests	137	0	0	1	0.7	11	8	66	48.2	59	43.1	4.47	0.57
5	I promote collaboration and communication	137	0	0	0	0	8	5.8	60	43.8	69	50.4	4.45	0.61

Participants' lowest scores from self-assessment questionnaire are indicated in Table 4.3. Pre-service EFL teachers have the lowest perception in "I can reflect on my own bias/beliefs and impact this might have in the classroom".

Table 4.3. Frequency of self-assessment questionnaire lowest scores

	Self-Assessment Questions	N	The statement is not clear		The statement is clear, but I'm not quite sure how to do this		I can do this but not very effectively		I can do this quite well		I can do this very well		Mean Value Over 5	St.Dev.
			freq.	%	freq.	%	freq.	%	freq.	%	freq.	%		
1	I can reflect on my own bias beliefs and the impact this might have in the classroom.	137	4	2.9	11	8	37	27	55	40.1	29	21.2	3.69	0.99
2	I promote citizenship	137	9	6.6	11	8	26	19	48	35	43	31.4	3.77	1.17
3	I can anticipate problems that may arise during the lessons and decide how to respond.	136	0	0	7	5.1	30	21.9	62	45.3	37	27	3.95	0.84
4	I involve parents, learners and any other relevant persons in an inclusive learning environment.	137	1	0.7	8	5.8	25	18.2	63	46	40	29.2	3.97	0.88
5	I promote digital literacy	137	4	2.9	5	3.6	23	16.8	51	37.2	54	39.4	4.07	0.99

Participants' highest score five answers of self-efficacy questionnaire are indicated in Table 4.4. According to results, the perception of the question that "How much can you do to foster student creativity? get the highest score by pre-service EFL teachers.

Table 4.4. Frequency of self-efficacy questionnaire highest scores

Self-Efficacy Questions	N	Nothing		Nothing/Very Little		Very Little		Very Little/Some Influence		Some Influence		Some Influence/Quite A Bit		Quite A Bit		Quite A Bit/A Great Deal		A Great Deal		Mean Value Over 9	St.Dev.
		freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%		
1 How much can you do to foster student creativity?	137	0	0	1	0.7	0	0	3	2.2	6	4.4	13	9.5	38	28	34	25	42	31	7.58	1.34
2 How much can you do to help your students value learning?	137	0	0	1	0.7	0	0	2	1.5	8	5.8	16	11.7	37	27	32	23	41	30	7.52	1.36
3 How much can you do to get students to believe they can do well in schoolwork?	137	1	0.7	0	0	1	0.7	1	0.7	8	5.8	18	13.1	40	29	32	23	36	26	7.42	1.39
4 To what extent can you provide an alternative explanation or example when students are confused?	137	0	0	0	0	0	0	5	3.6	8	5.8	10	7.3	51	37	35	26	28	20	7.37	1.26
5 How well can you provide appropriate challenges for very capable students?	137	0	0	0	0	1	0.7	2	1.5	13	9.5	15	10.9	32	23	49	36	25	18	7.35	1.39

The lowest score five answers of self-efficacy questionnaire can be seen in Table 4.5. Pre-service EFL teachers gave the lowest point to "To what extent can you use a variety of assessment strategies?"

Table 4.5. Frequency of self-efficacy questionnaire lowest scores

Self-Efficacy Questions	N	Nothing		Nothing/Very Little		Very Little		Very Little/Some Influence		Some Influence		Some Influence/Quite A Bit		Quite A Bit		Quite A Bit/A Great Deal		A Great Deal		Mean Value Over 9	St.Dev.
		freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%	freq	%		
1 To what extent can you use a variety of assessment strategies?	137	0	0	0	0	3	2.2	6	4.4	33	24.1	16	11.7	45	33	23	17	11	8	6.51	1.45
2 How much can you do to control disruptive behavior in the classroom?	137	0	0	2	1.5	4	2.9	5	3.6	22	16.1	28	20.4	34	25	26	19	16	12	6.6	1.59
3 How much can you do to calm a student who is disruptive or noisy?	137	0	0	1	0.7	4	2.9	7	5.1	21	15.3	33	24.1	25	18	29	21	17	12	6.61	1.59
4 How much can you do to get through to the most difficult students?	137	0	0	2	1.5	5	4.4	5	3.6	20	14.6	28	20.4	30	22	29	21	17	12	6.61	1.66
5 How well can you respond to defiant students?	136	0	0	0	0	3	2.2	6	4.4	18	13.1	36	26.3	35	26	25	18	13	9.5	6.63	1.44

Self-assessment questionnaires' sub-factors were also analyzed in terms of descriptive which can be seen in Table 4.6. According to results, the perception of pre-service EFL teachers about self-assessment for 9 sub-factors was quite high.

Table 4. 6. Descriptive analysis of self-assessment questionnaire sub-factors

	N	Mean	Std. Deviation
Understanding the learners	137	4.41	0.45
Managing resources	137	4.35	0.46
Managing the lesson	137	4.30	0.44
Integrating ICT	137	4.26	0.59
Knowing the subject	137	4.21	0.47
Promoting 21st century skills	137	4.20	0.51
Assessing the learning	137	4.20	0.52
Planing lesson and courses	137	4.16	0.48
Using inclusive practices	137	4.14	0.52
Valid N (listwise)	137		

The descriptive analysis of self-efficacy questionnaires sub-factors can be seen in table 4.7. According to results, the perceptions of pre-service EFL teachers about self-efficacy for instructional strategy, classroom management, and student engagement were quite high and they had high perception level for overcoming the problems about these three different sub-factors.

Table 4. 7. Descriptive analysis of self-efficacy questionnaire sub-factors

	N	Mean	Std. Deviation
Efficacy For Student Engagement	137	7.19	1.15
Efficacy For Instructional Strategies	137	7.11	0.93
Efficacy For Classroom Management	137	6.78	1.24
Valid N (listwise)	137		

4.3. Correlation and Regression Analysis

The second step of the statistical analysis was the calculations for finding out the answers to research questions. Answers can only be achieved by correlation and regression analysis; however, before deciding on whether parametrical or non-parametrical tests will be used, normality tests should be done for variables. Self-assessment and self-efficacy were the two variables of this research. To investigate the relationship between these two

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variables, the mean values of answers of both questionnaires were calculated for each question.

Firstly, the mean values of the 137 answers of self-assessment questionnaires were calculated. Descriptive test results are shown in Table 4.8. The mean value of all answers was calculated as 4.24 and the standard deviation was 0.39. The average values of the answers were also tested for normality for deciding whether the parametric analysis or non-parametric analysis will be used for examining the relationship between self-assessment and self-efficacy parameters. Besides, Skewness and Kurtosis numbers are also indicators of normality. "A kurtosis value between ±1.0 is considered excellent for most psychometric purposes, but a value between ±2.0 is in many cases also acceptable." (George & Mallery, 2019, p. 114). The detail results of the descriptive test of self-assessment mean can be seen in Table 4.8 and the kurtosis numbers were calculated as between the acceptable range.

Table 4. 8. Descriptive analysis result of self-assessment questionnaire answers'mean

			Statistic	Std. Error
selfassessmentmean	Mean		4.2450	.03383
	95% Confidence Interval for Mean	Lower Bound	4.1781	
		Upper Bound	4.3119	
	5% Trimmed Mean		4.2576	
	Median		4.2500	
	Variance		.157	
	Std. Deviation		.39595	
	Minimum		3.02	
	Maximum		4.94	
	Range		1.92	
	Interquartile Range		.59	
	Skewness		-.317	.207
	Kurtosis		-.229	.411

While testing the normality in SPSS, Kolmogorov-Smirnov and Shapiro-Wilk results were calculated, if one of them was calculated to be more than 0.05, it could be accepted that the data distributed normally. In the light of this information, the results showed in Table 4.9, since the Kolmogorov-Smirnov significance value was more than 0.05, the data distribution was normal.

Table 4. 9. Normality of self-assessment questionnaire mean values

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
selfassessmentmean	.074	137	.066	.979	137	.034

a. Lilliefors Significance Correction

Secondly, the mean values of self- efficacy questionnaires' answers were calculated and tested in terms of descriptively. As it is indicated in Table 4.10, the average value of self-efficacy answers was calculated as 7,02 and the standard deviation was 0,99.

Table 4. 10. Descriptive analysis of self-efficacy questionnaire answers' mean values

			Statistic	Std. Error
selfefficacymean	Mean		7.0277	.08507
	95% Confidence Interval for Mean	Lower Bound	6.8594	
		Upper Bound	7.1959	
	5% Trimmed Mean		7.0696	
	Median		7.0833	
	Variance		.992	
	Std. Deviation		.99578	
	Minimum		3.00	
	Maximum		8.92	
	Range		5.92	
	Interquartile Range		1.26	
	Skewness		-.730	.207
	Kurtosis		1.268	.411

Self- efficacy average values were also tested for normality and Kolmogorov-Smirnov significance value was again calculated more than 0.05, and besides this Kurtosis numbers were calculated less than +2, which means the self-efficacy average values distributed normally. The details of the normality test of self-efficacy mean value can be seen in Table 4.11.

Table 4.11. Normality of self-efficacy mean value

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
selfefficacymean	.072	137	.081	.968	137	.002

a. Lilliefors Significance Correction

Hence, both self-assessment and self-efficacy mean values were distributed normally. Parametrical tests could be used for correlation and regression analysis of these two variables for revealing the answer to the research questions. However, before calculating the correlation between self-assessment and self-efficacy results, a scatter plot of these two variables was drawn. As it is seen in Figure 4.1. descriptive result of self-assessment lied on the x-axis and self-efficacy lied on the y-axis. A positive relation between average values of variables can be seen clearly. However, the relation should be also proven by a correlation test.
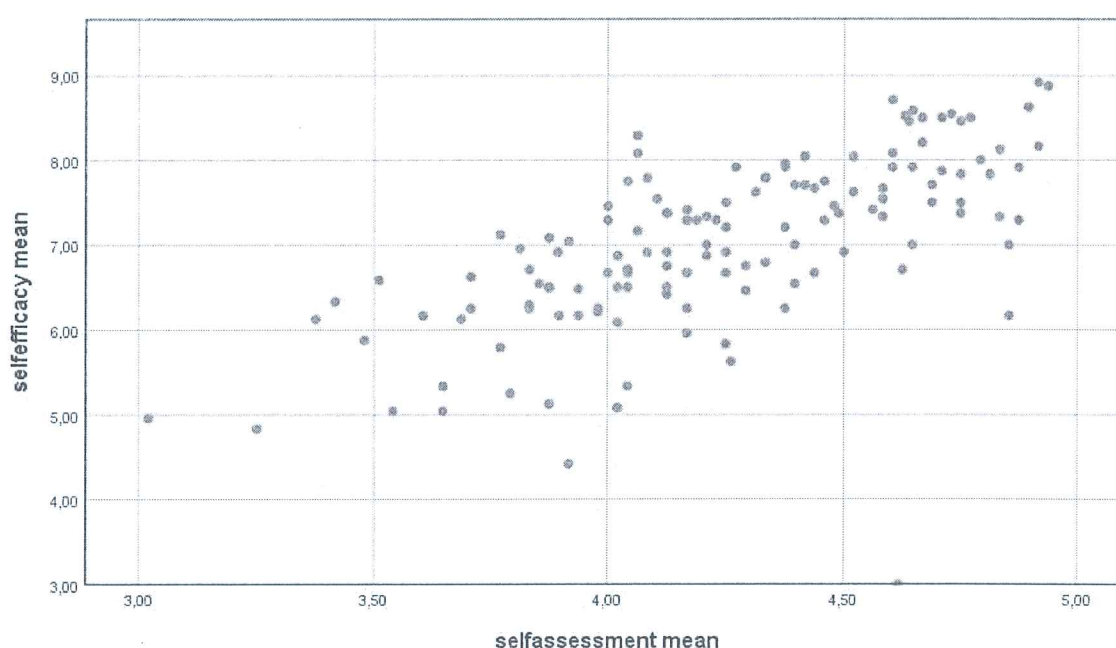
Figure 4.1. Scatter plot of self-assessment and self-efficacy questionnaires

4.3.1.Research question 2

The second research question of this study was "Is there any significant relationship between pre-service EFL teachers' self-assessment and their self-efficacy?" PPMCC analysis was computed for investigating the strength and direction of the relationship between self-assessment and self-efficacy, which are the two variables of this study. According to the result of the PPMCC analysis, the coefficient was calculated as 0.649. Since the coefficient was between (+)1 and (-)1, and different than zero, there is a significant relationship between pre-service EFL teachers' self-assessment and their self-efficacy. Due to the fact that coefficient was positive, the direction of the relationship was also positive, and the strength level of the relationship was calculated as 0.01 level. The significance value

was calculated as 0.00, which was less than 0.05 and this also demonstrated the significant relationship between these two variables. Table.4.12. shows the results of the PPMCC analysis of self-efficacy and self-assessment.

Table 4. 12. PPMCC of self-efficacy and self-assessment

		selfefficacymean	selfassessmentmean
selfefficacymean	Pearson Correlation	1	.649[**]
	Sig. (2-tailed)		.000
	N	137	137
selfassessmentmean	Pearson Correlation	.649[**]	1
	Sig. (2-tailed)	.000	
	N	137	137

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

The findings of the correlation tests are parallel with Ross and Bruce (2007b) and Avalos (2011) who claimed that teachers' self- efficacy influences their self-assessment.

4.3.2. Research question 3

Since the latter research question was"Does pre-service EFL teachers' self-assessment function as a predictor of their self-efficacy?". A simple regression method was used to reveal the answer to it. Like PPMCC method, again self-assessments and self-efficacy's mean values were accepted as the variables of simple regression test.

The interpretation of regression test results begins with an evaluation of significance value. Table 4.13. summarize that, significance value was calculated as 0,000 which was less than 0,05 and it means that pre-service English language teachers' self-assessment perceptions related to their self-efficacy perceptions.

Table 4. 13. Regression test results – ANOVA [a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.971	1	8.971	98.064	.000[b]
	Residual	12.350	135	.091		
	Total	21.322	136			

a. Dependent Variable: selfassessmentmean b. Predictors: (Constant), selfefficacymean

Then for finding out the explanation degree of the relation between self-assessment and self-efficacy R square value should be examined. The regression test results model summary in Table 4.14 shows that R square value is 0.421, which means that self-assessment

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results explained % 42.1 of self-efficacy results. Both significance and R square values revealed that pre-service EFL teachers' self-assessment function is a significant predictor of their self-efficacy.

Table 4. 14. Regression test results – model summary [b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.649[a]	.421	.416	.30246	2.067

a. Predictors: (Constant), selfefficacymean

b. Dependent Variable: selfassessmentmean

To prove how accurate the regression model, the question of how well does the model fit into the data collected should be answered. The normality of regression standardized residuals (ZRESID) was tested and Figure 4.2 shows that expected and observed trends almost overlap.
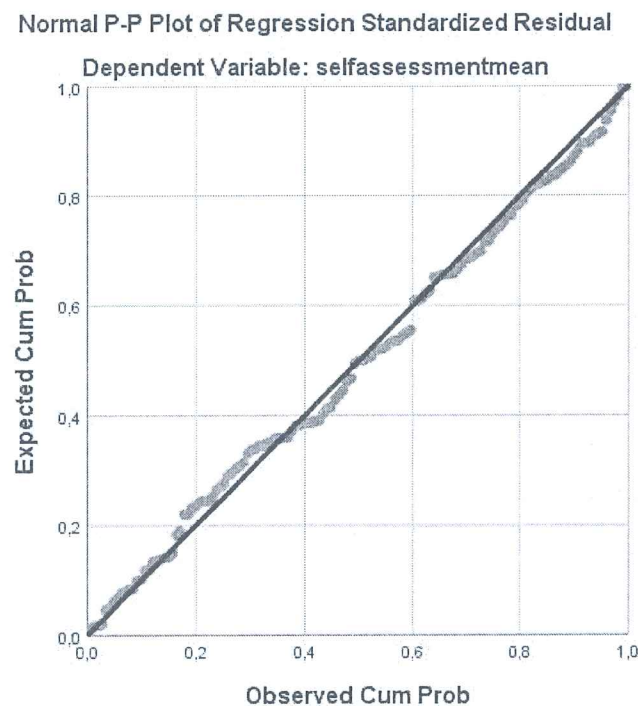
Figure 4.2. Normal P-P plot of ZRESID

Table 4.15. also demonstrates the residual statistics, since the number of residual numbers is quite low. There is no problem in the utilized regression model.

Table 4. 15. Residual statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.2061	4.7322	4.2450	.25684	137
Std. Predicted Value	-4.045	1.897	.000	1.000	137
Standard Error of Predicted Value	.026	.108	.035	.011	137
Adjusted Predicted Value	2.9998	4.7258	4.2435	.26274	137
Residual	-.69040	1.41089	.00000	.30135	137
Std. Residual	-2.283	4.665	.000	.996	137
Stud. Residual	-2.329	4.994	.002	1.014	137
Deleted Residual	-.71846	1.61725	.00146	.31245	137
Stud. Deleted Residual	-2.368	5.511	.006	1.038	137
Mahal. Distance	.000	16.360	.993	1.776	137
Cook's Distance	.000	1.824	.019	.156	137
Centered Leverage Value	.000	.120	.007	.013	137

a. Dependent Variable: selfassessmentmean

For checking the distribution of the faults and assumptions of covariance. a scatterplot of regression standardized residual (ZRESID) and regression standardized predicted value (ZPRED) can be drawn. As it is seen in figure 4.3. the pattern fits with the unbiased and homoscedastic model and it shows that the regression model used in this is reliable.
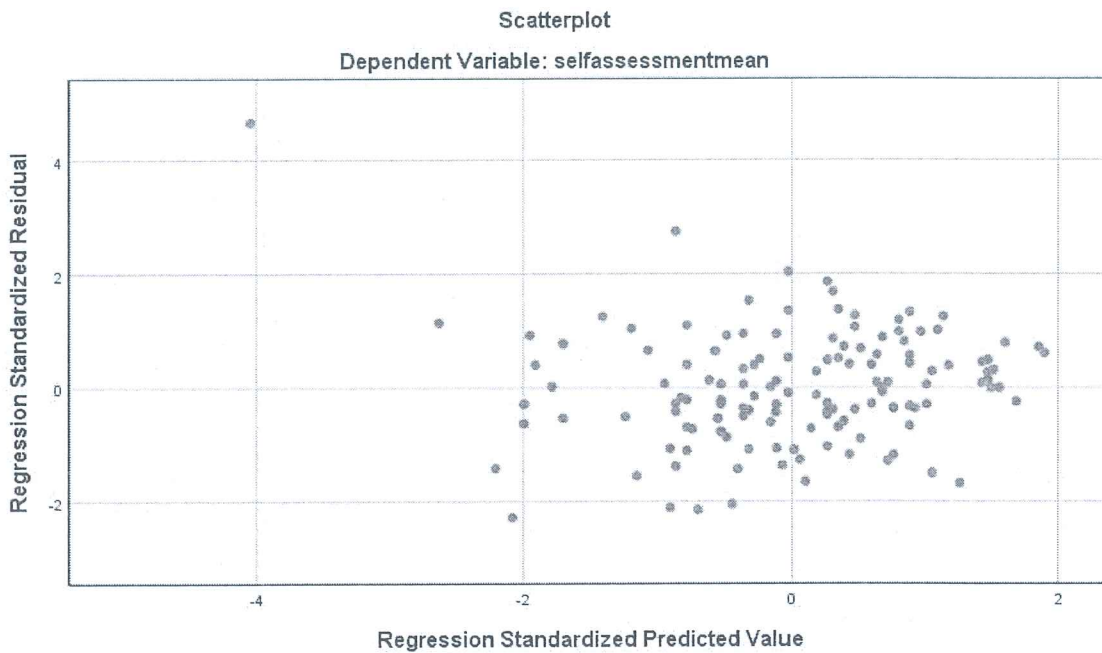
Figure 4.3. Scatterplot of ZRESID and ZPRED

5.CONCLUSION

5.1.Overview

The last chapter of this study introduces general concepts of the study first. The results of the data analysis and answers of the research questions are discussed and a conclusion is drawn, as well. Lastly, the implications of the present research and recommendations are included for further research.

5.2.Conclusion and Discussion

The beginning point of this study was to promote EFL teachers' effectiveness. Though more than one factor can affect the teaching quality of EFL teachers, the impact of a good education background and self-improvement cannot be ignored. ELT needs both well-taught theoretical knowledge such as teaching of grammar, speaking and other proficiencies, and well-taught practical knowledge which includes classroom management, overcoming the difficult teaching conditions. These two concepts of theoretical and practical knowledge cannot be considered separately. Since they are integrated with each other in teaching processes, pre-service teachers should graduate after reaching a level of competence in these two extremely important concepts.

In this study, theoretical knowledge of pre-service EFL teachers is associated with their self-assessment, while their practical knowledge is linked to their perceptions on self-efficacy. Therefore, the principal objective of this research was to examine the relationship between pre-service EFL teachers' self-assessment and their self-efficacy. Accordingly, the results of this study aimed to shed light on teachers' awareness of their effectiveness and their current situations. In order to achieve the aim of the current study, 137 pre-service EFL teachers from 5 different universities were asked to fill in a self-assessment and a self-efficacy questionnaire along with certain demographic questions. The data collected through these questionnaires were analyzed by using SPSS 25. The analysis results of the questionnaires and the results of the research questions have been discussed in the following sections separately.

5.2.1. Pre-service EFL teachers' perception of self-assessment

Self-Assessment questionnaire findings of the study indicate that the average value of the answers was 4.24 over 5, which means participants feel themselves highly proficient

about the statements in the questionnaire. The highest score belongs to statement of "I develop positive attitudes towards diversity in my classroom", for which 96.4% of the participants voted as "I can do this quite well" and "I can do this very well". Developers of the same questionnaire Borg and Edmett's (2018b) research, which was conducted on 1716 EFL teachers from various countries, indicate that the statement of "I develop positive attitudes towards diversity in my classroom" also received the second highest point. The similarity between Borg and Edmetts's (2018b) study and present study supports that both pre-service EFL teachers and in-service EFL teachers have high level perceptions in developing positive attitudes towards diversities in their classroom. Apart from the statement of "I develop positive attitudes towards diversity in my classroom", two more statements which take place in the top five score list of self-assessment questionnaire answers in present study also appear in Borg and Edmett's (2018b) top five list. The statements are "I can create a positive learning environment" and "I treat all my learners equally and with respect".

Beside the similarities between present study and Borg and Edmett's research in terms of the highest scores of self-assessment questionnaire answers, the similarities between the lowest score statements of the questionnaires are also remarkable. The three statements "I promote citizenship", "I promote digital literacy", and "I involve parents, learners and any other…" take place in the list of lowest score statements of both studies. According the results of the study by Borg and Edmett (2018a), more than 3% of the participants found the statements as "unclear", which has almost same percentage in present study. Developers of the questionnaire noticed that the wording should be clarified. For example, a more particular description for "citizenship" could be provided. However, another explanation about the "unclear" statements by Borg and Edmett (2018a) is that "some respondents might have been reluctant to admit a lack of understanding, while others may have unknowingly misunderstood statements".

Borg and Edmett's (2018b) research participants were in-service EFL teachers from different countries and most of them had more than 15 years of experience. The similarities between present study and Borg and Edmett's (2018b) study in terms of the highest and the lowest score of statements show that the perceptions of pre-service and in-service EFL teachers are the same and these perceptions for the mentioned items do not change according to experience level of teachers. Therefore, according to the descriptive findings of the highest five and the lowest five scores of self-assessment statements, the outcomes of the present study coincide with the results of Borg and Edmett's (2018b) study.

The sub-factors were also compared between present study and Borg and Edmett's (2018b) study. The developers found out that participants had the highest perception on "managing the lesson", and they had the lowest perception on "promoting 21th century". On the other hand, according to the present study, pre-service EFL teachers have the highest perception on "understanding learners" and the lowest perception on "planning the lesson". The difference can be sourced by the experience of the participants. Although the highest and the lowest items were not influenced by experience on the previous discussion since the highest statements are general wishes of the teachers and the lowest ones are affected by a lack of understanding, the sub-factor scores may be influenced by experience.

According to Borg and Edmett (2018b), in-service EFL teachers with a high experience have high perceptions on "managing the lesson"; however, in present study, pre-service EFL teachers do not have, since they have a lack of experience on managing the lesson. They feel high level perception on "understanding learners", which includes more wishes instead of experience. Like the highest sub-factors, the lowest sub-factors are also influenced by experience. Pre-service teachers have the lowest perception on "planning the lesson" due to their lack of experience on planning the lesson. On the other hand, in Borg and Edmett's (2018b) study, experienced teachers had the lowest perception on "promoting 21th century" since most of the participants had over 15 years of experience. Also, the concept of promoting the 21th century needs in education is new, and their resistance to change also affects their perceptions, which can be considered as the disadvantage of having experience.

5.2.2. Pre-service EFL teachers' perception of self-efficacy

Descriptive analysis was also performed for self-efficacy questionnaire answers of participants. The average value of all 24 questions is 7.02 over 9, which means that participants' perceptions on their efficacy are quite high. The highest score belongs to statement of "How much can you do to foster student creativity?" for which 83,2% of the participants voted as "Quite a bit" and "A great deal". Outcomes of this study were compared to the results of Tschannen-Moran and Hoy's (2001) study, which was conducted for designing the self-efficacy scale for teachers and which was also used in this study. The overall score of their study is 7.1 over 9, which is almost the same as present study. The high rate similarity indicates that regardless of the country or study discipline, participants'

perceptions about their efficacy levels are quite high and they have high level perceptions for teaching even in difficult conditions.

Although Tschannen-Moran and Hoy's (2001) participants were pre-service and in-service teachers from different disciplines, the highest 5 score statements of their study and present study are quite similar. The following three statements take part in the top five list of both studies: "To what extent can you provide an alternative explanation or example when students are confused?", "How much can you do to get students to believe they can do well in schoolwork?", and "How much can you do to help your students value learning?". The similarities in the highest score list support the results of developers' findings. Furthermore, it can be concluded that perceptions about high efficacy behaviors of participants from different countries and different disciplines have almost the same means as teachers or pre-service teachers as they have high level perceptions in the same subjects.

When the responses of participants compared between present study and designers' study in terms of the lowest five score items, there could not be found a significant similarity except for one statement. According to Tschannen-Moran and Hoy's (2001) research, the lowest score belongs to statement of "How much can you do to get through to the most difficult students?" and this statement take part in lowest fourth order of present study answers. To investigate the reason of the diversity, the lowest scores of both studies were examined. Afterwards, it was noticed that the lowest self-efficacy scores of the present study were highly related to managing disruptive classroom environments and difficult students, which can be directly associated with experience. Since the participants do not have enough classroom experience, their perceptions about managing the difficult conditions are lower than others. On the other hand, the lowest self-efficacy statement scores of Tschannen-Moran and Hoy's (2001) research were the behaviors such as engaging the difficult students, fostering the student creativity, providing appropriate challenges for capable students, and establishing routines to keep activities running smoothly. As it can be understood from the types of the statements, most of these behaviors are aimed at improving teaching quality, instead of managing the difficult classroom environment.

The scores of self-efficacy questionnaire sub-factors were also compared between present study and designers' study. While in the present study participants' perceptions about sub-factors from highest score to lowest were student engagement (7.19), classroom management (7.11) and instructional strategies (6.78), the sub-factors in designers' study were student engagement (7.3), instructional strategies (7.3) and classroom management

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(6.7). First of all,, it can be noticed that the scores of all sub-factors are quite high and close to each other. It means that the self-efficacy questionnaire results of present study are compatible with the designers' study and the results of the both studies support each other. Both participant groups perceived high efficacy on student engagement; however, participants of the present study have low efficacy on instructional strategies and the other group has low efficacy on classroom management. The diversity can be sourced by participants' profession. The participants of the present study are pre-service EFL teachers, while the other participants are both pre-service and in-service teachers from different disciplines.

The findings of sub-factor results of the self-efficacy questionnaire were also compared with the results of sub-factors of other studies which used the same self-efficacy scale developed by Tschannen-Moran and Hoy (2001). Table 5.1. shows the placement and scores of sub-factors which belong to the present study and other studies. Before discussing the results, it should be better to mention that except for the present study, participants of all the other studies are in-service EFL teachers. Regarding the average scores of sub-factors, it can be noticed that almost all the scores are around 6 and 7 over 9, therefore it can be concluded that most of the participants have high efficacy in terms of sub-factors. A remarkable similarity appears in Table 5.1. about classroom management, which has the highest score from other three studies except for the present study. The difference may be the result of experience. In other studies, participants are in-service EFL teachers and they have high efficacy in classroom management with the effect of experience. On the contrary, pre-service EFL teachers mostly vote on student engagement, which includes more wishes instead of experience.

Table.5.1. Sub-Factor comparision of self-efficacy questionnaire for EFL teachers from different studies

	Present Study	Onbaşı (2014)	Ravandpour.et.al (2019)	Akbari.et.al (2010)
1st	Student Engag.(7.19)	Classroom Manag.(7.23)	Classroom Manag.(6.74)	Classroom Mang.(7.43)
2nd	Classroom Manag.(7.11)	Instructional Strat.(6.32)	Student Engag.(6.33)	Instructional Strat.(7.3)
3rd	Instructional Strat.(6.78)	Student Engag.(6.05)	Instructional Strat.(5.66)	Student Engag.(6.91)

Lastly, the self-efficacy questionnaire results were compared with Çapa et al.'s (2005) study. Although their study does not include pre-service EFL teachers, the comparison will be beneficial since they adapted Tschannen-Moran and Hoy's (2001) sense of teachers' efficacy scale in Turkish. Çapa et al. (2005) conducted the Turkish version of this

questionnaire to pre-service teachers who are the senior students in mathematics education, elementary science education, and early childhood education. According to the results, their study passed the tests of reliability and validity tests, which means the Turkish teachers' sense of efficacy scale can be used in scientific research for pre-service teachers. The sub-factor scores were also high in the mentioned study. The score of the student engagement was 6.92, instructional strategy was 7.10, and classroom management was 6.95 over 9-point scale. Although the order of present study and Çapa et al's. (2005) sub-factors are different according to their scores, they have similarities in high score of the mean value of overall items, which is 7.03 for present study and 6.99 for Çapa et al.'s (2005) study.

5.2.3. Relationship between self-assessment and self-efficacy perceptions

To get the objective of current study. two research questions and null hypothesis were designed and given as follows :

RQ(2): Is there any significant relationship between pre-service EFL teachers' self-assessment and their self-efficacy?

H0(2): There is no significant relationship between pre-service EFL teachers' self-assessment and their self-efficacy

To find out the relation between these two concepts. answers to the participants were evaluated statistically by using the PPMCC analysis. According to the analysis. the coefficient was calculated as 0.649 with 0.00 significance value. Taking into account the statistical data. we can surmise that. there was a significant relation between pre-service EFL teachers' self-assessment and self-efficacy perceptions. Thus. the null hypothesis of the present study of the seceond research question was rejected. As it is mentioned in previous sections. in this study. the overall answer scores of self-assessment and self-efficacy questionnaires are quite high. which are 4.24 over 5 and 7.03 over 9 respectively. Due to the high perceptions of pre-service EFL teachers on these two variables at the same time. a significant relationship was calculated.

RQ(3): Does pre-service EFL teachers' self-assessment function as a significant predictor of their self-efficacy?

H0(3): Pre-service EFL teachers' self-assessment doesn't function as a significant predictor of their self-efficacy.

The simple regression test was used for finding the answer to the third research question and whether the self-assessment is a function of self-efficacy of pre-service EFL teachers or not. was analyzed. By simple regression analysis. R square value is calculated as 0.421 and significance value is 0.0 which is less than 0.05. The results demonstrate that pre-service EFL teachers' self-assessment function is an important indicator of their self-efficacy. and the direction of the relation was determined as positively. Namely. while the self-assessment perception increases. the self- efficacy perception also increases. In other words. students who feel themselves have well theoretical knowledge in ELT. they also feel that they have well practical knowledge which refers to having teaching abilities in usual or unusual teaching conditions. The result of the regression test indicated that the null hypothesis of the third research question was also rejected.

The current study is based on the theory of Ross and Bruce's (2007a) teacher change model, which was inspired by Bandura's (1989) SCT. According to Bandura (1989), individuals' behaviors are affected by their self-efficacy perceptions. Ross and Bruce (2007a) adapted Bandura's SCT to teacher change model and they concluded that teachers' self-efficacy perceptions mediate the effect of self-assessment on teachers' practice. The positive relationship between self-assessment and self-efficacy perceptions of pre-service EFL teachers that has been revealed in this study supports the ideas of Ross and Bruce (2007a). Besides, Bandura (1989) claims that self-efficacy has four main sources and mastery experience is one of them, which refers to the effect of people's own experiences on their self-efficacy. Mastery experience is supported by Ross and Bruce (2007a) who claim that teachers' experiences on self-assessment contribute to their self-efficacy which involve teaching success. The findings of present study also show parallelism in terms of functionality between self-assessment and self-efficacy, which is also emphasized by sources of theoretical framework of this study.

The investigation of the relationship between self-assessment and self-efficacy of teachers has rarely been studied by other researchers. In a study, Kahraman (2014) focused on this subject regarding pre-service science teachers. The researcher conducted student teacher presentation evaluation checklist and science teaching efficacy belief scale. According to the outcomes of the study, a remarkable relationship between self-assessment and self-efficacy scores could not be found. However, on teacher change model which is the fundamental theory of the current study, Ross and Bruce (2007b) claim that teachers'

efficacy influences their self-assessment. The results of the current study conform to the theory of teacher change model.

Showing parallelism with the present study, Baleghizadeh and Masoun (2013) revealed the influence of self-assessment on EFL learners' self-efficacy. Coronado-Aliegro (2006) also found out that there was a significant relationship between the scores of self-assessment questionnaire and scores of Spanish as foreign languages self-efficacy questionnaire. Panadero et al. (2017) and Sahin-Taskin (2018) also found a relationship between self-assessment and self-efficacy perception of participants.

Another study that examined the relationship between EFL students' self-efficacy and self-assessment was performed by Rahimi and Dolmaci (2013). In the research, it was hypothesized that there would not be any relationship between overall self-assessment and at the end of EFL learning experience, self-efficacy. As a result, there was no significant relationship between students' self-efficacy scores and total self-assessment items. Cassidy (2007) also could not find a significant correlation between self-assessment and academic self-efficacy of students. The results of Rahimi and Dolmacı (2013) and Cassidy (2007) are not compatible with the findings of current study. The reason can be sourced by differences in methodology and types of questionnaires as well as differences in participants.

The findings of the study were also compared in terms of CK and pedagogical content knowledge, which are the main sources of professional knowledge-base. When the findings of pre-service teachers' self-assessment and self-efficacy perceptions are examined, it can be viewed that their perception levels are high in point of these two variables, which means that they feel successful in terms of both CK and PCK. In addition to this, the high score items of self-assessment and self-efficacy questionnaires indicate that both CK and PCK items are included in the top score list. On the other hand, the lowest score analysis reveals that EFL teacher candidates have low perceptions mostly on their PCK. In other words, they feel sufficient with regard to theoretical-base items; however, they are not sure whether they are sufficient or not in terms of some pedagogical content knowledge items.

Kleickmann et al. (2012) investigated the effect of structural differences on CK and PCK of mathematics student-teachers and teachers. The findings belonging to pre-service teachers show that participants' both CK and PCK scores are quite high and they increase and decrease together according to teachers' academic level. The results of the present study support the outcomes of Kleickmann et al.'s (2012) study with regard to pre-service teachers

CK and PCK scores. As a consequence, results of the present study demonstrate that the perception level of self-assessment and self-efficacy of pre-service EFL teachers are quite high and they are related to each other significantly.

5.3. Implications and Suggestions of The Study

The role of teacher effectiveness in education cannot be ignored, and many factors can increase it. Theoretical knowledge and practical knowledge are two of them. However, the relationship between these two important variables requires further research. The present study aimed to investigate the relationship between pre-service EFL teacher's theoretical and practical knowledge in their professional knowledge-base by associating theoretical knowledge with the self-assessment concept and practical knowledge with the self-efficacy concept. Three research questions were formed for achieving the particular findings of participants' perception level of self-assessment and self-efficacy separately, as well as the relationship between these two important variables. The findings of the study revealed the strengths and weaknesses of pre-service EFL teachers according to their perceptions with respect to theoretical and practical knowledge, which are mostly gained at teacher education programs. By researching their theoretical and practical knowledge, the researcher also measured the perception of participants' CK and PCK levels which are the integral parts of professional knowledge. Therefore, the findings of this research propose several significant implications for teacher trainers, pre-service EFL teachers and policymakers.

5.3.1. Implications and suggestions for teacher trainers

Teacher trainers have critical positions in preparation of teacher candidates (Wallace, 1999). Especially according to craft model, teacher trainers should be a powerful model for educating effective teachers. They should recognize their students' strengths and weaknesses, and this study emphasizes that self-assessment and self-efficacy tools are one of the most convenient methods for this purpose. Using self-assessment and self-efficacy tools in teacher education programs increases the quality of pre-service teachers. Hence, teacher trainers may follow students' improvement using this method.

The findings of the study show which items of self-assessment and self-efficacy questionnaires have high or low scores according to pre-service EFL teachers' perceptions. Teacher trainers can review their teaching methods with respect to these scores. The present study revealed that pre-service EFL teachers' perceptions, especially in some PCK items,

are lower than others. According to the findings, pre-service teachers have some suspicions on overcoming some defiant students and disruptive classroom environments. The results of the present study show the points that the teacher trainers should focus on and suggest methods to increase teacher candidates' classroom management skills such as, giving them a chance to practice classroom management.

Teacher trainers should also consider the regression and correlation results of the present study. According to the results, a significant relationship between pre-service EFL teacher's perception levels of self-assessment and self-efficacy is revealed, which means that pre-service teachers' theoretical knowledge and practical knowledge are increasing and declining together. This result also shows the integrity of these two variables one more time. With this results in mind, teacher trainers should not evaluate these two variables separately and they may place importance on transforming methods of CK to PCK.

5.3.2. Implications and suggestions for pre-service EFL teachers

Self-assessment and self-efficacy tools were used in this study to measure the perceptions of pre-service EFL teachers' theoretical knowledge and practical knowledge. The importance and benefits of these tools cannot be ignored in teacher improvement. By means of this study, pre-service EFL teachers may determine how to measure their theoretical and practical knowledge, and they become more aware of the significance of self-efficacy and self-assessment concepts. The impact of these techniques on self-awareness is quite high. Teachers can consider the positive effects of these tools and use them to foster their effectiveness. Pre-service EFL teachers can also measure their perceptions by these questionnaires and reveal their strengths and weaknesses. This way, they can also have the opportunity to compare their results with the results of the present study. Accordingly,, they can determine their levels with respect to participants of the current study.

Pre-service EFL teachers should be aware that their practical knowledge is significantly related to theoretical knowledge. As Wallace (1999) suggests, teacher candidates are responsible for their own self-improvement. For this reason, they should keep on improving their theoretical and practical side along with each other. Briefly, they should consider and complete the needs of all three teacher education models. By gathering theoretical and pedagogical information from different disciplines, they can fulfill the necessities of applied science model which is also suggested by the findings of the present study. Pre-service English language teachers can also improve their theoretical and practical

knowledge by observing their instructors and mentors, and they can utilize the experience of their mentors, which is called as the craft model. Lastly, as a requisite of the reflective model, they can improve their profession by considering their own experiences, which can also be noticed by self-assessment and self-efficacy evaluation methods.

5.3.3. Implications and suggestions for policy makers

The findings of the research show that there is a significant correlation between self-assessment and self-efficacy perceptions of pre-service EFL teachers. That is to say, a pre-service EFL teacher with a high level of theoretical knowledge feels also high-level perceptions in terms of practical knowledge or vice versa. Thus, the importance of teacher education programs which promote both theoretical and practical knowledge of pre-service EFL teachers is increasing. According to results, the sub-factors of classroom management received the lowest point among all the other sub-factors. The findings of the lowest scores of self-efficacy items also support the sub-factor analysis and it can be concluded that pre-service EFL teachers need courses that improve their deficiencies. Policy makers should, then, review the curriculum and increase the practice hours, which enhances the classroom management skills of pre-service EFL teachers.

According to descriptive analysis of the self-assessment and self-efficacy questionnaires, perceptions of pre-service EFL teachers on some items are higher and some of them are lower than the others. The parallelism of higher items with policy makers' targets should be checked. On the contrary, the lowest score items should be investigated closely. This is an important consideration especially for the lowest score items of self-efficacy questionnaire which are related to deficiencies of pre-service EFL teachers in terms of classroom management. Policy makers should consider these deficiencies and take some actions to increase the perceptions of pre-service EFL teachers. For example, increase in hours and effectiveness of the courses of practice in teaching may solve the problems about classroom management.

5.4. Suggestions for Further Research

During the preparation of this thesis, it was noticed that even though the effectiveness of the EFL teachers was a hot topic in the ELT literature area, studies that deal with EFL teacher effectiveness in terms of self-assessment and self-efficacy concepts were too few in

number. Further studies can contribute to the literature by the examination of the self-assessment and self-efficacy perceptions of EFL teachers.

One of the purposes of this study was to increase participant numbers by administering the two questionnaires at different universities. To this end, five different universities were chosen and a totally of 137 pre-service EFL teachers got involved in this research. Although it was succeeded to get permission from the authorities of five different universities, the application time of the questionnaires was very close to the end of the spring term, resulting in participant number being a little less than expected. As it is recognized in academic research, increasing the participant number will also increase the influence of the study. For this reason, researchers are suggested to increase the participant numbers in further studies. Besides, both pre-service and in-service EFL teachers can be chosen as participants. Moreover, the effect of in-service EFL teachers' experience years on self-assessment and self-efficacy perceptions can be examined by other researchers.

It should be noted that the results of this study were obtained from the participants' answers to self-assessment and self-efficacy questionnaires which were designed by Borg and Edmett and Tschannen-Moran and Hoy, respectively. Results may vary based on the questionnaires. Using different questionnaires in further research may contribute to the literature.

Lastly, quantitative research techniques were used in this research. In further research, supporting the quantitative results with qualitative data such as interviews may contribute more. Giving an ear to prospective EFL teachers may provide insights and further clarify the quantitative results.

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APPENDICES

APPENDIX 1: DEMOGRAPHIC QUESTIONS FOR PARTICIPANTS

Please answer the demographic questions.

1. *University* :	
2. *Age* : …………	
3. *Gender* : Male □ Female □	

APPENDIX 2: SELF-ASSESSMENT QUESTIONNAIRE FOR PRE-SERVICE ENGLISH LANGUAGE TEACHERS

The questionnaire aims to measure the self-assessments of pre-service English language teachers. In this investigation. self-assessment is related to the theoretical knowledge of pre-service teachers. The answers to the questionnaire are written below. please read the questions carefully and mark the best answer which is suitable for you.

	ANSWERS
1	The statement is not clear
2	The statement is clear. but I'm not quite sure how to do this
3	I can do this but not very effectively
4	I can do this quite well
5	I can do this very well

NO	QUESTIONS	1	2	3	4	5
1	I treat all my learners equally and with respect.					
2	I develop positive attitudes towards diversity in my classroom.					
3	I understand my learners' level of English					
4	I can create a positive learning environment.					
5	I can give explanations that the learners are able to understand.					
6	I can select materials from a range of different sources.					
7	I can select activities which help meet the aims of the lesson.					
8	I can give instructions effectively.					
9	I can reflect on my own bias/beliefs and the impact this might have in the classroom.					
10	I can select materials and resources based on learner needs.					
11	I understand my learners' motivation to learn English					
12	I can develop materials to supplement the coursebook I use.					
13	I can check learners' understanding during the lesson.					
14	I can give learners feedback on errors that helps them improve.					
15	I can use a range of engaging techniques to teach vocabulary to my learners.					
16	I can monitor learner engagement.					
17	I can evaluate the effectiveness of the materials and resources I use during lessons.					
18	I can write lesson aims which describe the intended learning outcomes for a class					
19	I understand my learners' interests					
20	I can use a range of engaging techniques to teach reading skills.					
21	I can use a range of engaging techniques to introduce new grammar to my learners.					

22	I help my learners identify individual learning goals.					
23	I can use a range of engaging techniques to teach my learners to speak English.					
24	I promote collaboration and communication					
25	I promote creativity and imagination					
26	I can anticipate problems that may arise during the lessons and decide how to respond.					
27	I can use a range of engaging techniques to teach listening skills.					
28	I can use technology confidently for the purposes of teaching English.					
29	I can measure learners' progress effectively.					
30	I can assess learners in a range of ways.					
31	I understand my learners' preferred ways of learning					
32	I can use a range of engaging techniques to teach writing skills.					
33	I can work with colleagues to design materials collaboratively.					
34	I can describe how learner understanding will be assessed.					
35	I can locate appropriate digital content effectively.					
36	I can use digital tools effectively to help my students learn English.					
37	I understand my learners' special educational needs.					
38	I can evaluate the quality of digital content.					
39	I can describe how feedback on learner performance will be provided.					
40	I can reflect on the effectiveness of the assessment I use.					
41	I can use assessment results to inform subsequent teaching.					
42	I can use technology to design and create teaching and learning materials.					
43	I can use a range of engaging techniques to teach pronunciation to my learners.					
44	I promote critical thinking and problem solving					
45	I promote student leadership and personal development					
46	I involve parents. learners and any other relevant persons in an inclusive learning environment.					
47	I promote digital literacy					
48	I promote citizenship					

APPENDIX 3:SELF-EFFICACY QUESTIONNAIRE FOR PRE-SERVICE ENGLISH LANGUAGE TEACHERS

The questionnaire aims to measure the self-efficacy of pre-service English language teachers. In this investigation. self-efficacy is related to practical knowledge of pre-service teachers in difficult teaching conditions. Please read the questions carefully and mark the best answer which is suitable for you.

NO	QUESTIONS	Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
		1	2	3	4	5	6	7	8	9
	Factor 1: Efficacy for instructional strategies									
1	To what extent can you use a variety of assessment strategies?									
2	To what extent can you provide an alternative explanation or example when students are confused?									
3	To what extent can you craft good questions for your students?									
4	How well can you implement alternative strategies in your classroom?									
5	How well can you respond to difficult questions from your students?									
6	How much can you do to adjust your lessons to the proper level for individual students?									
7	To what extent can you gauge student comprehension of what you have taught?									
8	How well can you provide appropriate challenges for very capable students?									
	Factor 2: Efficacy for classroom management									
9	How much can you do to control disruptive behavior in the classroom?									
10	How much can you do to get children to follow classroom rules?									
11	How much can you do to calm a student who is disruptive or noisy?									
12	How well can you establish a classroom management system with each group of students?									

13	How well can you keep a few problem students from ruining an entire lesson?										
14	How well can you respond to defiant students?										
15	To what extent can you make your expectation clear about student behavior?										
16	How well can you establish routines to keep activities running smoothly?										
	Factor 3: Efficacy for student engagement										
17	How much can you do to get students to believe they can do well in schoolwork?										
18	How much can you do to help your students value learning?										
19	How much can you do to motivate students who show low interest in schoolwork?										
20	How much can you assist families in helping their children do well in school?										
21	How much can you do to improve the understanding of a student who is failing?										
22	How much can you do to help your students think critically?										
23	How much can you do to foster student creativity?										
24	How much can you do to get through to the most difficult students?										

APPENDIX 4: THE CURRICULUM FOR ELT PROGRAM

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

I. TERM

CODE	COURSENAME	T	P	C	ECTS
İDÖ 101	CONTEXTUAL ENGLISH GRAMMAR I	3	0	3	3
İDÖ 103	ORAL COMMUNICATION SKILLS I	3	0	3	4
İDÖ 105	ADVANCED READING AND WRITING IN ENGLISH I	3	0	3	4
İDÖ 111	LISTENING AND PRONUNCIATION I	3	0	3	4
EĞT 141	INTRODUCTION TO EDUCATIONAL SCIENCES	3	0	3	4
TURK 103	TÜRKÇE 1:YAZILI ANLATIM	2	0	2	2
GNK 103	COMPUTER I	2	2	3	5
GNK 105	EFFECTIVE COMMUNICATION	3	0	3	4
TOTAL		**22**	**2**	**23**	**30**

II. TERM

CODE	COURSENAME	T	P	C	ECTS
İDÖ 102	CONTEXTUAL ENGLISH GRAMMAR II	3	0	3	3
İDÖ 104	ORAL COMMUNICATION SKILLS II	3	0	3	4
İDÖ 106	ADVANCED READING AND WRITING IN ENGLISH II	3	0	3	4
İDÖ 110	WORD KNOWLEDGE IN ENGLISH	3	0	3	4
İDÖ 112	LISTENING AND PRONUNCIATION II	3	0	3	4
EĞT 142	EDUCATIONAL PSYCHOLOGY	3	0	3	4
TURK 104	TÜRKÇE II: SÖZLÜ ANLATIM	2	0	2	2
GNK 104	COMPUTER II	2	2	3	5
TOTAL		**22**	**2**	**23**	**30**

III. TERM

CODE	COURSENAME	T	P	C	ECTS
İDÖ 201	ENGLISH LITERATURE I	3	0	3	5
İDÖ 203	LINGUISTICS IN ENGLISH I	3	0	3	5
İDÖ 205	APPROACHES TO ENGLISH LANGUAGE TEACHING I	3	0	3	5
İDÖ 207	ENGLISH - TURKISH TRANSLATION	3	0	3	4
İDÖ 209	ENGLISH TEACHERS' PRESENTATION SKILLS	3	0	3	4
GNK 201	HISTORY OF EDUCATION SCIENCE	2	0	2	3
EĞT 241	PRINCIPLES AND METHODS OF TEACHING	3	0	3	4
TOTAL		**20**	**0**	**20**	**30**

IV. TERM

CODE	COURSENAME	T	P	C	ECTS
İDÖ 202	ENGLISH LITERATURE II	3	0	3	5
İDÖ 204	LINGUISTICS IN ENGLISH II	3	0	3	5
İDÖ 206	APPROACHES TO ENGLISH LANGUAGE TEACHING II	3	0	3	4
İDÖ 210	LANGUAGE ACQUISITION	3	0	3	4
GNK 206	RESEARCH METHODS	2	0	2	4
EĞT 242	MATERIAL DESIGN IN ENGLISH LANGUAGE TEACHING	2	2	3	4
EĞT 246	ENGLISH LANGUAGE TEACHING METHODS I	2	2	3	4
TOTAL		**18**	**4**	**20**	**30**

V. TERM

CODE	COURSENAME	T	P	C	ECTS
İDÖ 301	TEACHING ENGLISH TO YOUNG LEARNERS I	2	2	3	5
İDÖ 303	ENGLISH LANGUAGE TEACHING METHODS II	2	2	3	4
İDÖ 307	TEACHING LANGUAGE SKILLS I	2	2	3	5
İDÖ 309	SHORT STORY ANALYSIS	3	0	3	4
İDÖ 311	GERMAN I	2	0	2	3
GNK 315	EDUCATIONAL STATISTICS	2	2	3	5
EĞT 343	CLASSROOM MANAGEMENT	2	0	2	4
TOTAL		**15**	**8**	**19**	**30**

VI. TERM

CODE	COURSENAME	T	P	C	ECTS
İDÖ 302	TEACHING ENGLISH TO YOUNG LEARNERS II	2	2	3	5
İDÖ 304	TURKISH - ENGLISH TRANSLATION	3	0	3	4
İDÖ 308	TEACHING LANGUAGE SKILLS II	2	2	3	5
İDÖ 314	NOVEL ANALYSIS	3	0	3	5
İDÖ 312	GERMAN II	2	0	2	3
GNK 302	SOCIAL WORK PRACTICES	1	2	2	4
EĞT 346	ASSESSMENT AND EVALUATION	3	0	3	4
TOTAL		**16**	**6**	**19**	**30**

VII. TERM

CODE	COURSENAME	T	P	C	ECTS
İDÖ 405	MATERIAL AND COURSEBOOK EVALUATION IN ENGLISH LANGUAGE TEACHING	3	0	3	5
İDÖ 413	GERMAN III	2	0	2	3
İDÖ XXX	FIELD ELECTIVE	2	0	2	4
ATA 401	ATATÜRK İLKELERİ VE İNKILAP TARİHİ I	2	0	2	2
EĞT 449	SCHOOL EXPERIENCE IN ENGLISH LANGUAGE EDUCATION	1	4	3	8
EĞT 403	GUIDANCE	3	0	3	4
EĞT 441	INTRODUCTION TO SPECIAL EDUCATION	2	0	2	4
TOTAL		**15**	**4**	**17**	**30**

VIII. TERM

CODE	COURSENAME	T	P	C	ECTS
İDÖ 406	ASSESSMENT AND EVALUATION IN ENGLISH LANGUAGE TEACHING	3	0	3	3
İDÖ XXX	FIELD ELECTIVE	2	0	2	4
İDÖ XXX	FIELD ELECTIVE	2	0	2	4
ATA 402	ATATÜRK İLKELERİ VE İNKILAP TARİHİ II	2	0	2	2
EĞT 450	COMPARATIVE EDUCATION	2	0	2	4
EĞT 448	TURKISH EDUCATIONAL SYSTEM AND SCHOOL MANAGEMENT	2	0	2	4
EĞT 406	TEACHING PRACTICE IN ENGLISH LANGUAGE EDUCATION	2	6	5	9
TOTAL		**15**	**6**	**18**	**30**

	THEORETICAL	PRACTICAL	CREDIT	ECTS	HOUR
TOTAL	143	32	159	240	175