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INSTITUTE OF EDUCATIONAL SCIENCES

**AN INVESTIGATION OF THE DIFFERENCES IN PERCEIVED SELF-
EFFICACY AND PEDAGOGICAL BELIEFS OF PRE-SERVICE
ENGLISH TEACHERS FROM DIFFERENT UNIVERSITIES**

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ÖZ

FARKLI ÜNİVERSİTELERDE ÖĞRENİM GÖREN İNGİLİZCE ÖĞRETMENLİĞİ ÖĞRETMEN ADAYLARININ ALGILANAN ÖZYETERLİK VE PEDAGOJİK İNANÇLARININ FARKLILAŞMASINA İLİŞKİN BİR ARAŞTIRMA

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Eğitimde etkili öğretmenliğin önemine ilişkin dünyada ve Türkiye’de öğretmen öz yeterliği ve nitelikli öğretmen yetiştirilmesi konusunda pek çok araştırma yapılmıştır. Sınıf yönetimi ve öğrenci başarısında önemli bir etken olarak öğretmen öz yeterliği pek çok araştırmacının ilgisini çeken bir araştırma alanı olmuştur. Öğretmen öz yeterliği araştırıldığında sadece bilişsel beceri ve davranışları incelemeyiz. Her davranışın kaynağında inançlar yatmaktadır. Bu araştırmada konu edilen inançlar pedagojik inançlardır. Öğretmen inançları üzerinde yapılan araştırmalar, öğretmenlerin öğretme ve öğrenme süreçleri ile sınıf yönetimi stratejilerini anlayabilmek için önemlidir. Sınıf içi uygulamalarının arkasında yatan felsefeyi ve öğrenci başarısı üzerinde çok önemli bir etkiye sahip olan öğretmen yeterliğine verilen değeri anlayabilmek için öğretmen inançlarının araştırılmasının önemi göz önünde bulundurularak İngilizce öğretmenlerinin pedagojik inançlarının ve öz yeterlik algılarının araştırılması gerekir.

İngilizce sınıflarında etkili bir dil öğrenme ortamının sağlanmasında öğretmen yeterliği ve

inançlarının önemine dayalı olarak bu araştırma, Ankara'daki iki devlet üniversitesinde öğrenim gören İngilizce öğretmen adaylarının İngilizce öğretimindeki öz yeterlik ve pedagojik inançlarını ve bu inançlarının cinsiyet, üniversite, lise türü, üniversitede İngilizce hazırlık eğitimi alma durumu ve öğrenim gördükleri üniversitenin üniversite giriş sınavındaki tercih sırası gibi değişkenlere bağlı olarak değişip değişmediği araştırılmaktadır. Araştırmanın sonuçları, İngilizce öğretmen adaylarının İngilizce öğretimindeki öz yeterlik algılarının ve pedagojik inançlarının yüksek olduğunu göstermektedir. Öğretmen adaylarının öz yeterlik algı ve pedagojik inançları bazı kişisel özelliklere göre farklılık göstermektedir. Cinsiyet, lise türü, üniversitede İngilizce hazırlık eğitimi alma durumu ve öğrenim gördükleri üniversitenin üniversite giriş sınavındaki tercih sırası gibi değişkenlerin İngilizce öğretmen adaylarının öz yeterlik algıları üzerinde herhangi bir etkisi yoktur. Fakat, sınıf yönetimi boyutunda, İngilizce öğretmen adaylarının öz yeterlik algısı, öğrenim gördükleri üniversiteye göre farklılık göstermektedir. Pedagojik bilgi inançlarıyla ilgili olarak, cinsiyet ve lise türünün İngilizce öğretmen adaylarının pedagojik inançları üzerinde bir etkisi görülmemiştir. Ancak, bu inançlar, İngilizce öğretmen adaylarının öğrenim gördükleri üniversite, hazırlık eğitimi alma durumları ve üniversitelerinin üniversite giriş sınavındaki tercih durumlarına göre farklılık göstermektedir.

Anahtar Kelimeler: Öz yeterlik, Öğretmen Öz Yeterliği, Pedagojik İnançlar, Kişisel Özelliklerin İnançlar Üzerindeki Etkisi, Öğretmen Eğitim Programları

ABSTRACT

AN INVESTIGATION OF THE DIFFERENCES IN PERCEIVED SELF-EFFICACY AND PEDAGOGICAL BELIEFS OF PRE-SERVICE ENGLISH TEACHERS FROM DIFFERENT UNIVERSITIES

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There have been a serious number of researches carried out on teacher efficacy and training qualified teachers both in Turkey and around the world considering the importance of effective teacher in education. Teachers' self-efficacy beliefs are a research area that attracts the attention of education researchers as it is a factor that has a positive impact on classroom management and student achievement. When the teacher efficacy is investigated, we do not just examine the cognitive skills and behaviours. Beliefs lie under the source of every behaviour. The beliefs mentioned in this study are pedagogical beliefs. The research made on teachers' beliefs is very important to understand the teachers' learning and teaching processes and management strategies. Considering the importance to investigate the teachers' beliefs to understand the reason behind the classroom practices and the value ascribed to the sense of teacher efficacy that has a considerable impact on student achievement, EFL/ESL teachers' pedagogical beliefs and their efficacy levels need to be examined. Given the importance of

teacher efficacy and beliefs in the development of an effective language learning in ELT classrooms, this study investigates the levels of self-efficacy in teaching English and pedagogical beliefs of student teachers of English in two universities in Ankara and the differences of those beliefs related to student teachers' gender, the university at which they are trained as language teachers, the type of high school they attended, whether they had English preparatory classes at university and their ranking of this department and university in order of preference in the university entrance exam. Results reveal that student teachers of English have high level of self-efficacy belief in teaching English and the pedagogical knowledge belief level of student EFL teachers is high. Some personal demographics indicate significant relationships considering the factors of the scales. Gender, high school, university English preparatory education and the ranking of the university in the university entrance exam do not have an effect on student EFL teachers' self-efficacy beliefs. However, university affects their self-efficacy beliefs related to classroom management. Considering pedagogical knowledge beliefs, gender and high school do not affect student EFL teachers' pedagogical beliefs. However, university, English preparatory education and the ranking of the university in the university entrance exam have an effect on their pedagogical beliefs.

Key Words: Self-efficacy, Teachers' Sense of Efficacy, Pedagogical Beliefs, The Effect of Personal Demographics on Beliefs, Teacher Education Programmes

ABBREVIATIONS

TSE	Teachers' Sense of Efficacy
EFL	English as a Foreign Language
ELT	English Language Teaching
GTE	General Teaching Efficacy
PTE	Personal Teaching Efficacy
ESL	English as a Second Language
CLT	Communicative Language Teaching
METU	Middle East Technical University
ATHSs	Anatolian Teacher High Schools
KETSETES	Korean Elementary Teachers' Sense of Efficacy in Teaching English
KMO	Kaiser-Meyer-Olkin variance
PKB	Pedagogical Knowledge Beliefs
PRESET	Pre-service Education and Training

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CHAPTER 1

INTRODUCTION

The teacher's role in learning has been the main concern of many studies that has been carried out so far. Dean (1993) considers the teacher as “the most expensive and important resource in any classroom” (p. 51). As cited in Murcia and McIntosh (1979), Hunter (1974) stated that “the teacher is the single most important variable in the classroom” (p. 316). As Cross (2003) put it: “More than any other variable – instructional materials, supplies, administration, class size, and on and on- the quality of teaching has the greatest effect upon the quality of education” (p.41). Ornstein and Lasley (2004) emphasize the importance of the teacher in classroom practices and student achievement:

Teachers may not be the only variables, or even the major ones, in the teaching-learning equation, but they can make a difference, either positive or negative. If teaching does not make a difference, then the profession has problems (p. 39).

Hattie (2003) conducted a research to find out the major source of variance in student's achievement. The research evidence showed that the teacher is the greatest source of variance that can make a difference. Yu (2011) states that the strongest effect on student achievement among factors related to school is teacher quality (Darling-Hammond, 2000a; Haycock, 2000; cited in Yu, 2011).

Related to the importance of effective teacher in education, there has been serious research on teacher efficacy and training qualified teachers both in Turkey and across the world. Especially the research and examinations such as PISA, PIRLS, and TIMSS help us investigate the teacher quality by making international comparisons. Considering the effect the teachers have on learning, and the importance of teacher quality, many researchers have carried out studies about *teacher efficacy* (Snowman & Biehler, 2006; Woolfolk, 2004; Tschannen-Moran & Hoy, 2001; McCown & Roop, 1992; Ashton & Webb, 1986; Gibson & Dembo, 1986).

Teacher-efficacy is based on the concept, “*self-efficacy*”. Self-efficacy is one of the most important concepts of Social Cognitive Theory developed by Albert Bandura. Self-efficacy is defined as “people’s judgements of their capabilities to organize and execute courses of action required to attain designated types of performance” (Bandura, 1986, p. 391). Social cognitive theory reveals that learning does not occur independent of the learning environment because people constantly interact with their environment through their behaviours. Bandura names this interaction among the individual, behaviour and environment “reciprocal determinism”. In other words, the person affects the environment and the environment affects the person and his/her behaviour. In that respect, self-efficacy plays an important role in the individual’s motivation and achievement (Bandura, 1986). This holds true for teachers. One of the important parameters on student achievement is the teachers’ efficacy beliefs and feelings (Chacon, 2005; Ashton & Webb, 1986).

Teachers’ sense of efficacy about affecting student performance and teaching indicates the instructional effectiveness (Bandura, 1997). It is natural to expect that teachers who think they have high level of self-efficacy teach better. Therefore, teachers’ self-efficacy beliefs is a research area that attracts the attention of education researchers as it is a factor that has a positive impact on student achievement.

Every teacher brings into the classroom his/her personality, beliefs, attitudes, skills and assumptions (Arthur, et al., 2005; Woods, 1996). According to Woods (1996), the classroom practices and the decisions the teachers make are strongly related to their underlying beliefs:

... the teacher’s beliefs, assumptions and knowledge play an important role in how the teacher interprets events related to teaching (both in preparation for the teaching and in the classroom), and thus affect the teaching decisions that are ultimately made (p. 184).

When we examine the teacher efficacy, we do not just consider the cognitive skills and behaviours. Beliefs lie under the source of every behaviour. The beliefs mentioned in this study are pedagogical beliefs. “Pedagogical beliefs are conceptualised as a

specialized class of beliefs that reflect teachers' understanding of teaching and the valences ascribed to that understanding" (Fives, 2003, p. 12). The research made on teachers' beliefs is very important to understand the teachers' learning and teaching processes and management strategies. The studies reveal that beliefs the people have affect their behaviours (Bandura, 1977; Enochs & Riggs, 1990). Therefore, investigating people's belief systems helps to explain and understand the behaviours.

The Importance of Teacher Efficacy and Teacher Beliefs in the field of ESL/EFL

Considering the importance to investigate the teachers' beliefs to understand the reason behind the classroom practices and the value ascribed to the sense of teacher efficacy that has a considerable impact on student achievement, EFL/ESL teachers' beliefs and their efficacy levels should be investigated as well. Language teachers' beliefs about language, learning and teaching equally affects the language learning in the classroom (Hall, 2011; Woods, 1996).

The teachers' beliefs are mostly constituted during their education programs in the universities at which they are trained as language teachers. After they enter their profession, their beliefs may be influenced by real classroom practices and the sources such as "colleagues, teacher-trainers and educators, and academic research and researchers" (Hall, 2011, p. 5). However, in this study, as the pre-service English teachers' efficacy and pedagogical beliefs are investigated, the focus will be on the English language teacher education programmes at the universities.

English teachers' sense of efficacy in teaching English is of vital importance to carry out the language learning effectively in ELT classrooms. Pinter (2006) suggests that English teachers should feel adequate in terms of their own language proficiency to provide the learners with the opportunity to be exposed to real language use. She refers to a survey made to examine the perceptions of primary English teachers' language proficiency from the countries: Korea, Japan, and Taiwan. The result is that they do not have enough confidence in their own language proficiency to teach the target language. Cross (2003) emphasizes the importance of subject competence in language teacher

preparation and refers to the necessity of adequate language proficiency in order to teach language effectively. He states that teacher candidates should acquire this competence before they enter teacher education programmes. The focus should be on the teaching of English and language weaknesses should not retard the process of English language teaching (Cross, 2003). Therefore, in the present study, pre-service teachers' language proficiency is not taken into consideration. Considering the fact that there is a strong relationship between the high sense of teacher efficacy and student achievement (Ashton & Webb, 1986), it is necessary for English teachers to have a high level of efficacy in teaching English. About the importance of belief in one's efficacy, Bandura (1986) says: "..., misbeliefs in one's inefficacy may retard development of the very subskills upon which more complex performances depend. Perceived self-efficacy thus contributes to the development of subskills, as well as draws upon them in fashioning new behavior patterns" (p. 395)

Given the importance of teacher efficacy and beliefs in the development of an effective language learning in ELT classrooms, this study investigates the levels of self-efficacy and pedagogical beliefs of pre-service English teachers in two universities in Ankara and the differences of those beliefs related to pre-service teachers' gender, the university they are trained as language teachers, the type of high school they attended, whether they had English preparatory classes in the university and their ranking of this department and university in order of preference in the university entrance exam.

The findings of this study may provide important facts and useful information about how students of English Language Teaching departments from preeminent universities are trained as language teachers in terms of their self-efficacy and pedagogical beliefs. This study may also provide useful information about the need to increase the quality of English teacher education in the universities where the study has been carried out.

1.1. Statement of the Problem

There has been much debate in Turkey about the quality of English Language Teaching in both public and private schools. Especially in public schools, it is claimed

that after graduating from high school with nine-years of exposure to the English language in their classes, these students still might not be able to express themselves in English and communicate effectively. At this point, English teaching system is under investigation to improve the conditions in Turkey. English teacher quality is seen as the major factor that affects success in English learning.

As Hattie (2003) put forward, the major source of variance in student achievement is “teacher”. Studies show that teachers who have high and low level of self-efficacy have different behaviours in classroom management, using new methods and in similar matters and this has an effect on student motivation and achievement (Tschannen-Moran & Hoy, 2001; Gibson & Dembo, 1984). According to Gibson and Dembo (1984), teacher self-efficacy is a variable related to individual differences in instructional activity. Teacher self-efficacy is directly related to the behavior in the classroom. Pre-service teachers’ self-efficacy cannot be assessed in a different context as it is obvious that pre-service teachers’ self-efficacy is important in terms of pedagogical achievement. It is very important for the pre-service teachers to believe that they need to perform well in order to be a successful teacher. Otherwise, they may not have the self-confidence required to carry out the teaching process effectively. About the importance of language teacher preparation and pre-service teacher training programmes, Cross (2003) states: “Attempts to make up for PRESET (preservice education and training) deficiencies once unskilled people are in service are expensive and largely ineffective” (p. 41). He also refers to the gap between the nature of teacher preparation programmes and teachers’ real needs.

According to Cross (2003), teacher education programmes should focus on “an ideal teacher profile”. He states that a need analysis should be carried out to determine what type of knowledge and behaviour teachers need to have. Cross emphasizes that need analysis should be based on four areas: “(1) general level of education, (2) subject competence, (3) professional competence, (4) attitudes”. He states that the need for teachers to be well-educated comes before their specialty. In terms of professional competence, teachers need to be aware of current approaches, educational theory, cognitive psychology, and class management skills. He defines attitudes as beliefs about

education and related components including teachers' general motivation and their ability to create enthusiasm.

Related to the role and importance of teachers in learning and teaching processes in ELT classrooms as it is in other classes, it is also very important to understand the beliefs of teachers. Beliefs are psychological structures which are very important for teacher education as beliefs directly shape the activities teachers apply in the classroom. A teacher who believes that some students never learn anything may ignore these students related to this belief. Pedagogical beliefs is a significant factor that indicates the pre-service teachers' thoughts about teaching, learning, student, achievement, etc. Through investigation of these beliefs, it would be possible to understand the pre-service teachers' need to improve their professional lives.

Bailey and Celce-Murcia (1979), highlight the importance of training and practice in order to be an effective ESL teacher. They state that having proficiency in using the target language is not enough to be a successful English teacher. They also claim that after leaving their university training, teachers who have just started their profession may come up with lack of practical experience, despite strong theoretical preparation. In that case, inquiring into pre-service English teachers' beliefs about the importance of theory and practice may offer an opportunity to understand the nature of English teacher education programmes.

1.2. Purpose of the Study

Considering the strong relationship between teacher quality and successful classroom practices and student achievement, exploring the sense of self-efficacy and pedagogical beliefs of student English teachers may provide useful information about how to improve the quality of English teacher education and consequently, the educational experience of children in terms of English language acquisition.

Therefore, the purpose of this study is to investigate student English teachers' self-efficacy in teaching English and their general pedagogical beliefs from two preeminent

state universities in Ankara. The study also aims to examine how their levels of self-efficacy and pedagogical beliefs differ related to some demographics such as, gender, university, the type of high school they attended, whether they had university preparatory education and their ranking of the university they study at in order of preference in the university entrance exam. These two state universities have been chosen for the present study as they are two well-known universities in English language teaching in Ankara. Gazi University is especially well-known for teacher training since the date it was founded. Middle East Technical University is an institution that is preeminent with quality education, especially in terms of English language teaching as the language of instruction at the university is English. These two universities have students from different parts of the university representing the whole population. When the results of the study are examined, we will have acquired information and rich data about student EFL teachers' confidence in teaching English and their pedagogical knowledge beliefs. We will have the chance to observe whether these two preeminent universities reach their goal of quality English language teaching investigating in terms of the students' perspective.

Background information into student EFL teachers' educational background may provide the necessary information about their self-efficacy and pedagogical beliefs. As cited in Minor (2001), Lortie (1975) states that pre-service teachers have their own beliefs about teaching relying on their personal experiences as students when they enter their teacher education programme (Doyle,1997). Therefore, Richardson (1996) suggests that teacher education programmes need to attach the necessary importance to teacher beliefs in the curriculum (cited in Minor, 2001). It was also proved that former schooling plays a major role in shaping teachers' beliefs about teaching. Teachers tend to alter their teaching practices when their beliefs about foreign language teaching change. In the study, *Foreign Language Teaching in U.S Higher Education Classroom*, Lin (2011) investigated the relationship between teacher pedagogical beliefs and classroom teaching. The results revealed that among the factors that affect Chinese teachers' epistemological and pedagogical beliefs are early schooling, language learning and initial teaching experience. Aldemir (2007) state that people can construct their beliefs from different sources such as past experiences, family, societal views and

values. People's beliefs and their knowledge become interrelated through time. Teachers also constitute their pedagogical beliefs based on learning environment, learning and learner. Another study (Lee, 2009) revealed that teachers' English language proficiency and their attitude toward the English language strongly influence teachers' confidence in teaching English. Therefore, developing an understanding into teachers' knowledge beliefs and self-efficacy beliefs is of great significance to have a better understanding of teacher education programmes.

1.3. Research Questions

The following questions are addressed in the present study:

1. What are the self-efficacy levels of student EFL teachers in teaching English in two state universities in Ankara?
2. Do student EFL teachers' self-efficacy beliefs differ related to;
 - a. their gender,
 - b. the university they study at,
 - c. the type of high school they attended,
 - d. whether they had English preparatory classes in the university,
 - e. their ranking of this institution in order of preference in the university entrance exam?
3. What are the general pedagogical knowledge beliefs levels of student EFL teachers in two state universities in Ankara?
4. Do student EFL teachers' pedagogical knowledge beliefs differ related to;
 - a. their gender
 - b. the university they study at,
 - c. the type of high school they attended,
 - d. whether they had English preparatory classes in the university,

- e. their ranking of this institution in order of preference in the university entrance exam?

1.4. Limitations of the Study

The present study aimed to investigate student English language teachers' self-efficacy and pedagogical beliefs from different universities and thereby in turn develop an understanding into English language education. One of the limitations was about reaching a large sample. The study is limited to ELT departments of two state universities in Ankara. Due to the limitation of the sampling, the results of the survey cannot be generalized beyond the participants. However, according to Krejcie and Morgan (1970), the necessary sampling for the population of 360 people is 186; for that of 380 people, the sampling is required to be 191. Given that requirement, as the population for the present study is 370, (250 for Gazi University; 120 for METU) the study has an adequate sample that consists of 270 people (female: 234; male: 36).

The study is limited to the number of 4th year student teachers of English who studied at two universities in the 2011-2012 academic year. As the effect of some personal demographics on self-efficacy and pedagogical beliefs of student teachers of English, the personal demographics are limited to gender, university, the type of high school, whether they had university preparatory education and their ranking of the university they study at in order of preference in the university entrance exam.

Another limitation was that the results of the survey reflect the self-reported data collected from the participants. The students who took part in the survey may not give objective and reliable responses to the questions.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Social Cognitive Theory and Self-Efficacy

2.1.1. Social Cognitive Theory

According to Social Cognitive Theory, people are not just products of social systems. People are also the ones who produce the social systems. What constitutes the core of humanness is the capacity in people to control the quality of their life and the nature (Bandura, 2001). Schunk and Pajares (2009) state that people act proactively and they have the capability to contribute to their own development by determining the outcomes of their actions. Social cognitive theory support the view that:

... people are neither driven by inner forces nor automatically shaped and controlled by external stimuli. Rather, human functioning is explained in terms of a model of triadic reciprocity in which behavior, cognitive and other personal factors, and environmental events all operate as interacting determinants of each other. The nature of persons is defined within this perspective in terms of a number of basic capabilities (Bandura, 1986, p. 18).

The capabilities that shape the human functioning are divided into five groups: *symbolizing capability*, *forethought capability*, *vicarious capability*, *self-regulatory capability*, and *self-reflective capability* (Bandura, 1986).

Symbolising Capability: Through use of symbols, people tend to change or adapt to their environment. In this way, they shape their experiences by using their knowledge and symbolising powers. Before they take action, they have the opportunity to consider possible solutions symbolically and act according to those estimated outcomes.

Forethought Capability: Forethought capability of people help them to regulate their behavior. People tend to predict the possible consequences of their actions, and in this way, plans their future actions relying on this capability. “Through exercise of

forethought capability, people motivate themselves and guide their actions anticipatorily” (p. 18).

Vicarious Capability: Through exercise of vicarious capability; people shape their behavior observing others. They learn from the other people’s experiences rather than experiencing the possible actions themselves. In that respect, ‘modelling’ has an impact on beliefs about one’s capabilities (Bandura, 1988).

Self-regulatory Capability: People do not behave by just observing the others’ behaviours. Internal standards and self-evaluative reactions affect their motivation and actions.

Self-reflective Capability: People have the capacity to judge their capabilities. This is called the capability for “reflective self-consciousness”. Through reflection, people develop an understanding into their own actions by evaluating and changing their own thinking.

Social cognitive theory explains human functioning on the concept of ‘*reciprocal determinism*’. Triadic reciprocal causation draws on the importance of interaction among behavior, cognitive, personal and environmental factors. These constructs all determine and influence each other (Bandura, 1988; 1986).

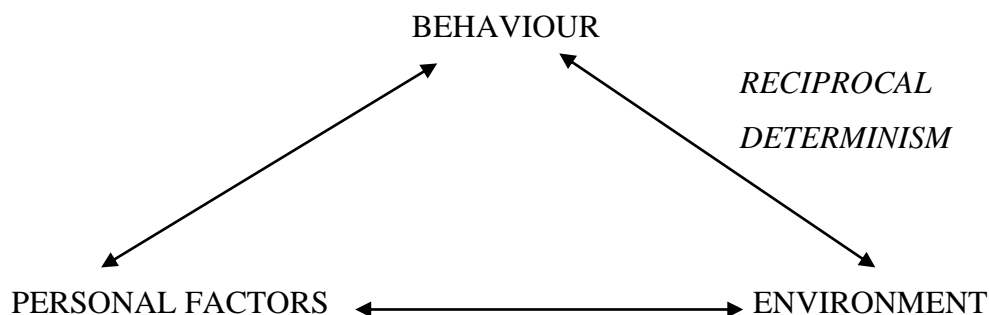


Figure 1 Model of the relations between the three classes of determinants in Bandura’s (1986) conception of triadic reciprocity (Pajares, 1996, p. 544).

According to Schunk and Pajares, education can make use of this reciprocal nature of human functioning. In school, teachers are expected to improve their students' confidence and academic learning. Schunk and Pajares suggest that:

Using social cognitive theory as a framework, teachers can improve their students' emotional states and correct their faulty beliefs and habits of thinking (personal factors), raise their academic skills and self-regulation (behaviours), and alter the school and classroom structures (environmental factors) to ensure student success (Schunk & Pajares, 2009).

In classroom management strategies, social cognitive theory promotes some techniques that guide the students to self-regulate their behavior. These techniques are also defined as 'cognitive behavioral interventions' (Fetsco & McClure, 2005).

Snowman and Biehler (2006) refer to social cognitive theorists, Albert Bandura, Dale Schunk, and Barry Zimmerman who draws upon the importance of two factors that have a strong impact on motivation to learn: "(a) the models to which people are exposed, and (b) people's sense of self-efficacy; or how capable they believe they are to handle a particular task" (p. 391).

The next section will focus on one of the most important factors that affect motivation to learn: *self-efficacy*.

2.1.2 Self-Efficacy Theory

2.1.2.1 Definition

Bandura (1995) defines self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (p. 2). Efficacy beliefs have an effect on people's thoughts, feelings, motivation and actions. Bandura (1986) makes a distinction between perceived self-efficacy and from outcome expectations: "Perceived self-efficacy is a judgement of one's capability to accomplish a certain level of performance, whereas an outcome expectation is a judgement of the likely consequence such behaviour will produce" (p.391).

Dembo (1991) also differentiate between efficacy beliefs and locus of control or outcome expectations. *Locus of control* imply the view of how people identify a relationship between their behaviour and its consequences and whether they take the responsibility of their behaviour. People may anticipate what consequences they would face after they carry out a certain task but they may not be aware of their ability to perform well. Dembo (1991) defines self-efficacy as “a judgement about and one’s confidence in his or her ability to achieve a particular task” (p. 422).

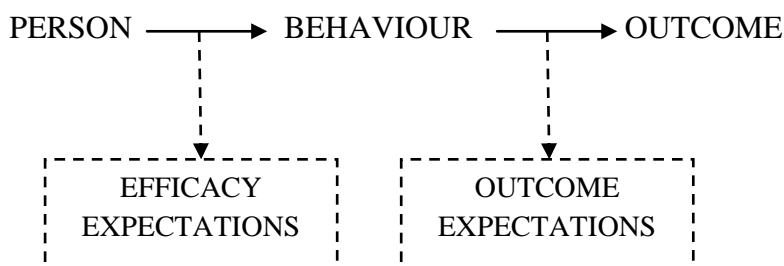


Figure 2 Diagrammatic representation of the difference between efficacy expectations and outcome expectations.

2.1.2.2. Sources of Self-Efficacy Information

Bandura (1986) attribute self-efficacy to four sources of information: performance attainments; vicarious experiences; “social persuasion” (Woolfolk, 2004); physiological states.

Performance attainments is related to mastery experiences. These are individuals’ direct experiences which is considered as the most powerful source of efficacy information (Bandura, 1986; Woolfolk, 2004). Schunk and Pajares, also draws on the importance of mastery experiences on one’s self-efficacy. Successful performance reinforce self-efficacy whereas unsuccessful attainments lower it (Schunk & Pajares, 2009). According to Labone (2004), “experiencing mastery by critically analyzing teaching is a source of efficacy”. According to Henson (2011), “engaging teachers in action research-implementing interventions and reflecting on the results-enhanced

efficacy” (cited in Woolfolk Hoy, Hoy, and Davis, 2009, p. 638). Skaalvik and Skaalvik (2007) also refer to the importance of mastery experiences in teachers’ self-efficacy

Low mastery expectations may be particularly stressful for teachers because they may be accompanied by expectations of disciplinary problems and lower student performance, followed by possible conflict with parents and school principals. Such expectations may also represent a threat to an individual’s identity as a teacher and may elicit defensive mechanisms that heighten emotional exhaustion and depersonalization (p. 621).

Therefore, Skaalvik and Skaalvik (2007) emphasize the effect of the teachers’ prior mastery experiences on their self-efficacy beliefs. They suggest that emotional exhaustion may lower achievement, which, in turn, may have a negative impact on self-efficacy.

In vicarious experiences, modeling is seen as a source for someone else’s self-efficacy. Observing the achievements of other people individuals believe that they can also perform well in similar tasks. However, if individuals observe that the others fail in carrying out certain tasks, they may lose their self-efficacy in their capability to do those tasks (Bandura 1986; Woolfolk, 2004; Schunk & Pajares, 2009). As cited in Woolfolk (2004), the study made by Keyser and Barling (1981) revealed that modeling strongly influence the self-efficacy of children. It also holds true for teachers; especially pre-service teachers. Woolfolk Hoy et al. (2009) noted that for pre-service teachers models who teach well should be provided during internship or induction years in order to promote their sense of efficacy (Woolfolk Hoy, Hoy, and Davis, 2009). In their research about teacher self-efficacy, Skaalvik and Skaalvik (2007) suggest that teachers work in teams and share the responsibility for teaching students. They also suggest that the functioning of the team may influence teachers’ self-efficacy. In their study, they found a relationship between perceived collective teacher efficacy (“a group’s shared belief in their capabilities to realize given levels of attainment” (Bandura, in press; cited in Pajares, 1996, p.567) and teacher self-efficacy. They state that vicarious experiences influence this relationship (Skaalvik & Skaalvik, 2007).

Social persuasion helps people to improve their self-efficacy beliefs (Schunk & Pajares, 2009). People persuade individuals to believe in their own capability to achieve. Through exercise of social persuasion, individuals tend to perform with great effort in accomplishing given tasks even though they encounter difficulties. However, unrealistic appraisals may lower self-efficacy (Bandura, 1986). Social persuasion is also of great importance for teachers. Working with other teachers in collaboration provide both social persuasion and vicarious experiences (Woolfolk Hoy, Hoy, & Davis, 2009)

The last source of information affecting self-efficacy is physiological states. Anxiety and stress are important physiological and emotional states that influence self-efficacy information (Bandura, 1977). These negative thoughts and fears may decrease self-efficacy and lead to greater negative thoughts and feelings about one's performance. Teachers' anxiety or fear for failure or their excitement for a good class may have an effect on their judgements' of confidence (Woolfolk Hoy, Hoy, & Davis, 2009).

2.1.2.3. The Effect of Self-Efficacy on Motivation and Achievement

Using the sources of information mentioned in the previous section people judge their level of self-efficacy (Bandura, 1977). "...people process, weigh, and integrate diverse sources of information concerning their capability, and they regulate their choice behaviour and effort expenditure accordingly" (Bandura, 1977, p. 212). As a result, people who have a high level of efficacy make greater effort and persist longer when they encounter obstacles or difficulties (Bandura, 1986; Woolfolk, 2004). Self-efficacy indicates both performance and achievement (Bandura, 1977).

Table 1 Effects of Self-Efficacy (Schunk & Pajares, 2009, p. 38)

-
- Motivation (task choice, effort, persistence)
 - Learning
 - Self-regulation
 - Achievement
-

Schunk and Pajares (2009) emphasize the considerable effect of self-efficacy on motivation. Strong sense of self-efficacy lead individuals to handle difficult and challenging tasks and show greater effort in the face of obstacles. “These motivational effects lead to better learning and higher achievement” (p.41). Self-efficacy has a strong effect on the individual’s accomplishments (Pajares & Schunk, 2001).

Dembo (1991) stresses the influence of self-efficacy on motivation. He refers to an investigation made by Collins (1982) about the effect of self-efficacy on achievement behaviour. His study about mathematical efficacy of students revealed that the students with a high level of self-efficacy were more successful in solving maths problems than students low in self-efficacy. Besides, these students tended to resolve the problems which they could not do before. About the importance of self-efficacy on motivation and success, Snowman and Biehler (2006) state: “An individual’s sense of self-efficacy can affect motivation to learn through its influence on the learning goal one chooses, the outcome one expects, and the reasons one gives to explain successes and failures” (p. 392).

McCown and Roop (1992) point to the role of teachers in developing learners’ self-efficacy. Teachers need to improve students’ sense of self-efficacy by providing them with the suitable type of information. Social cognitive theory promotes learning through observing others’ behaviour; in other words models. Teachers should act as models for their students. If teachers do not model enthusiasm for what they are going to teach, the students will not be enthusiastic in what they are learning, either (McCown & Roop, 1992). About the importance of enthusiasm, a study made by Minor et al. (2002) revealed that most of the participants of the study considered enthusiasm as the most important characteristic of effective teachers. Lack of motivation in students will cause the students to avoid given tasks and to fail in those tasks. The study carried out by Adeyemi (2012) revealed that using peer and self-assessment in math lessons improve students’ self-efficacy and encourages learner autonomy in learning mathematics. A similar study was carried out in foreign language education. In his study, Coronado-Aliegro (2008) investigated the relationship between self-efficacy and self-assessment

in foreign language education. He suggested that self-efficacy influence success in foreign language education. Findings of the study revealed that there is a positive correlation between students' self-efficacy beliefs about learning a foreign language and self-assessment scores.

2.2. Teachers' Sense of Efficacy

2.2.1. Definitions

Teacher efficacy has been defined by different researchers. "The construct of teachers' sense of efficacy refers to teachers' situation-specific expectation that they can help students learn. That expectation rests on assumptions of how much students are capable of learning what schools have to teach" (Ashton & Webb, 1986). "A teacher's efficacy belief is a judgement of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Armor et al., 1976; Bandura, 1977; cited in Tschannen-Moran & Woolfolk Hoy, 2001, p. 783). Woolfolk (2004) defines teaching efficacy as "a teacher's belief that he or she can reach even the most difficult students and help them learn" (p. 370). In the study, *Teaching Self-Efficacy of General and Special Education Pre-service Teachers* Courtad (2009) investigated the relationship between teacher use of effective instructional practices and high teaching efficacy. The results revealed that teachers showing high teaching self-efficacy have considerable effect on students who have difficulty in performing well in general education classrooms, such as low-achieving students and students with disabilities.

Ashton & Webb (1986) makes a distinction between *sense of teaching efficacy* and *sense of personal teaching efficacy*. "Teachers integrate their expectations from these two dimensions into a course of action" (p. 4). *Sense of teaching efficacy* is related to teachers' beliefs that teaching have an impact on student achievement and performance. They do not believe that student ability hinders learning and achievement. Teachers who are low in the sense of teaching efficacy support the view that some students can never learn. *Sense of personal teaching efficacy* is related to teachers' "assessment of

their own teaching competence” (p.4). This have a strong effect on teachers’ choice of activities, classroom management and instructional strategies.

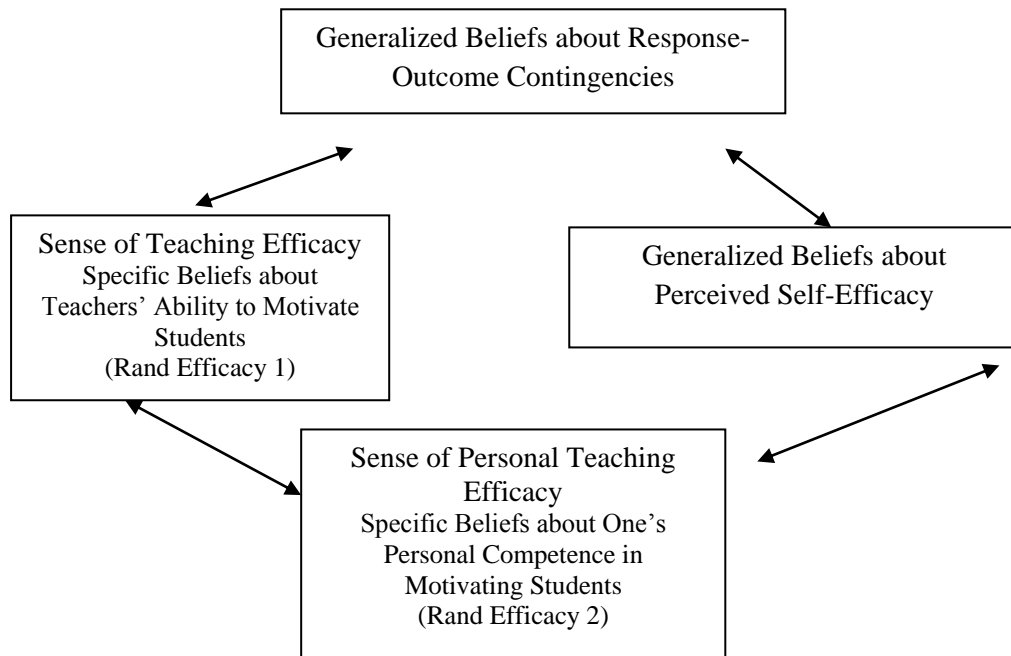


Figure 3 Teachers’ Sense of Efficacy: The Multidimensional Construct (Ashton & Webb, 1986, p. 5)

As shown in Figure 2.2, the model explains the reciprocal relationship among the constructs of teachers’ sense of efficacy. If a teacher who believes that some students can never learn observe those students learn the subject matter he/she is teaching, they can change both their sense of personal teaching efficacy and sense of teaching efficacy. Their belief in their ability to teach and their belief that some students cannot learn change. “The experience might also increase their generalized belief regarding the relationship between action and outcome and their sense of self-efficacy” (Ashton & Webb, 1986, p.5). Woolfolk (2004) emphasizes the importance of teachers’ sense of personal efficacy: “Teachers’ sense of personal efficacy is higher in schools where the other teachers and administrators have high expectations for students...” (p. 370).

In the study, *An Investigation of Pre-Service Teachers’ Perceptions of Personal and General Teaching Efficacy Prior to and Following Student Teaching* Winters (2010)

examined pre-service teachers' perceptions of personal and general teaching efficacy before and after their experience of student teaching. The results of pre- and post-test data showed that there is a statistically significant relationship for personal teaching efficacy. However, it was not observed a statistically significant relationship for general teaching efficacy. Related to personal teaching efficacy, overall efficacy indicated an improvement to a statistically level. In another research on pre-service English teachers' perceptions of computer self-efficacy, Topkaya (2010) suggested that general self-efficacy influence the capability of individuals to carry out a certain task.

2.2.2. The Measurement of TSE

In measuring the teachers' sense of efficacy, researchers have had problems in developing and finding a valid and reliable measurement (Tschannen-Moran & Hoy, 2001).

The first attempt at measuring the teachers' sense of efficacy was based on Rotter's locus of control. This concept was grounded in the social-learning theory of Rotter (1966). Rotter (1966) divides locus of control into two dimensions as *external locus of control* and *internal locus of control*. External locus of control implies that a person do not believe that he/she has much control over fate and do not "perceive a cause-and-effect relationship between actions and their consequences". Internal locus of control implies that a person "holds the reins of fate securely and understands that effort and reward are correlated" (Dembo, 1991, p. 10).

Taking the work of Rotter (1966) as a theoretical base, the Rand researchers developed a two-item measure to assess teachers' beliefs about their own capabilities. The measure would reveal the result whether teachers believe in internal or external forces to explain their ability to influence student learning (Tschannen-Moran & Hoy, 2001).

In this measure, teachers were asked to respond to a two-item Likert scale: "(a) When it comes right down to it, a teacher really can't do much because most of a student's

motivation and performance depends on his or her home environment, and (b) If I try really hard, I can get through to even the most difficult or unmotivated students” (Woolfolk Hoy, Hoy, and Davis, 2009, p. 629). These two items refer to the distinction between sense of teaching efficacy and sense of personal teaching efficacy made by Ashton & Webb (1986). The first item indicates that external and environmental factors influence students’ motivation and performance. This type of efficacy is named as *general teaching efficacy (GTE)*. The second item indicates teachers’ belief that they have the ability to influence student learning and achievement and reach even the difficult students. This type of efficacy is called as *personal teaching efficacy (PTE)* (Tschannen-Moran & Hoy, 2001).

Despite the success of this measurement, researchers had some doubts about the validity and reliability of this scale; thus, they were in search of a more reliable measure (Ashton & Webb, 1986; Tschannen-Moran & Hoy, 2001; Woolfolk Hoy, Hoy, and Davis, 2009). As Ashton & Webb (1986) put it: “However, the Rand measures of efficacy are inadequate from a psychometric perspective. The negative skew and limited variability of teachers’ scores on the Rand items reduce the likelihood of discovering statistically significant relationships, especially when sample size is small” (p.148).

Therefore, three instruments were developed grounded on the theory of Rotter. Guskey (1981) developed a 30-item instrument that measures ‘responsibility for student achievement’. Rose & Medway (1981) developed a 28-item instrument names as ‘the teacher locus of control’. The Webb scale was developed in 1982 by Ashton et al. (Tschannen-Moran & Hoy, 2001) to measure “teachers’ beliefs in the efficacy of teaching” (Ashton & Webb, 1986, p. 148). A series of vignettes were developed by Ashton and her colleagues (Ashton, Buhr, & Crocker, 1984; cited in Tschannen-Moran & Hoy, 2001). These vignettes are called “the Efficacy Vignettes” that measures “teachers’ perceived competence”. However, like the Rand measures, the Webb Efficacy and the Efficacy Vignettes have “psychometric limitations” (Ashton & Webb, 1986, p. 148).

In 1984, a 30-item instrument was developed by Gibson and Dembo to measure teacher efficacy (TSE) “building on the formulations of the Rand studies, but bringing to bear the conceptual underpinning of Bandura as well” (Tschannen-Moran & Hoy, 2011, p. 788). This instrument was developed to measure the two factors of *teaching efficacy* and *personal efficacy*. The two factor conception of teachers’ sense of efficacy was supported by the results of their study. Gibson and Dembo’s teacher efficacy scale was a global measure of the two efficacy factors like the Rand measure. In their study, they examined the comparison between four high and four low sense-of-efficacy teachers. As a result, they found a relationship between teachers’ sense of efficacy and teachers’ classroom behaviour (Ashton & Webb, 1986):

High sense-of-efficacy teachers were less likely to criticize students than were low sense-of-efficacy teachers, and also were more likely to stick with students who did not understand a problem or had not answered the teachers’ question correctly. Low sense-of-efficacy teachers tended to move on to other students, accept an answer called out by another pupil, or provide the answer themselves. (p. 149)

In spite of the popularity of the Gibson and Dembo measure, conceptual and statistical problems lead to “the lack of clarity about the meaning of the two factors and the instability of the factor structure” (Tschannen-Moran & Hoy, 2001, p. 789). Guskey and Passaro (1994) tried to clarify the meaning of the two factors of the scale “by modifying the wording of the items” (p. 794). However, the nature of teacher efficacy was questioned again and a need for a better measurement came out.

According to Tschannen-Moran and Hoy (2001), Bandura criticized the latest teachers’ sense of efficacy measures as they are too general. They noted: “In order to be useful and generalizable, measures of teacher efficacy need to tap teachers’ assessments of their competence across the wide range of activities and tasks they are asked to perform” (p. 795). Another criticism was made by Ashton and Webb (1986). They stated: “If we are to develop an understanding of how teachers come to judge their competence and how their self-appraisals affect their behavior, we need to study teachers’ self-evaluations in relation to specific situations” (p. 149). Searching for the best teacher efficacy measure, Bandura developed his own Teacher Self-Efficacy Scale. A 30-item instrument measures teacher efficacy beliefs without becoming too narrow or

specific. However, there is not much information about the validity and reliability of the instrument, and about the research made using Bandura's scale (Tschannen-Moran & Hoy, 2001; Hoy 2000).

Tschannen-Moran and Hoy (2001) criticized current teacher efficacy scales as they do not assess both dimensions of efficacy: general teaching efficacy and personal teaching efficacy. The Tschannen-Moran model of teacher efficacy posed the need for a measure that can assess "both personal competence and an analysis of the task in terms of the resources and constraints in particular teaching contexts" (p. 795). In light of all these statements, Tschannen-Moran and Hoy (2001) developed a new teacher efficacy measure together with two researchers and eight graduate students. The validity and reliability of the instrument was tested on three separate studies. After these studies, the final instrument had two forms: a long form (24 items) and a short form (12 items). The appropriateness of the new instrument was also investigated for pre-service teachers. The measure has three efficacy dimensions: instructional strategies, student engagement, and classroom management (Tschannen-Moran & Hoy, 2001). Tschannen-Moran and Hoy's model of teacher efficacy was modified and adapted by Lee (2009) to reflect the specific English teaching context in Korea. In this study, this adapted version will be used to measure pre-service English teachers' sense of efficacy in Turkey.

2.2.3. Teachers' Sense of Efficacy and Its Effect on Motivation, Classroom Behaviour, and Student Achievement

The two Rand Corporation studies revealed that there is a relationship between teachers' sense of efficacy and student achievement (Armor et al., 1976; Berman et al., 1977; cited in Ashton & Webb, 1986, p. 145). In their research, Ashton and Webb (1986) also reached the same conclusion. Figure 2.3 illustrates "the process by which teachers' sense of efficacy becomes translated into student performance" (p. 145). They also found that the content that is taught has a considerable effect on the specific dimension of teachers' sense of efficacy relating to students' achievement. This points to the complex nature of the relationship between teachers' sense of efficacy and

student achievement. They also noted that this relationship is more “situation-specific than suggested in the Rand studies” (p. 146).

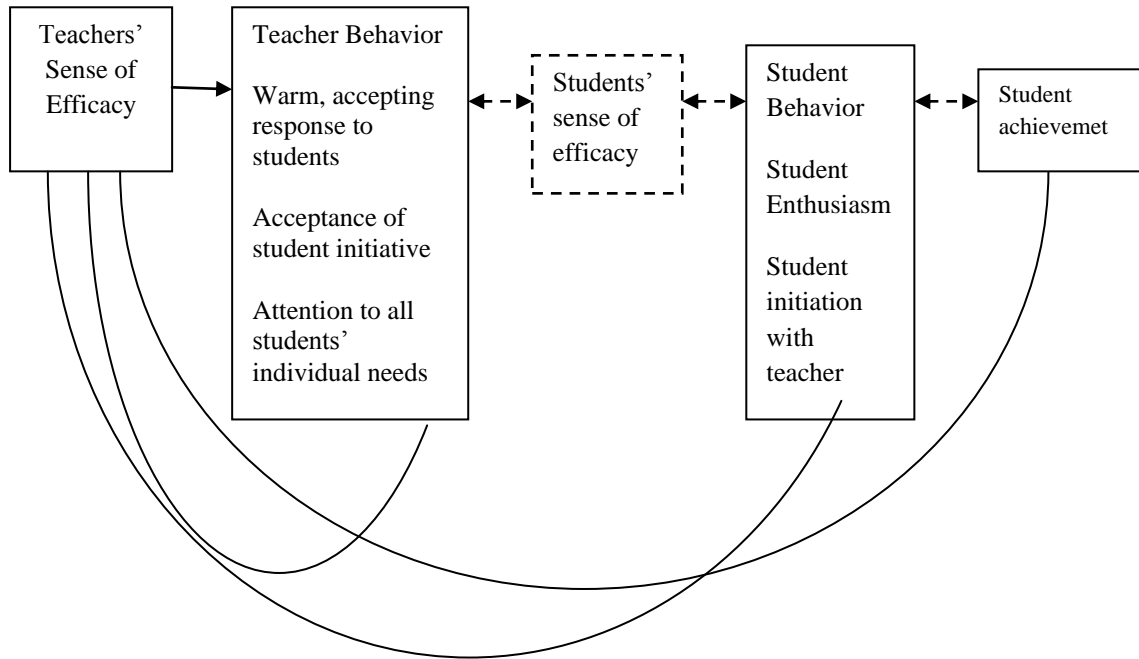


Figure 4 A Mediational Model of the Relationship between Teachers' Sense of Efficacy and Student Achievement (Ashton & Webb, 1986, p. 146)

Frase and Conley (1994) also draw upon the importance of teacher efficacy on student achievement. They state that people who have internal locus of control believe they have the capability to control some things in their lives. There is a strong relationship between internal locus of control and personal achievement. In a study which examined the variables that affect achievement, Brookover et al. (1978) found that teachers strongly influence the achievement of schools as they put greater emphasis on instruction and were more interested in their students' achievement (cited in Dembo, 1991).

In her paper presented at the annual meeting of the American Educational Research Association, Woolfolk Hoy (2000) stated: "... teacher efficacy has been associated with such significant variables as student motivation, teachers' adoption of innovations, superintendents' ratings of teachers' competence, teachers' classroom management strategies, time spent teaching certain subjects, and teachers' referrals of students to

special education” (p. 2). Among these, student motivation is of greater importance. McCown and Roop (1992) emphasize the significant relationship between self-efficacy and motivation. Students’ motivation is also related to their classroom behaviour. Therefore, a motivating classroom environment can prevent discipline problems in a considerable way (Fetsco & McClure, 2005). It is the teachers’ role to adapt instruction to students’ interests to prevent misbehaviour (Savage, 1999, cited in Fetsco & McClure, 2005). Related to teachers’ successful classroom management strategies, research done by Morris-Rothschild and Brassard (2006) revealed that teachers who have high sense of efficacy for classroom management used “integrating, compromising, and obliging styles management strategies” (cited in Woolfolk Hoy, Hoy, and Davis, 2009, p. 634). Besides its relation to student achievement, Woolfolk Hoy et al. (2009) points to its relation to other student outcomes; motivation and engagement: “... when teachers set higher goals and are persistent and resilient in moving toward them, students may be more willing to cooperate in class activities and value learning” (p. 637).

In his study about classroom management strategies, Cerit (2011) investigated the relationship between pre-service classroom teachers’ self-efficacy beliefs and classroom management orientations. The results of the study revealed that there is a strong relationship between the pre-service classroom teachers’ personal teaching efficacy and general teaching efficacy beliefs and “people management, instructional management, and behavior management”. The study also revealed that PTE and GTE influence teachers’ classroom management strategies. The interesting result of the study showed that teachers with high self-efficacy tended to employ more interventionist and strict strategies in classroom management.

The investigation of pre-service teachers’ efficacy is also very important as “once efficacy beliefs are established, they appear to be somewhat resistant to change” (Hoy, 2001, p. 5). In early stages of learning, efficacy tend to be easily influenced whereas once it is created, it is resistant to change. Therefore, much of the research on teaching efficacy in the literature has been carried out on preservice teachers (Huisman, 2007) . Pre-service teachers who have a low sense of teacher efficacy tend to use strict

classroom regulations. They give extrinsic rewards, and punish students to make them study. They are not optimistic about students' motivation, and are control-oriented (Hoy, 2001).

In her study "The Impact of an English as a Second Language Professional Development Program: A Social Cognitive Approach", Eun (2006) examined the effect of professional development programs for ESL teachers on their classroom practice. She also investigated the effect of teacher efficacy and organizational support on the process of teaching. The study was based on the theoretical framework of social cognitive theory which promotes the view that efficacy beliefs and outcome expectancies have an effect on an individual's future behaviour (Bandura, 1986, 1997; cited in Eun, 2006). The findings of the study revealed that teachers who have a high sense of efficacy responded that professional development have a considerable effect on their teaching.

Another study reveals the importance of perceived self-efficacy in teachers' feeling of burnout. Findings of the study revealed that perceived self-efficacy in social support from colleagues and principals play an important role in their feelings of emotional exhaustion and depersonalization (Mede, 2009).

In her research, Kane (2009) investigated the effects of cognitive and instructional coaching on English language teachers' perceived self-efficacy. The results of the study revealed that using coaching system has a considerable impact on raising teachers' sense of self-efficacy. Clark (2009) draws upon the importance of school context variables on teacher efficacy. It was found that there is a positive relationship between professional development and mentoring support and teacher efficacy.

In his research on teacher efficacy, Ross (1994) concluded that teacher efficacy is a significant predictor of teacher and student outcomes. He stated that high sense of teacher efficacy is related to "the use of teaching techniques which are more challenging and difficult, with teachers' willingness to implement innovative programs, with developmental classroom management practices and enhanced student mastery of cognitive and affective goals" (p. 2). In another article of his on teacher efficacy, considering the view that teacher efficacy has an effect on student achievement, Ross

(1994) suggested that increasing teachers' sense of efficacy may improve student achievement of cognitive and affective goals.

Students of teachers who have a high sense of teacher efficacy were reported to be more successful than students whose teachers are low in efficacy on the mathematics section of the Iowa Test of Basic Skills (Moore & Esselman, 1992; cited in Swackhamer et al., 2009). Watson (1991) also stated that in rural, urban, majority Blacks, and majority White schools, students demonstrated higher achievement with teachers who had high sense of efficacy (cited in Swackhamer et al., 2009).

In his study on preservice elementary teachers' self-efficacy, Tosun (1994) refers to the importance of teacher self-efficacy on student achievement. This study analyzed the effects of a discipline-integrated, elementary methods course on the self-efficacy of preservice teachers who teach science. This research is useful in terms that it draws on the importance of the improvement of self-efficacy in teacher education programs. In the study, *Preservice Teacher Self-Efficacy: A Phenomenological Study of the Development of Self-Efficacy During a Postmodern Undergraduate Methods Course* Norwood (2000) examined the formation and development of efficacy belief patterns during the course of a postmodern undergraduate methods course. The development of preservice teacher growth, change and self-efficacy belief patterns during an introduction to teaching methods course was the main concern of the study.

In her study, *Preservice Elementary Teachers' Science Knowledge, Attitude Toward Science Teaching and Their Efficacy Beliefs Regarding Science Teaching*, Sarıkaya (2004) investigated preservice elementary teachers' science knowledge, attitude towards science teaching and their efficacy beliefs. As a result of the study, it was observed that preservice teachers' attitude towards science teaching was usually positive; however, their level of science knowledge was rather low. Another important point is that science knowledge and attitude towards science teaching have a statistically significant affect on their self-efficacy and outcome expectations.

In his study on Korean public elementary school English teachers, Lee (2009) examined English teachers' confidence in teaching English. He also investigated teachers' attitudes toward the English language and teachers' English language proficiency. Oral target language use of teachers was assessed as an important component of teachers' self-efficacy in teaching English. The study revealed that teachers' English language proficiency and their attitude toward the English language strongly influence teachers' confidence in teaching English.

In the study based on EFL middle school teachers in Venezuela, Chacon (2005) investigated the teacher efficacy related to the use of communication-oriented strategies and grammar-oriented strategies. The study revealed that there was no clear distinction between high and low efficacy teachers in terms of using strategies based on communication or grammar. Teachers with high efficacy tended to use group work activities and challenging tasks and mastery experiences for their students. The study also indicated that teachers with high efficacy take the responsibility of their own learning to improve their English proficiency (cited in Woolfolk Hoy, Hoy, & Davis, 2009).

In the study, *The Relationship Between Pre-service English Teachers' Self-Efficacy Beliefs About Teaching Skills and Their Self-Efficacy Beliefs About English Skills*, Büyükduman (2005) investigated the relation between pre-service English teachers' self-efficacy beliefs about English and teaching skills. The findings of the study revealed that the level of pre-service English teachers' self-efficacy beliefs about teaching English is quite high. However, it was found that pre-service English teachers' self-efficacy beliefs in listening and speaking skills in English was lower than the other skills; reading and writing.

In the study, *Perceived Efficacy Level of Elementary ESL Teachers*, Cooper (2009) analysed the self-reported efficacy level of elementary ESL teachers in 21 north Georgia school districts. As cited in Cooper (2009), Sanders and Rivers (1996) referred to a relationship between student academic achievement and teacher quality. They found a positive correlation between student achievement and teacher effectiveness. They

pointed to the fact that even lower performing students can benefit from high teacher effectiveness. The results of the study highlighted a requirement of teacher engagement to attain positive social change in ESL student achievement. As cited in Cooper (2009), Eslami and Fatahi (2008) did research on non-native English as a foreign language teachers' sense of self-efficacy, English proficiency and instructional strategies. The findings revealed a positive correlation between perceived level of language proficiency and sense of self-efficacy. The self-reported levels of efficacy increase when the teachers' language skills improve.

In his study "The relationship between teacher efficacy and professional development within the scope of an in-service teacher education program", Ortaçtepe (2006) examined the relationship between Turkish EFL teachers' efficacy and their CLT (Communicative Language Teaching) practices through self-reported questionnaires. The study revealed that EFL teachers' efficacy does not have an effect on their self-reported practice of CLT. However, "teachers' efficacy for engaging students in learning English, efficacy for managing EFL classes, and efficacy for implementing instructional strategies to teach EFL" and their overall teacher efficacy are strongly related to each other. In the second phase of the study, Ortaçtepe (2011) investigated the effect of an in-service English teacher education program on developing teachers' efficacy and their self-reported practice of CLT. The results revealed that in-service teacher education programmes have a considerable effect on Turkish EFL teachers' efficacy. The effect being that professional development programmes did not have much effect on teachers' self-reported practice of CLT. However, it contributed to some aspects of their teaching such as error correction and increasing student motivation to use the target language in the classroom.

2.3. Pedagogical Beliefs

2.3.1. Definitions and the Nature of Beliefs

Woods (1996) defines beliefs as “an acceptance of a proposition for which there is no conventional knowledge, one that is not demonstrable, and for which there is accepted disagreement (“I believe that early immersion is good for a majority-language child’s cognitive development but my colleague doesn’t”)” (p. 195). Shavelson and Stern (1981) discuss the view that teachers’ beliefs influence their decision-making process, their judgements and behaviour in the classroom. They differentiate knowledge from beliefs supporting the view that “when information (i.e. knowledge) is not available, teachers will rely on beliefs to guide them” (cited in Woods, 1996, p. 192). However, Woods (1996) suggests that there is no clear distinction between what one knows and what one believes. Woods (1996) refers to the problem of conceptualisation of beliefs related to an integrated view of teachers’ beliefs, assumptions and knowledge. Discussing the importance of beliefs, Hall (2011) also uses the concepts as ‘theory’ and ‘value’. Pease (2008) also states that there are different concepts in literature used interchangeably to refer to teacher beliefs such as “attitudes”, “dispositions”, “values”, and “priorities” (p. 7).

Pease (2008) mentions the different conceptualisations of teacher beliefs made in the literature (Kaga, 1992b; Lortie, 1975; Nespor, 1987; Pajares, 1992; Richardson, 1996; Rimm-Kaufman et al., 2006; cited in Pease, 2008, p. 12):

First, teachers’ beliefs are derived from personal values and may exist without evidentiary support. Second, beliefs serve as indicators of teachers’ thinking and actions in the classroom. Third, teachers may not be aware of their own beliefs and how their beliefs may influence behaviors. Fourth, beliefs may stem from personal and professional experiences; as such, they are grounded in personal and cultural sources of knowledge. Fifth, teachers’ beliefs stem from and are bolstered by continued teaching experiences. Finally, teachers’ beliefs are difficult to modify; because beliefs guide behaviours, teaching practices may also be resistant to change (p. 12).

Related to these different conceptualisations, other research made in the literature show that some teachers are not aware of their educational beliefs (Driel et al., 2007; Grutzik, 1992); the differences or inconsistencies in their belief system (Driel et al., 2007). According to the study made by Driel, Bulte and Verloopa (2007), teachers build their own belief systems on conceptions of teaching taking some of the components of different belief structures. They tend to use different perspectives about the concept of teaching as they believe that in various teaching situations different perspectives may be of great use. In their research, Fives and Buehl (2008) also refer to various knowledge beliefs among pre-service teachers. They state that pre-service teachers have various beliefs about the knowledge they need to possess to teach. They may use different teaching strategies based on their own conceptualisation of teaching knowledge. Related to their own consideration about the relation of that knowledge to teaching practice, they may consider different areas of teaching knowledge as valuable and may not notice the other valuable areas. Therefore, developing an understanding into teachers' knowledge beliefs is of great significance to improve teacher education programmes.

According to Calderhead (1996), teacher beliefs can be identified under five headings: (1) beliefs about learners and learning; (2) beliefs about teaching; (3) beliefs about subject (4) beliefs about learning to teach; (5) beliefs about self and the teaching role. Beliefs also play a role in pre-service teachers' career choices (Yu, 2011). Factors such as "beliefs of teaching ability, intrinsic, social, and personal values of teaching, perception of teaching, as well as prior learning and teaching experiences, and social influence" (p. 279) affect pre-service teachers' choice of teaching career. Aldemir (2007) states that people can construct their beliefs from different sources such as past experiences, family, societal views and values. People's beliefs and knowledge become interrelated through time. Teachers also constitute their pedagogical beliefs based on learning environment, learning and learner. It is claimed that teachers' beliefs about parent involvement have an effect on their interactions with young children's parents. Preservice teachers' beliefs about young children, their parents and teaching may affect their pedagogical knowledge (Aldemir, 2007).

It was proved that former schooling plays a major role in shaping teachers' beliefs about teaching. Teachers tend to alter their teaching practices when their beliefs about foreign language teaching change. In the study, *Foreign Language Teaching in U.S Higher Education Classroom*, Lin (2011) investigated the relationship between teacher pedagogical beliefs and classroom teaching. The results revealed that among the factors that affect Chinese teachers' epistemological and pedagogical beliefs are early schooling, language learning and initial teaching experience.

Fives (2005) states that although there is considerable research investigating teachers' beliefs, there is not enough investigation into "teachers' epistemological beliefs about the knowledge of teaching (i.e., pedagogical knowledge)" (p. 3).

Pedagogical beliefs refers to kinds of beliefs that provide information about teachers' understanding of teaching and learning; their thoughts about knowledge, and the relationship between teaching and learning (Fives, 2003; Pease, 2008). Badawi (2009) defines pedagogical knowledge as teachers' knowledge about "learning theories, teaching approaches, curriculum designs, evaluation techniques and managerial issues" (p. 15). Şenel (2006) defines pedagogical knowledge as a type of formal knowledge that teachers experience. Şenel states that pedagogical knowledge is acquired in pre-service teacher education programmes. Pedagogical knowledge of a teacher includes "classroom management, models of teaching, and classroom environment". It is considered as "a step to form beliefs and conceptions of teaching and the teacher role" (p. 16). Diem and Helfenbein (2008) also refers to pre-service teachers in teacher education programmes to explain how to teach theory to teachers. He suggests that pre-service teachers go through a process in which they try to find their 'teacher self'.

Pajares (1992) makes a distinction between pedagogical beliefs and other types of teacher beliefs such as self-efficacy beliefs. Thus, in this study self-efficacy beliefs and pedagogical beliefs of teachers are investigated as two distinct concepts. In this study, the instrument designed by Fives (2003) measures teachers' beliefs about specific knowledge content (procedural, conditional, and declarative), the form of pedagogical knowledge valued (instructional practices, classroom management, student motivation,

and subject matter) and beliefs about the source of teaching abilities (the role of teaching as a skillful practice).

Barrett and Green (2009) define pedagogical knowledge: “Pedagogical Knowledge (PK) includes having a theoretical knowledge of an array of instructional and classroom management strategies. ... The goal of these strategies is to improve the teaching and learning environment and provide deeper contexts for teaching judgments and decisions” (p. 18). They also state what the most important thing is for teachers: “...teachers need to develop a metacognitive knowledge about the reasons that they are teaching the way they do and ways in which to study their teaching in order to learn more from the process” (Barrett & Green, 2009, p. 26). Phillips et al. defines pedagogical knowledge as “one’s understanding of teaching and learning processes independent of subject matter” (p. 48).

Woods (1996) refers to Shulman (1986) to imply the significance of pedagogical knowledge:

..., education traditions had primarily looked at teacher behaviour in terms of classroom and course management independent of the teacher’s understanding, transformation and use of subject matter knowledge. In redressing this lack, Shulman found that an intermediate category was necessary, producing a distinction between the subject matter knowledge of an expert on the field and the subject matter knowledge of a teacher which has pedagogic characteristics (p. 191).

MacEwan and Bull (1991) also suggest that in different ways, all knowledge is pedagogic (cited in Woods, 1996). Based on the idea that teachers should know things and how to do those things, a distinction between declarative and procedural knowledge is made. In declarative form, teachers have knowledge of facts about the materials to be learned, knowledge about the students, knowledge about the resources and constraints of the situation. In procedural form, teachers have knowledge about the classroom procedures (Woods, 1996).

As cited in Chai (2010), Hofer and Pintrich (1997) stated that “epistemic beliefs should be divided into two major categories: (a) nature of knowledge, which includes

certainty of knowledge and simplicity of knowledge; and (b) nature of knowing, which comprises source of knowledge and justification of knowledge” (p. 128). Chai (2010) defines pedagogical beliefs as “preferred ways of teaching by teachers such as “knowledge transmission” or “the knowledge construction view” (Teo et al., 2008; Wong et al., 2009, cited in Chai, 2010, p. 129). About the relationship between epistemological and pedagogical beliefs, Hofer and Pintrich (1997, p. 116) stated that “beliefs about learning and teaching are related to how knowledge is acquired, and in terms of the psychological reality network of individuals’ beliefs, beliefs about learning, teaching, and knowledge are probably intertwined” (cited in Chai, 2010, p. 130).

2.3.2. Effects of Teachers’ Beliefs on Teaching and Learning

Dean (1993) draws upon the importance of teacher beliefs about education, the components of good teaching and good learning situations on the way they work. Teachers may not be aware of their own beliefs; however most of the teachers have strong views which have an impact on their work. Pajares (1992) and Richardson (1996) also refer to the influence of teachers’ beliefs on classroom practices.

In the study on the pedagogical beliefs, Fives (2003) examined the relationship between teacher efficacy and pedagogical knowledge or pedagogical beliefs. The results showed that there is a strong relationship between pedagogical beliefs and efficacy. The research was carried out on both preservice and experienced teachers. The results indicated some differences for each group. For preservice teachers, knowledge was related to performance but it was not related to efficacy. Beliefs showed a relation to performance but it was not related to efficacy. Beliefs showed a relation to performance beside efficacy. Experienced teachers’ knowledge and beliefs were related to teacher efficacy. Efficacy did not show any relation to performance. Another outcome of the study was that teachers who have greater knowledge had a lower sense of efficacy. This study revealed that teachers’ knowledge, pedagogical beliefs and efficacy should be in further research to better explain the interrelation between these concepts. In her other study, Fives (2005) examined the importance and the role of teachers’ beliefs and pedagogical knowledge in the learning and teaching process. As cited in Fives (2005),

Fives (2003) states that teachers' pedagogical knowledge beliefs are highly related to teachers' efficacy and strategic performance. Therefore, teachers' beliefs about pedagogical knowledge should be in the scope of further research.

In his study about effective teachers' belief systems in relation to their classroom practices, Lee (1987) quotes from Dobson and Dobson (1983) who refer to the importance of beliefs on teaching practices: "What teachers chose to do, for, or with students does not occur in a vacuum. There is no such thing as value-neutral action; teaching practices, whether consciously or unconsciously, are an expression of the beliefs held by the person" (Dobson & Dobson, 1983, p. 20; cited in Lee, 1987, p. 2).

Ornstein and Lasley (2004) state that there has been considerable research on teacher behaviour focusing on "specific teacher styles, interactions, characteristics, competencies, or effects". How the teacher behaves in the classroom and student outcomes are another research areas. Recently, research on teaching has started to focus on "the multifaceted nature and context of teaching: the relationship of teaching and learning, the subject matter knowledge of the teacher, how knowledge is taught, and how it relates to pedagogy". Rather than teachers' experiences, "teacher thinking from the perspectives of teachers themselves" has gained importance. As Ornstein and Lasley (2004) put it: "The impact of professional knowledge (that is, both subject matter and pedagogical knowledge, or knowing what you know and how well you know it) is now considered important for defining how teachers and students construct meaning for their respective roles and perform tasks related to those roles" (p. 75).

Related to the relationship between teachers' beliefs and classroom practices, a study made by Peabody (2005) revealed interesting findings in terms of the effect of teachers' beliefs on performance of schools. The study revealed that teachers who work in high performing schools believe in learner-centered teaching. This was also observed in their classroom practices. However, teachers at low performing schools favor teacher-centered teaching both in their belief and practice. Another study which focused on the effect of teachers' perceptions on school improvement examined the relationship between teachers' perceptions and high vs. low student achievement. The results

revealed that teachers' perceptions show differences related to student achievement. The study suggests that understanding the teachers' perceptions and attitudes in school have a strong impact on school improvement (Malak, 2002).

Hall (2011) states that there is a relationship between teachers' beliefs and their classroom behavior. As cited in Hall (2011), Crookes (2003, p. 47) put emphasis on the importance of theories: "it is impossible to act, as a teacher, without having theories (including values) that inform teaching actions, at least to some degree". According to Hall (2011), teachers' beliefs strongly influence the way they manage their classrooms, and the roles that they and learners take in class. He also suggests that teacher authority in the classroom is partly based on pedagogical knowledge and expertise they have. Another research made by Mistades (2006) about teachers' attitudes and beliefs on learning suggests that both teachers' attitudes and beliefs have an effect on classroom practices; this relationship, in turn affects the teacher change process.

About the importance of teacher beliefs about language and language learning, and teaching in general in the ELT classroom, Harmer (2003, p. 288) state: "I cannot imagine how any teacher could operate without taking into [the ELT classroom] a set of understandings and beliefs not only about how languages can be and are learnt, but also about how and what teaching is all about" (cited in Hall, 2011, p. 59). Teachers' knowledge and beliefs about how language works affect their classroom practices. Therefore, beliefs that teachers hold about language and knowledge of language is of vital importance in their teaching a language (Hall, 2011; Woods, 1996). Woods (1996) also emphasizes the importance of teachers' beliefs and knowledge on teaching and decision-making process. Another research about teachers' beliefs on language teaching was made by Şenel (2006) who suggested teachers' beliefs on the concept of good language teaching influence their teaching practices. Her study revealed that teachers hold strong beliefs about the concepts which are commonly agreed upon.

The study, *English Teachers' Beliefs of Strategy Instruction* investigates English Teachers' beliefs about teaching learning strategies in foreign language classrooms. The findings revealed that English teachers who teach in primary and secondary schools

perform medium level of belief about teaching learning strategies which is said to be not sufficient for effective strategy instructions in schools (Sökmen, 2006) .

In the study, *Non-native EFL Teachers' Beliefs About Teaching Reading*, Güler (2007) investigated non-native EFL teachers' beliefs about teaching reading and the differences in their beliefs in relation to their experience in teaching reading. The results revealed that in reading aloud, fluent reading, L1 use and focus on grammar in the reading class, teachers showed different beliefs. However, teachers' beliefs about teaching reading was not affected by teachers' experience in teaching reading.

With his study on the beliefs of ESL teachers about grammar teaching, Zain (2007) tries to investigate the relation between their beliefs and the classroom practices. The role of contextual factors in applying the beliefs into practices is another focus of the study. The results showed that teachers' beliefs about language teachers and learners, their beliefs about grammar learning and teaching differ according to previous personal and professional experiences. This study points out the fact that teacher beliefs are very important to interpret teaching actions, decisions and instructional contexts.

In their study "Teachers' Goals, Beliefs, and Perceptions of School Culture as Predictors of Instructional Practice", Buck, Lee, and Midgley (1992) put forward that pedagogical beliefs strongly influence the teachers' instructional practice. The results showed that there is a strong relationship between teachers' learning-focused and ability-focused instructional practice and their pedagogical beliefs. This, in turn, has an effect on the achievement goals they have for students.

In her study about novice and experienced ESL teachers' pedagogical knowledge, Gatbonton (2008) examined those teachers' pedagogical knowledge related to "language management, procedural issues, and handling student reactions and attitudes". The study revealed that novice teachers can acquire pedagogical knowledge about active and passive teaching activities after only a few years of training and minimal teaching experience. The study suggests that teacher training programs can

help teachers acquire necessary pedagogical knowledge and skills about active teaching even if they do not have much experience in teaching (Gatbonton, 2008).

2.3.3. The Importance of Teachers' Beliefs in Teacher Education Development Programmes

Dean (1993) states that when teachers start their profession, they bring with them the knowledge they acquired during their teacher education programmes. Pre-service teachers may apply the models of teaching they experienced during their education (Pease, 2008). A study carried out by Storm (2004) revealed that pre-service teachers' beliefs do not much change in the course of teacher education programmes in spite of alternative beliefs presented to those teachers. This finding poses a need to question the education of those programmes. Therefore, it is important to investigate the beliefs of pre-service teachers to develop an understanding into teacher education programmes. M. Rosenfeld and S. Rosenfeld (2008) also emphasize the importance of teacher education programmes suggesting that teacher professional development should include "effective teacher beliefs about learners" (p. 245). They consider effective teacher beliefs about students as a very important part of effective teaching.

In his study about teachers' beliefs and teaching beliefs, Raths (2001) states that the beliefs pre-service teachers hold may impede learning and teaching. Raths asserts that those beliefs which negatively affect the efficacy of teacher education must be figured out and changed by teacher educators.

A study made by Minor et al. (2002) highlights the importance for pre-service teachers to explore their own educational beliefs and perceptions to improve their teaching practices. In this study, pre-service teachers were asked to identify their own perceptions of effective teachers' characteristics. Their responses point to the diverse nature of teachers' beliefs. Related to the importance of teacher beliefs in teacher education programs, another study was made by Minor (2001) about the change in pre-service teachers' educational beliefs as a result of a teacher training course. The study revealed that most of the participants showed a more progressive orientation at the end

of their training. This study highlights the significance of instruction to change pre-service teachers' educational beliefs. As cited in Minor (2001), Lortie (1975) states that pre-service teachers have their own beliefs about teaching relying on their personal experiences as students when they enter their teacher education programme (Doyle,1997). Therefore, Richardson (1996) suggests that teacher education programmes need to attach the necessary importance to teacher beliefs in the curriculum (cited in Minor, 2001). Doyle (1997) also found in her study that pre-service teachers' beliefs about teaching and learning changes during their education as teachers. However, there are also pre-service teachers resistant to change their beliefs despite their experiences about different teaching and learning views.

Research in the field confirmed the view that teacher preparation programmes influence pre-service teachers' beliefs (Doppen, 2007). In her study, Awenowicz (2009) investigates the effect of beliefs on pre-service teachers' abilities to learn to teach. Awenowicz suggests that teacher education programs should develop their systems in a way that can affect pre-service teachers' learning and assists them in shaping their beliefs releasing the tensions between those beliefs, practices, and contexts. Anderson and Holt-Reynolds state that beliefs do not appear without a context or without a value or a particular goal ascribed to them. The relationship between beliefs and related goals help us to understand the inherent value of those beliefs. Therefore, they suggest that teacher educators need to investigate pre-service teachers' beliefs in particular situations focusing on the most important facets of beliefs.

As cited in Errington (2004, p. 46), Combs (1982, p. 5) states that teachers "need the strongest possible system of beliefs, accurate, comprehensive, congruent personal theories (which will) provide effective guidelines for daily action (and) provide a rational basis for justifying and supporting one's own professional stance". Related to Combs's statements, Errington (2004) suggests that teacher educators should assist pre-service teachers in developing their beliefs following new trends in teaching and learning practices.

To explore teachers' beliefs through collaborative journaling, Nagamine (2007) carried out a research on four preservice EFL teachers studying at a Japanese university. The participants' beliefs about language learning and teaching were at the center of this investigation. As teachers' beliefs is the major factor in defining the effect and results of teacher learning, preservice teachers' beliefs should be analysed in depth in terms of how they are constructed in and outside of teacher education programs and in relation to teachers' action in class. Such an analysis is necessary to observe the process of preservice EFL teachers' development (Nagamine, 2007).

A longitudinal study named "Can a Professional Development School Have a Lasting Impact on Teachers' Beliefs and Practices" examined whether "core beliefs" that are implemented on teacher candidates continue to affect the graduate teachers' practices. The results revealed that "core beliefs" have their effect on those teachers in their schools (Berg et al., 2000). That study may be useful in terms of the importance of professional teacher training and education in shaping teachers' beliefs. A similar study which was carried out on prospective teachers' pre- and post- practicum beliefs revealed that teacher education programmes strongly influence prospective teachers' views about their profession (Leon-Carilla, 2007).

In a case study which investigated teachers' epistemic and pedagogical beliefs related to Singapore context, the results showed that most of the teachers do not have highly developed epistemic beliefs. In terms of pedagogical beliefs, they mostly have knowledge transmission view. Chai (2010) suggested that teacher educators need to work on the development of teachers' beliefs.

Fives and Buehl (2008) criticize "the fixed views of teaching ability". As they put it:

....when teachers with innate beliefs experience difficulties in the classroom they may question their teaching ability and their sense of teaching efficacy may decrease. They may determine that they are not "cut out" to teach and leave the profession or resign themselves to being "bad" teachers. Teacher educators, mentors, and administrators who are aware of these beliefs as well as their potential negative consequences, can foster beliefs that are more adaptive by encouraging teachers to see teaching more as a skill to be developed and that even if aspects are innate, polishing and training is still needed (p. 172).

The significance and development of pedagogical beliefs cannot be ignored in teacher education programs. Preservice teachers enroll in such preparation programs with pre-existing beliefs about learning and teaching. These pedagogical beliefs play an important role in their teaching practices (Pease, 2008). In the study, *Teachers' Epistemic Beliefs and Their Pedagogical Beliefs*, as cited in Chai (2010), Abdelraheem (2004) and Richardson (1996) state that teachers' practice and teachers' learning may be affected by teachers' beliefs.

2.4. Studies Related to the Effect of Personal Demographics on Teachers' Sense of Efficacy and Pedagogical Beliefs

About the relation of gender differences to self-efficacy, Bandura (1982) states that as a result of the analyses of career decision making it was pointed out that men can consider themselves as efficacious for any occupation whereas women have their confidence only in vocations dominated by women. About the effect of sex, Bandura states:

These differential perceptions of personal efficacy are especially striking because the groups do not differ in their actual verbal and quantitative ability on standardized tests. It is not the subskills that selected college students possess, but how they perceive and use them that makes the difference. Regardless of sex, level of perceived self-efficacy correlates positively with range of career options seriously considered and the degree of interest shown in them (Bandura, 1982, p. 136).

Topkaya (2010) examined pre-service English Language teachers' perceptions of computer self-efficacy related to some variables such as gender. The results revealed that gender has a considerable effect on teachers' perceptions of computer self-efficacy.

The study, *Self-Efficacy Beliefs of The Potential Music Teachers about Their Professions* investigates the differences between the self-efficacy beliefs of the potential music teachers in terms of grade level and gender. Findings revealed that the self-

efficacy beliefs of potential music teachers do not differ according to gender and grade level (Akbulut, 2006).

In her study, *Teachers' Computer Self-Efficacy* Özçelik (2006) revealed that teachers' attitude, anxiety and self-efficacy beliefs about computer play an important role in using computer. One of the aims of the study is to investigate whether teachers' self-efficacy about knowledge differ related to the variables such as age, gender, experience, branch, having a computer and the frequency of computer use. The findings of the study revealed that the relation between self-efficacy beliefs and the variables such as age, gender, experience, branch, having a computer and the frequency of computer use showed a significant difference but not related to the gender.

A Study on The Predictors of Teachers' Sense of Efficacy Beliefs investigates the sense of efficacy with regard to the variables such as gender, teaching field, years of teaching experience, satisfaction with performance, support from colleagues, support from parents, and support from administration, and teaching resources. Findings revealed that the variables of gender, teaching field, and years of teaching experience are not significant for overall teacher efficacy. However, the variable, satisfaction with performance indicates relation to all dependent variables. Parental support and teaching resources are only significant in student engagement (Gür, 2008).

Cooper's (2009) research on perceived efficacy level of elementary ESL teachers revealed the importance of personal and environmental factors in determining teacher efficacy. Factors such as the teachers' demographics, type of licensure, additional languages spoken, and number of days of professional development have a considerable effect on the perceived efficacy level of ESL teachers. In the study, it was also found that perceived efficacy level of elementary ESL teachers did not differ related to the variables such as the number of years teaching ESL, gender, or ability to speak the students' native languages.

In her research on first-year music students' self-efficacy beliefs, Johnson (2005) found that female students showed less confidence in their ability to practice their instrument. Male students' level of self-efficacy was higher than that of female students. Male students also tended to use critical thinking strategies more than female students.

In her study, *Examining Teachers' Self-Efficacy Beliefs of Students With and Without Special Needs*, Kaner (2010) investigated the self-efficacy beliefs of teachers who teach students with and without special needs according to some demographic variables. Findings revealed that teachers' self-efficacy do not show any differences in terms of the type of student they teach, the teachers' gender, teaching context and teaching experience.

In her study on the comparison of the self-efficacy scores of preservice teachers based on initial college experience, Ritchie (2006) examined whether there is any statistically significant difference between the self-efficacy levels of preservice teachers starting their college experience at the community level and the ones starting their education at the university level. Among the other personal variables affecting the efficacy score are age, gender, ethnicity, certification level and contact hours. Findings indicated that there is a significant relation between age, pattern of education and global self-efficacy scores and the factor of instructional strategies. However, the findings did not reveal a statistically significant relationship between initial college experience and global self-efficacy scores or factor scores across the other demographic variables.

In the study about pre-service English teachers' self-efficacy beliefs in teaching skills and in their English skills, Büyükduman (2005) investigated whether teachers' teaching skills and their English skills differ related to the variables; the university and the type of high school they graduated from. The study revealed that considering teachers' self-efficacy beliefs in teaching skills, no significant difference was found among twenty universities in Turkey. In terms of teachers' self-efficacy beliefs in English skills, significant differences were revealed. It was found that in Boğaziçi, Metu and Gazi universities, pre-service English teachers' self-efficacy beliefs in their English skills was higher than the other universities. The type of high school they graduated from do

not have an impact on their self-efficacy beliefs in both teaching skills and English skills. The interesting result of the study is that Anatolian Teacher High Schools did not make any difference in enhancing the teaching skills of pre-service teachers compared to other types of schools. In another study, Başaran (2004) examined the effectiveness of Anatolian Teacher High Schools in Turkey related to serving their intended purpose. The study revealed that ATHSs did not indicate any differences in attitudes toward the teaching profession. The findings of the study also revealed that ATHSs do not serve their intended purpose to the extent that they are expected to.

In his study, *The Study of Teachers' Self-Efficacy, Job Satisfaction, Life Satisfaction and Burnout*, Telef (2011) found that teachers' self-efficacy, job and life satisfaction, and burnout differ according to some demographic variables. Being a post-graduate or graduate teacher, experience in classroom management, being a classroom or a branch teacher are the factors affecting the self-efficacy of teachers.

In their study on primary school English teachers' self-efficacy beliefs, Güven and Çakır (2012) investigated those beliefs related to the variables such as the department graduated, taking a course about teaching English to children, doing an in-service training and experience. The results indicated that teachers' self-efficacy beliefs differed related to the department graduated, and taking a course about teaching English to children. The self-efficacy level of teachers taking a course about teaching English to children was higher than the ones who did not. However, self-efficacy beliefs of teachers did not differ related to doing an in-service training. The study revealed that teachers' educational background plays an important role in their perceptions of self-efficacy.

In another research, Dixon (2003) examines middle school teacher beliefs. The study revealed that the teacher's race and gender do not have an effect on teacher efficacy and teacher expectations. The study also indicated that a teacher who has a high sense of efficacy does not always hold high expectations of their students.

In their research, Martin, Yin and Mayall (2006) examined the effect of the variable, “gender” on teachers’ attitudes and beliefs toward classroom management style. The findings of the study indicated that females tended to hold more interventionist behaviour in classroom management than males.

In his study, Karaata (2011) explored English teachers’ assumptions and pedagogical knowledge about teaching and learning. The study revealed that gender, experience, and type of graduation do not affect teachers’ assumptions and pedagogical knowledge in foreign language learning. However, the type of school they work at indicates differences in their beliefs. Teachers who work in public schools show higher levels of beliefs and assumptions than teachers who work in private schools.

In his study, Oğuz (2008) investigated Turkish trainee teachers’ epistemological beliefs related to the variable, gender. The study revealed that gender has a considerable impact on trainee teachers’ epistemological beliefs. Female teacher candidates have much stronger beliefs that learning is associated with effort rather than ability.

Benjamin, Petersen, Sink and Walker (2002) investigated the instrument, “teacher beliefs survey” and its educational implications. The study revealed that teachers’ perception of the philosophy of teaching differed related to professional development and gender. Male and female teachers interpreted the items of the survey differently. Pre-service and in-service teachers showed differences in their perceptions of their teaching and their philosophy of teaching.

In summary, the literature discussed in this chapter indicates that pre-service and in-service teachers’ self-efficacy and pedagogical beliefs have a considerable impact on their future teaching and classroom practices. These beliefs act as important predictors of student achievement and motivation. The studies discussed so far imply that teacher education programmes play an important role in shaping teachers’ self-efficacy and pedagogical beliefs. As some put it, teachers constitute their own beliefs about teaching relying on their personal experiences as students; therefore, personal demographics and educational background play an important part in identifying those beliefs. Based on the

literature discussed in this chapter, the current study investigates student English teachers' self-efficacy in teaching English and their general pedagogical beliefs from two preeminent state universities in Ankara. The study also aims to examine how their levels of self-efficacy and pedagogical beliefs differ related to some demographics such as, gender, university, the type of high school, whether they had university preparatory education and their ranking of the university they studied at in order of preference in the university entrance exam.

CHAPTER 3

METHODOLOGY

This chapter includes the following sub-sections: research design of the study, population and sampling, instrumentation, data collection and data analysis. In the section instrumentation, the validity and reliability of the instruments used in the study, factor analysis and the application of the research instruments are explained.

3.1. Research Design of the Study

In the present study, which was conducted in 2011-2012 academic year, the survey sampling method was used. The aim of the survey sampling method is to describe a phenomenon or a situation as it is. In the survey sampling method, a phenomenon, an individual or an object which is the subject of the study is identified on their own terms and as they are. There is no concern to change or to influence the phenomena, the individuals, or the objects. What is important is to observe and identify a phenomena or a situation appropriately (Karasar, 2006). In the present study, the aim is to reach a large sample in two state universities during the academic year 2011-2012. Therefore, survey sampling method was used in order to identify the self-efficacy and pedagogical beliefs of student EFL teachers studying at Gazi University and METU in 2011-2012 academic year and discuss the results of the study.

The teachers' sense of efficacy and pedagogical knowledge beliefs constitute the dependent variables of the study. In the study, the effect of some demographics on the dependent variables is also examined. "Gender, the type of high school pre-service teachers graduated from, the university they study at, whether they had English preparatory education in the university, and their ranking of this department (ELT) in order of preference in the university entrance exam" are independent variables of the study.

Figure 3.1 demonstrates the steps of the research model:

An Investigation the Differences in Teachers' Sense of Efficacy and Pedagogical Knowledge Beliefs of Pre-service English Teachers from Different Universities Related to Some Personal Demographics

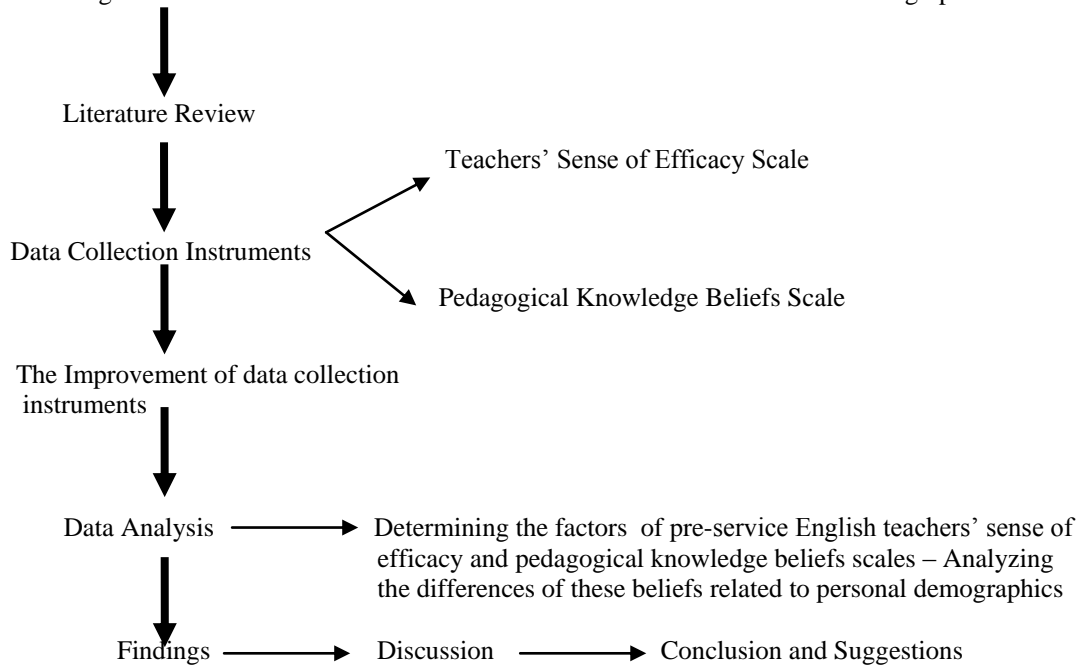


Figure 1 The Flowchart of the Research Model

3.2. Study Population and Sampling

The respondents of the present study is the seniors in English Language Teaching (ELT) departments of Gazi University and METU in the 2011-2012 academic year. The sampling which represents the population was not determined as the aim was to reach the whole population. In 2011-2012 academic year, 250 students studied in the ELT department of Gazi University. The number of students studying in the ELT department of METU is 120. Therefore, the population of the study includes 370 students. According to Krejcie and Morgan (1970), the necessary sampling for the population of 360 people is 186; for that of 380 people, the sampling is required to be 191. Given that requirement, as the population for the present study is 370, (250 for Gazi University; 120 for METU) the study has an adequate sample that consists of 270 people. The sampling of this study represents the population. Table 1 demonstrates the number and the proportion of the questionnaires which were applied in two universities.

Table 1 Proportion of the questionnaires applied in the universities

University	The number of the questionnaires distributed	The number of the questionnaires returned	Proportion of the questionnaires returned (%)
Gazi University	250	164	65,6
METU	120	106	88,33
Mean	370	270	72,97

The total number of students in the study population is 370. As shown in Table 1, 270 out of 370 questionnaires were responded in two different universities. The table 1 shows that the response rate is 72.97 %. There has been considerable research in the literature about the appropriate response rate in order to reach more accurate findings about the study. For example, Balcı (2004) states that the response rate needs to be 80% whereas in research done by Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, the adequate rate of response to the questionnaires is stated as 70-80 % (Balcı, 2004; Büyüköztürk, 2008). Therefore, the response rate of the present study (72.97 %) is adequate in the light of the research done on this issue.

Table 2 shows the distribution of the study participants' characteristics related to the variables, gender, the type of high school pre-service teachers graduated from, the university they study at, whether they had English preparatory education at university, and their ranking of this department (ELT) in order of preference in the university entrance exam.

Table 2 Distribution of the study participants' demographics

Variable		Mean		X University		Y University	
		f	%	f	%	f	%
Gender	Female	234	86,6	146	89,02	88	83,01
	Male	36	13,3	18	10,97	18	16,98
Type of High School	State High School	13	4,81	10	6,09	3	2,83
	Anatolian High School	27	10	27	16,46	0	-
	Anatolian Teacher High School	182	67,4	92	56,09	90	84,9
	Private High School	12	4,44	2	1,21	10	9,43
	Other	36	13,3	3	21,95	3	2,83
University	Gazi University	164	60,74	164	60,74	-	-
	METU	106	39,25	-	-	106	39,25
English Preparatory Education	Yes	187	69,25	103	62,8	84	79,24
	No	83	30,74	61	37,19	22	20,76
The ranking of their department in order of preference in the university entrance exam	1	125	46,29	58	35,36	67	63,2
	2-5	134	49,62	96	58,53	38	35,84
	6-13	11	4,07	10	6,09	1	0,94
	Above 14	-	-	-	-	-	-

As shown in Table 2, a large number of student English teachers who participated in the study are female (86.6%). Although the number of students studying in each university is different, the number of male students in two universities is close to each other (Gazi University 10.97%; METU 16.98%). The investigation of the type of high school pre-service English teachers graduated from indicates that approximately 2/3 of the participants (67.4 %) graduated from Anatolian Teacher High Schools. The number of students who graduated from Anatolian Teacher High School in METU (84.9%) is remarkable. In terms of university, the number of pre-service English teachers studying in Gazi University is greater than that of METU. The investigation of the variable about whether they had English preparatory education in university shows that 2/3 of the participants (69.25%) had that education (Gazi University 62.8%; METU 79.24%). The

table also shows that 95% of the participants ranked the department they studied at in their first five choices.

3.3. Instrumentation

In the present study, the participants completed three questionnaires that assessed their demographic information, teachers' sense of efficacy and pedagogical knowledge beliefs: (1) Personal Characteristics Questionnaire (2) Teachers' Sense of Efficacy in Teaching English (3) Pedagogical Knowledge Beliefs Scale.

3.3.1. Personal Demographics Questionnaire

First Personal Characteristics Questionnaire was used to elicit data about the respondents' gender, the type of high school pre-service teachers graduated from, the university they study at, whether they had English preparatory education in the university, and their ranking of this department (ELT) in order of preference in the university entrance exam with the aim to determine whether student English teachers' sense of efficacy and pedagogical knowledge beliefs show any differences related to these variables.

3.3.2. Teachers' Sense of Efficacy Scale in Teaching English

Teachers' sense of efficacy scale was developed by Tschannen-Moran and Hoy (2001) to examine in-service and pre-service teachers' sense of efficacy in Ohio State University. The instrument was tested on 399 pre-service and 225 in-service teachers in three separate studies. The instrument measures teachers' sense of efficacy based on self-reported accounts. "A 9-point scale was used for each item, with anchors at 1-nothing, 3-very little, 5-some influence, 7-quite a bit, and 9 a great deal" (Tschannen-Moran & Hoy 2001, p. 796). As a result of the factor analysis, three factors emerged from the original scale: *student engagement*, *instructional strategies*, and *classroom management* (Tshannen-Moran & Hoy, 2001). The original 12-item scale was adapted into the English teaching context in Korea by Lee (2009). Lee added six more items to

the original scale and constituted the 18-item scale to reflect the English teaching context in Korean elementary schools (Lee, 2009).

3.3.2.1. Adaptation of the Scale into Turkish

Cross-language equivalence measurement of teachers' sense of efficacy in teaching English was carried out in order to assign the differences and inconsistencies between the original and the translated items. In the adaptation of the scale, back translation technique was used in order not to lead misunderstanding of the participants related to lack of proficiency in English.

The verification of the translation was conducted by an expert in philology. The opinions and suggestions of the experts in the field and in testing and evaluation were taken about the adaptation and the suitability of the items. Some adjustments and revision were made accordingly. The Turkish translation of the scale was back translated into English by an English teacher working in a private primary school in order to verify the accuracy of the translation. Another two English teachers working in a private primary school examined and compared both translations independent from each other. Finally, based on the feedback of these English teachers, the Turkish translation took its final form. The result revealed that there is no significant difference between the original scale and its translated version. The reliability of the scale was tested on the Turkish version of the scale.

3.3.2.2. Validity and Reliability

The factor analysis was made by Lee (2009) considering six newly added items. Table 3 demonstrates the results of factor analysis about 18 items.

Table 3 Factor Analysis of KETSETES

Korean Elementary Teachers' Sense of Efficacy in Teaching English (KETSETES) Items	Component			
	1	2	3	4
1. How well can you control disruptive behavior in your English class?			.808	
2. How much can you do to motivate students who show low interest in learning English?				.641
3. How much can you do to get students to believe they can do well in English?				.793
4. How well can you help your students value learning English?				.745
5. To what extent can you use classroom English without great difficulty?		.800		
6. To what extent can you craft good questions for eliciting responses from your students in English class?		.685		
7. How well can you get students to follow classroom rules in your English class?			.677	
8. To what extent can you effectively teach oral language skills (listening, speaking) to the students?	.506	.509		
9. To what extent can you effectively teach written language skills (reading, and writing) to the students?	.637			
10. How much can you do to calm a student who is disruptive or noisy in your English class?			.752	
11. How well can you establish a classroom management system with your students in English class?			.567	
12. How much can you use a variety of assessment strategies in your English class?	.608			
13. To what extent can you provide an alternative explanation or example in English class when students are confused?	.615			
14. How well can you assist parents to help their children learn English?			.298	
15. How well can you implement alternative strategies in your English class?	.689			
16. How well can you help the students understand foreign countries' culture(s) related to their English learning?	.754			
17. To what extent can you help the students achieve the English learning objectives?	.620			
18. How well can you teach English using English only?		.812		

Lee (2009) named the modified version of teachers' sense of efficacy (Tschannen-Moran & Hoy, 2001) as *KETSETES* (Korean Elementary Teachers' Sense

of Efficacy in Teaching English). The reliability of the original scale was .90; considering the sub-dimensions, the reliability of instructional strategies was .86; that of classroom management was .86 and student engagement reliability was .81. The reliability for the KETSETES scale was .94, and the reliability for the dimensions of the KETSETES was .89 for Instructional Strategies, .85 for Classroom Management, .81 for Student Engagement, and .87 for Oral English Language Use (Lee, 2009).

The Turkish adaptation of Lee's scale was tested on a pilot study which was carried out in English Language Teaching Department of Gazi University. The scale was conducted on 139 3rd year students of ELT Department in Gazi University. The data collected from this pilot study was analysed related to three factors of the original scale. Each factor was analysed with an eigenvalue of 1 and higher than 1 in a one-way analysis. The explained variance value is determined as 30% and based on the suitability of the data for factor analysis, Kaiser-Meyer-Olkin (KMO) variance must be higher than .60 (Büyüköztürk Ş., 2009). In the original scale, the component loading of item 14 was lower than .350 (.298) whereas in the Turkish adaptation of the scale, the factor loading of item 14 was .469. Table 4 demonstrates the factor loadings, KMO, explained variance and reliability scores of the Turkish adaptation of the scale.

18-item scale was used in the application of the scale on student English teachers. KMO which the factor analysis of the scale requires includes explained variance and reliability factor.

Table 4 Factor Analysis of Teachers' Sense of Efficacy in Teaching English Scale (Turkish Version)

Components	Items	KMO	Factor Loadings	Explained Variance (%)	Reliability	General KMO	General Explained Variance (%)	General Reliability
Instructional Strategies	(9) To what extent can you effectively teach written language skills (reading, and writing) to the students?	.845	.707	57.054	.848	.902	45.134	.927
	(12) How much can you use a variety of assessment strategies in your English class?		.797					
	(13) To what extent can you provide an alternative explanation or example in English class when students are confused?		.768					
	(15) How well can you implement alternative strategies in your English class?		.805					
	(16) How well can you help the students understand foreign countries' culture(s) related to their English learning?		.645					
	(17) To what extent can you help the students achieve the English learning objectives?		.796					
Classroom Management	(1) How well can you control disruptive behavior in your English class?	.769	.722	50.405	.738	.902	45.134	.927
	(7) How well can you get students to follow classroom rules in your English class?		.701					
	(10) How much can you do to calm a student who is disruptive or noisy in your English class?		.818					
	(11) How well can you establish a classroom management system with your students in your English class?		.787					
	(14) How well can you assist parents to help their children learn English?		.469					
Student Engagement	(2) How much can you do to motivate students who show low interest in learning English?	.682	.783	71.861	.800	.902	45.134	.927
	(3) How much can you do to get students to believe they can do well in English?		.878					
	(4) How well can you help your students value learning English?		.878					
Oral English Language Use	(5) To what extent can you use classroom English without great difficulty?	.796	.824	64.459	.814	.902	45.134	.927
	(6) To what extent can you craft good questions for eliciting responses from your students in English class?		.758					
	(8) To what extent can you effectively teach oral language skills (listening and speaking) to the students?		.827					
	(18) How well can you teach English using English only?		.800					

3.3.3. Pedagogical Knowledge Beliefs Scale

In the investigation of pedagogical knowledge beliefs of student English teachers, the instrument developed by Fives (2003) was used in the study. Pedagogical Knowledge Beliefs Scale measures teachers' beliefs about teaching and pedagogical knowledge (Appendix A). Pedagogical Knowledge Beliefs scale consists of three areas of teachers' pedagogical knowledge beliefs: (1) the perceived importance of pedagogical knowledge (2) the perceived value of pedagogical knowledge types (3) beliefs about teaching in general (Fives, 2003).

3.3.3.1. Adaptation of the Scale into Turkish

A cross-language equivalence measurement of pedagogical knowledge beliefs scale was carried out in order to assign the differences and inconsistencies between the original and the translated items. In the adaptation of the scale, back translation technique was used so as to not lead the participants to any misunderstanding in relation to a lack of proficiency in English.

Following the process of the verification of the translation conducted by an expert in philology, the experts in the field stated their opinions and suggestions in testing and evaluation about the adaptation and the suitability of the items. Some adjustments and revision were made accordingly. An English teacher working in a private primary school backtranslated the Turkish translation of the scale into English in order to verify the accuracy of the translation. Both translations were examined and compared independent from each other by another two English teachers who work in a private primary school. The Turkish translation was completed based on the feedback of these English teachers. The result revealed that there is no significant difference between the original scale and its translated version. The reliability of the scale was tested on the Turkish version of the scale.

3.3.3.2. Validity and Reliability

Table 5 The Factor Structure of Pedagogical Knowledge Beliefs Scale

Factors	Related Items
The perceived importance of pedagogical knowledge (motivation-classroom management- instructional strategies)	(4) Knowledge about how to motivate students is essential for teaching.
	(5) As long as teachers know how to manage a classroom students will learn.
	(6) Knowledge about instructional practices is the most important knowledge a teacher can have.
The perceived value of pedagogical knowledge types (Declarative, conditional, procedural)	(3) Expert subject-matter knowledge is necessary for effective teaching.
	(7) When I read a professional article, I am <i>most</i> interested in learning what new teaching techniques are available.
	(8) Knowing how to use and implement teaching techniques is the hallmark of a good teacher.
Beliefs about teaching in general (skilled, learned, and knowledgeable)	(9) It is important to understand the theory behind teaching techniques.
	(1) Teaching is a talent. Some people have it, and some people do not.
	(2) Good teachers get through most of their day on instinct.
	(10) Anyone can be a teacher.
	(11) Expertise in teaching can be developed after only a few years of practice.
	(12) Teaching is a skill that can only be learned and developed through practice.
	(13) It is easy to recognize quality teaching.
(14) The best teachers are passionate about their work.	

The participants responded to 14 statements indicating their level of agreement or disagreement on a 9 point scale. In this type of scale, 1 indicated no agreement and 9 indicated complete agreement (Fives, 2003). In the scale, items 1-2-5 and 11 were reverse-coded. Considering that the Eigenvalue is higher than 1, a two-factor loadings which are higher than .350 were used. The results of the exploratory factor analysis of the original scale was shown in Table 6.

Table 6 Factor Analysis of Pedagogical Knowledge Belief Measure (Fives, 2003).

Maddeler	1	2
(8) Knowing how to use and implement teaching techniques is the hallmark of a good teacher.	.709	-.129
(7) When I read a professional article, I am <i>most</i> interested in learning what new teaching techniques are available.	.616	-.081
(6) Knowledge about instructional practices is the most important knowledge a teacher can have.	.541	.055
(9) It is important to understand the theory behind teaching techniques.	.524	.137
(4) Knowledge about how to motivate students is essential for teaching.	.513	.082
(1) Teaching is a talent. Some people have it, and some people do not.*	.077	.954
(10) Anyone can be a teacher.	-.006	-.410
(2) Good teachers get through most of their day on instinct.*	.051	.369
(13) It is easy to recognize quality teaching.	.328	-.011
(14) The best teachers are passionate about their work.	.324	-.136
(3) Expert subject-matter knowledge is necessary for effective teaching.	.298	.055
(12) Teaching is a skill that can only be learned and developed through practice.	.249	.154
(5) As long as teachers know how to manage a classroom students will learn.*	-.152	.011
(11) Expertise in teaching can be developed after only a few years of practice.*	-.127	-.041

***Indicates reversed coded**

In the original scale, two-factor analysis was used. In the first factor, items 4, 6, 7, and 8 indicated beliefs about “knowledge related to teaching”. In the second factor, items 1, 2 and 10 indicated “beliefs about the nature of teaching abilities”. However, the reliability of this sub-scale about the nature of teaching abilities was -.0.7. These items were not used in the analyses of the study as the sub-scale has a very low reliability (Fives, 2003).

The Turkish adaptation of the scale was tested on a pilot study which was carried out in English Language Teaching Department of Gazi University. The scale was conducted on 139 3rd grade students of ELT Department in METU. The data collected from this pilot study was analysed related to three factors of the original scale. Each factor was analysed with an eigenvalue of 1 and higher than 1 in a one-way analysis. The explained variance value is determined as 30% and based on the suitability of the data for factor analysis, Kaiser-Meyer-Olkin (KMO) variance must be higher than .60 (Büyüköztürk Ş., 2009). In the original scale, the component loading of item 10 was lower than .350. Therefore, it was deleted from the scale. Table 7 demonstrates the factor loadings, KMO, explained variance and reliability scores of the Turkish adaptation of the scale.

Table 7 Factor Analysis of Pedagogical Knowledge Beliefs Scale (Turkish version)

Factors	Related Items	KMO	Factor Loadings	Explained Variance (%)	Reliability	General KMO	General Explained Variance (%)	General Reliability
The perceived importance of pedagogical knowledge (motivation-classroom management-instructional strategies)	(4) Knowledge about how to motivate students is essential for teaching.	.676	.810	65.773	.727			
	(5) As long as teachers know how to manage a classroom students will learn.		.844					
	(6) Knowledge about instructional practices is the most important knowledge a teacher can have.		.779					
The perceived value of pedagogical knowledge types (Declarative, conditional, procedural)	(3) Expert subject-matter knowledge is necessary for effective teaching.	.713	.732	54.145	.688			
	(7) When I read a professional article, I am <i>most</i> interested in learning what new teaching techniques are available.		.539					
	(8) Knowing how to use and implement teaching techniques is the hallmark of a good teacher.		.836					
	(9) It is important to understand the theory behind teaching techniques.		.800					
Beliefs about teaching in general (skilled, learned, and knowledgeable)	(1) Teaching is a talent. Some people have it, and some people do not.	.610	.716	37.095	.636	.833	35.612	.793
	(2) Good teachers get through most of their day on instinct.		.621					
	(11) Expertise in teaching can be developed after only a few years of practice.		.583					
	(12) Teaching is a skill that can only be learned and developed through practice.		.408					
	(13) It is easy to recognize quality teaching.		.594					
	(14) The best teachers are passionate about their work.		.684					

Considering the validity and reliability analysis of pedagogical knowledge beliefs scale which was carried out by Fives (2003), the general reliability of the scale was .72. As a result of the validity and reliability analysis of the Turkish translation of the scale the general reliability was .79. 13-item scale was used in the application of the scale on pre-service English teachers.

3.4. Data Collection

Data collection for the present study was conducted in two stages: (1) Data collection of the pilot study (2) Data collection of the actual study.

(1) In the process of the pilot study, first necessary permission was taken from Gazi University in order to administer the questionnaires on 3rd year students of ELT department of Gazi University. On March 15, 2012, the questionnaires were delivered to 140 3rd year students studying in ELT department of Gazi University in 2011-2012 academic year. In the pilot study, as one student did not complete the questionnaire, the analyses were conducted on 139 students.

(2) In the process of the actual study, first, data collected from the pilot study was analysed starting from April 1, 2012. The analyses of data collected from the pilot study were completed on April 5, 2012. The questionnaires were revised in the light of analyses of the pilot study. Necessary permission was taken from Gazi and Middle East Technical Universities in order to administer the questionnaires on 4th year students of ELT departments in these universities. Necessary permission was taken from the head of ELT department in Gazi University. The questionnaires were approved by the ethics committee in METU. The actual study was conducted on the 4th year students in both universities.

Data collection was conducted over a month period from April 16 to May 18. A total of 270 survey responses were gathered from 4th year students who study in ELT departments of two state universities. (from Gazi University 164 + from METU 106) in 2011-2012 academic year.

3.5. Data Analysis

In order to analyse the sub research questions of the study, the characteristics of the dependent and the independent variables are considered in the analysis of the data

collected and each research question is investigated under different sub-questions. The survey data was analysed using the SPSS version 17.0. Decision tree analysis was used to choose the suitable statistical tests of the current study (Mertler & Vannatta, 2005). The analysis was conducted in five stages:

1. The variables of the research questions were determined:

“Do pre-service EFL teachers’ sense of efficacy and pedagogical knowledge beliefs differ related to some demographic characteristics?”

2. The dependent and the independent variables were determined:

“Do pre-service EFL teachers’ sense of efficacy and pedagogical knowledge beliefs differ related to some personal characteristics?”

Independent variables

Dependent Variables

(Gender, high school, university preparatory education, ranking of the department in the university entrance exam)

3. The variables in the research questions were ascertained and grouped into the types “categorical” or “quantitative”:

“Do pre-service EFL teachers’ sense of efficacy and pedagogical knowledge beliefs differ related to some personal characteristics?”

Dependent Variables

Self-efficacy levels: Quantitative (interval scale)

Pedagogical Knowledge Beliefs: Quantitative (interval scale)

Gender: Categorical (Nominal Scale)

High School: Categorical (Nominal Scale)

University: Categorical (Nominal Scale)

Preparatory education in university: Categorical (Nominal Scale)

Ranking of the department in the university entrance exam: Categorical (Nominal Scale)

In the present study, there are two dependent interval (numerical) variables and five independent nominal variables.

4. The purpose of the study was clarified.

The purpose of the study is to investigate the levels of teacher efficacy and pedagogical knowledge beliefs and to determine the differences of these beliefs related to some personal variables.

5. A suitable statistical test was decided for the analyses of the data.

Descriptive statistics (frequencies, %) were used to identify the levels of teacher efficacy and pedagogical knowledge beliefs related to sub-factors.

One-way ANOVA test was used to identify the differences of teachers' sense of efficacy according to the factors (instructional strategies, classroom management, student engagement, oral English language use) related to demographic characteristics such as type of high school pre-service teachers graduated from and their ranking of this department (ELT) in order of preference in the university entrance exam. Independent samples T-test was used to identify the differences related to gender, university and university preparatory education.

One-way ANOVA test was used to identify the differences of pedagogical knowledge beliefs according to the factors (the perceived importance of pedagogical knowledge, the perceived value of pedagogical knowledge types, beliefs about teaching in general) related to demographic characteristics such as their ranking of this department (ELT) in order of preference in the university entrance exam and the type of high school pre-service teachers graduated from. Independent samples T-test was used to identify the differences related to gender, university and university preparatory education.

In the analyses of data, level of significance was determined as $p < 0.05$. As a result of variance analysis, as Post Hoc Tests; Tukey and Bonferroni tests were used in order to detect the variance in the group if any differences are available. In one-way ANOVA analysis, Homogeneity of variance test was used to test the homogeneity of the variances.

Taking the expert's suggestions and opinions, the researcher constructed the evaluation chart for the instruments; teachers' sense of efficacy in teaching English and pedagogical knowledge beliefs regarding the scores of the components.

Table 8 The lowest and the highest levels of score intervals that pre-service English teachers can get (Self-Efficacy Scale)

Factors	Levels		
	Low	Moderate	High
Instructional Strategies	6-22	22.1-38	38.1-54
Classroom Management	5-18	18.1-32	32.1-45
Student Engagement	3-12	12.1-18	18.1-27
Oral English Language Use	4-14	14.1-26	26.1-36
All Factors	18-61	61.1-121	121.1-162

The score intervals as low, moderate and high are determined taking the factor analysis of the items in the scale. The score intervals are determined according to each sub-factor related to three levels. For instance, there are six items in the sub-factor, instructional strategies. The scores that are to be acquired from these six items are determined and limited considering the intervals of efficacy. If the participant chooses 1 for all the items of instructional strategies, the score of this participant is 6 ($1 \times 6 = 6$). Therefore, this score is determined as "low". Similarly, if the participant chooses 9 for all the items of instructional strategies, the highest score of this participant for the factor, instructional strategies is 54. The efficacy level of a participant who gets 54 is considered to be as "high". The highest and the lowest score intervals of the "moderate" level are determined according to the factors of the items in the scale. The three evaluation levels as high, moderate and low in the criteria of the scale are determined for the scores of the given answers considering the equal interval classification.

The lowest and the highest levels of score intervals that pre-service English teachers can get from three factors of pedagogical knowledge belief scale and from the whole scale are given in the table below.

Table 9 The lowest and the highest levels of score intervals that pre-service English teachers can get (Pedagogical Knowledge Beliefs Scale)

Factors	Levels		
	Low	Moderate	High
Perceived importance of pedagogical knowledge	3-12	12.1-18	18.1-27
Perceived value of pedagogical knowledge types	4-14	14.1-26	26.1-36
Beliefs about teaching in general	6-22	22.1-38	38.1-54
All Factors	13-39	40-78	79-117

The score intervals as high, moderate and low are determined according to the scores pre-service English teachers get as a result of their responses to the items in the scale. There are 13 items in the scale. Therefore, the lowest score of a participant is 13 whereas the highest score is 117. The pedagogical knowledge belief level of each participant as high, moderate and low is determined considering the equal interval classification.

CHAPTER 4

SURVEY RESULTS

This chapter presents the results of the data acquired by the application of the surveys; personal demographics survey, teachers' sense of efficacy and pedagogical knowledge beliefs scale.

4.1. Student EFL Teachers' Self-Efficacy Levels in Teaching English

The first research question of the study is: What are the self-efficacy levels of pre-service EFL teachers in teaching English in two state universities in Ankara? Pre-service English teachers' responses to the items in the scales and the scores that those responses refer to are considered in the analysis of this research question. First, the highest and the lowest score intervals that the participants might get were determined. The score intervals were grouped into "high, moderate and low" considering the self-efficacy belief levels. In the table below, the highest and the lowest score intervals that the participants might get and the levels those score intervals refer to are indicated.

Table 1 The score intervals and the levels those score intervals refer to related to all the factors in the self-efficacy scale

Factors	Levels		
	Low	Moderate	High
Instructional Strategies	6-22	22.1-38	38.1-54
Classroom Management	5-18	18.1-32	32.1-45
Student Engagement	3-12	12.1-18	18.1-27
Oral English Language Use	4-14	14.1-26	26.1-36
All Factors	18-61	61.1-121	121.1-162

Table 1 indicates that related to all the factors, the participants might get 18 as the lowest score and they might get 162 as the highest. The score intervals in Table 1 show

that the self-efficacy level of the participants is low if they get a score between 18 and 61; their self-efficacy level is moderate if their score is between 61 and 121; and their level of self-efficacy is high if they acquire a score between 121 and 162. Considering the score intervals and the levels these score intervals refer to, Table 2 shows student English teachers' self-efficacy belief levels related to all the factors.

Table 2 Pre-service English teachers' self-efficacy belief levels related to all the factors

Factors	N	Minimum	Maximum	Mean \bar{X}	Standard Deviation
Instructional Strategies	270	18.00	54.00	43.63	5.31
Classroom Management	270	21.00	45.00	34.50	4.16
Student Engagement	270	9.00	27.00	21.26	2.96
Oral English Language Use	270	12.00	36.00	28.70	3.69
All Factors	270	62.00	162.00	128.10	14.04

Related to the factor, instructional strategies the mean score of student English teachers' self-efficacy beliefs is 43.63. The result shows that the self-efficacy level of pre-service English teachers considering the instructional strategies factor is high. Related to the factor, classroom management the mean score of pre-service English teachers' self-efficacy beliefs is 34.50. The result shows that the self-efficacy level of student English teachers considering the classroom management factor is high. Related to the factor, student engagement the mean score of pre-service English teachers' self-efficacy beliefs is 21.26. The result shows that the self-efficacy level of pre-service English teachers considering the student engagement factor is high. Related to the last factor, oral English English language use teachers' self-efficacy beliefs is 28.70. The result shows that the self-efficacy level of student English teachers considering the oral English use factor is high. When all the factors are examined, it is observed that student English teachers have high level of self-efficacy belief in teaching English ($\bar{X} = 128.10$).

4.2. Student EFL Teachers' Self-efficacy Levels in Teaching English and Personal Demographics

The second research question of the study is whether student EFL teachers' self-efficacy beliefs differ related to (1) their gender, (2) the university they study at, (3) the type of high school they attended, (4) whether they had English preparatory classes in the university, (5) their ranking of this institution in order of preference in the university entrance exam. T-test analysis was used in the study as the variables such as gender, the type of university, and the preparatory education are two categorical. One-way ANOVA test was used as the type of high school and the ranking of the university in the university entrance exam was more than two categories.

4.2.1. Student EFL Teachers' Self-efficacy Beliefs and Gender

The results of the T-test which indicate whether there is a significant difference related to the variable, gender are given in Table 3.

Table 3 The results of the T-test of student EFL teachers' sense of efficacy in teaching English related to gender

Self-efficacy Factors	Gender	n	\bar{X}	S	sd	t	p																																
Student Engagement	1. Female	234	21.24	2.95	268	0.32	.745																																
	2. Male	36	21.41	3.06				Oral English Language Use	1. Female	234	28.72	3.71	268	0.25	.801	2. Male	36	28.55	3.56	Classroom Management	1. Female	234	34.38	4.22	268	1.11	.265	2. Male	36	35.22	3.78	Instructional Strategies	1. Female	234	43.83	5.40	268	1.55	.122
Oral English Language Use	1. Female	234	28.72	3.71	268	0.25	.801																																
	2. Male	36	28.55	3.56				Classroom Management	1. Female	234	34.38	4.22	268	1.11	.265	2. Male	36	35.22	3.78	Instructional Strategies	1. Female	234	43.83	5.40	268	1.55	.122	2. Male	36	42.36	4.62								
Classroom Management	1. Female	234	34.38	4.22	268	1.11	.265																																
	2. Male	36	35.22	3.78				Instructional Strategies	1. Female	234	43.83	5.40	268	1.55	.122	2. Male	36	42.36	4.62																				
Instructional Strategies	1. Female	234	43.83	5.40	268	1.55	.122																																
	2. Male	36	42.36	4.62																																			

Student EFL teachers' sense of efficacy in teaching English who participated in the present study does not show any statistically significant difference in the factor, student

engagement related to the variable, gender [$t_{(268)}=0.32$, $p>0.05$]. In terms of the oral English language use factor, pre-service EFL teachers' sense of efficacy in teaching English does not show any significant difference, either [$t_{(268)}=0.25$, $p>0.05$]. Similarly, gender does not show any statistically significant correlations related to the factor, classroom management [$t_{(268)}=1.11$, $p>0.05$]. As the last factor, instructional strategies do not indicate any statistically significant correlations related to the variable, gender [$t_{(268)}=1.55$, $p>0.05$].

The results revealed that the level of male student English teachers' self-efficacy beliefs in teaching English related to student engagement is high ($\bar{X}=21.41$). Similarly, the level of female student English teachers' self-efficacy beliefs in teaching English related to student engagement is also high ($\bar{X}=21.24$). The level of male student English teachers' self-efficacy beliefs in teaching English related to student engagement is higher than that of female pre-service EFL teachers. However, the mean scores which represent the self-efficacy beliefs related to student engagement do not show statistically significant correlations.

Related to oral English language use factor, the findings revealed that the level of female student English teachers' self-efficacy beliefs in teaching English is high ($\bar{X}=28.72$). Similarly, the level of male student English teachers' self-efficacy beliefs in teaching English related to oral English language use is also high ($\bar{X}=28.55$). However, the level of female student English teachers' self-efficacy beliefs in teaching English related to oral English language use is higher than that of male student EFL teachers. The mean scores which represent the self-efficacy beliefs related to oral English language use do not show statistically significant correlations.

The levels of male and female student EFL teachers' self-efficacy beliefs in teaching English related to classroom management factors are high. The mean scores which indicate self-efficacy belief levels related to this factor revealed that the mean score of male student EFL teachers' self-efficacy belief levels was $\bar{X}=35.22$ and that of female student EFL teachers' self-efficacy belief levels was $\bar{X}=34.38$. No statistically significant correlation was found between the mean scores.

When the levels of male and female student EFL teachers' self-efficacy beliefs in teaching English were compared related to the instructional strategies factor, it was found that the mean score of male student EFL teachers' self-efficacy belief levels was $\bar{X}=42.83$ and that of female student EFL teachers' self-efficacy belief levels was $\bar{X}=43.36$. Considering the mean scores which represent self-efficacy belief levels related to instructional strategies, it is possible to say that both male and female student EFL teachers' levels of self-efficacy in teaching English are high. However, no statistically significant correlation was found between the mean scores.

4.2.2. Student EFL Teachers' Self-efficacy Beliefs and University

The results of the T-test which indicate whether there is a significant difference related to the variable, university are given in Table 4.

Table 4 The results of the T-test of pre-service EFL teachers' sense of efficacy in teaching English related to university

Self-efficacy factors	University	n	\bar{X}	S	sd	t	p
Student Engagement	1. Gazi	164	21.24	3.20	268	0.15	.876
	2. METU	106	21.30	2.56			
Oral English Language Use	1. Gazi	164	28.93	3.71	268	1.32	.186
	2. METU	106	28.33	3.64			
Classroom Management	1. Gazi	164	35.01	4.24	268	2.56	.011
	2. METU	106	33.69	3.94			
Instructional Strategies	1. Gazi	164	44.08	5.09	268	1.72	.085
	2. METU	106	42.94	5.60			

Student EFL teachers' sense of efficacy in teaching English who participated in the present study does not show any statistically significant difference in the factor, student engagement related to the variable, university [$t_{(268)}=0.15$, $p>0.05$]. In terms of the oral English language use factor, student EFL teachers' sense of efficacy in teaching English does not show any significant difference, either [$t_{(268)}=1.32$, $p>0.05$]. However, university shows statistically significant correlations related to the factor, classroom management [$t_{(268)}=2.56$, $p<0.05$]. As the last factor, instructional strategies do not indicate any statistically significant correlations related to the variable, university [$t_{(268)}=1.72$, $p>0.05$].

Related to student engagement factor, the findings revealed that in Gazi University, the level of student English teachers' self-efficacy beliefs in teaching English is $\bar{X}=21.24$. In METU, the level of pre-service English teachers' self-efficacy beliefs in teaching English related to student engagement is $\bar{X}=21.30$. Both in METU and Gazi University, student EFL teachers' levels of self-efficacy in teaching English are high. However, the mean scores which represent the self-efficacy beliefs related to student engagement do not show statistically significant correlations in terms of the variable, university.

Related to oral English language use factor, the findings revealed that the level of student English teachers' self-efficacy beliefs in teaching English in Gazi University is high ($\bar{X}=28.93$). Similarly, in METU, the level of student English teachers' self-efficacy beliefs in teaching English related to oral English language use is also high ($\bar{X}=28.33$). However, self-efficacy belief levels of student English teachers who study in Gazi University is higher than that of student EFL teachers who study in METU related to the factor, oral English language use. The mean scores which represent the self-efficacy beliefs related to oral English language use do not show statistically significant correlations in terms of the variable, university.

Considering the factor, classroom management, the findings revealed that in Gazi University, the level of student English teachers' self-efficacy beliefs in teaching English is $\bar{X}=35.01$. In METU, the level of student English teachers' self-efficacy

beliefs in teaching English related to classroom management is $\bar{X} = 33.69$. Both in Gazi University and METU, student EFL teachers' levels of self-efficacy in teaching English are high considering the mean scores which represent the self-efficacy belief levels in teaching English. However, self-efficacy belief levels of student English teachers who study in Gazi University is higher than that of student EFL teachers who study in METU related to the factor, classroom management. The mean scores which represent the self-efficacy beliefs related to classroom management show statistically significant correlations in terms of the variable, university.

Related to instructional strategies factor, the findings revealed that the level of student English teachers' self-efficacy beliefs in teaching English in Gazi University is high ($\bar{X} = 44.08$). Similarly, in METU, the level of pre-service English teachers' self-efficacy beliefs in teaching English related to instructional strategies is also high ($\bar{X} = 42.94$). However, self-efficacy belief levels of student English teachers who study in Gazi University is higher than that of student EFL teachers who study in METU related to the factor, instructional strategies. The mean scores which represent the self-efficacy beliefs related to instructional strategies do not show statistically significant correlations in terms of the variable, university.

4.2.3. Student EFL Teachers' Self-efficacy Beliefs and University Preparatory Education

The results of the T-test which indicate whether there is a significant difference related to the variable about whether they had preparatory education at university are shown in Table 5.

Table 5 The results of the T-test of pre-service EFL teachers' sense of efficacy in teaching English related to preparatory education

Self-efficacy belief factors	Preparatory Education	n	\bar{X}	S	sd	t	p
Student Engagement	1. Yes	186	21.26	2.80	268	0.18	.986
	2. No	84	21.26	3.31			
Oral English Language Use	1. Yes	186	28.86	3.64	268	1.06	.290
	2. No	84	28.34	3.79			
Classroom Management	1. Yes	186	34.41	4.07	268	0.50	.615
	2. No	84	34.69	4.37			
Instructional Strategies	1. Yes	186	43.90	5.09	268	1.25	.213
	2. No	84	43.03	5.76			

Student EFL teachers' sense of efficacy in teaching English who participated in the present study does not show any statistically significant difference in the factor, student engagement related to the variable, preparatory education in university [$t_{(268)}=0.18$, $p>0.05$]. In terms of the oral English language use factor, student EFL teachers' sense of efficacy in teaching English does not show any significant difference, either [$t_{(268)}=1.06$, $p>0.05$]. Similarly, preparatory education in university does not show statistically significant correlations related to the factor, classroom management [$t_{(268)}=0.50$, $p>0.05$]. As the last factor, instructional strategies do not indicate any statistically significant correlations related to this variable [$t_{(268)}=1.25$, $p>0.05$]. In summary, the variable about whether student EFL teachers had preparatory education in the university does not indicate statistically significant correlations related to their sense of efficacy in teaching English.

Related to the student engagement factor, the findings revealed that student EFL teachers who had preparatory education in their university show high levels of self-

efficacy beliefs in teaching English ($\bar{X} = 21.26$). Similarly, student EFL teachers who did not have preparatory education in their university also show high levels of self-efficacy beliefs in teaching English related to the factor, student engagement ($\bar{X} = 21.26$.) The mean scores which represent student EFL teachers' levels of self-efficacy in teaching English related to student engagement indicate that self-efficacy levels are quite similar. However, the mean scores which represent the self-efficacy beliefs related to student engagement do not show statistically significant correlations in terms of the variable, preparatory education.

Related to the oral English language use factor, the findings revealed that self-efficacy belief mean score of student English teachers who had preparatory education in their universities is $\bar{X} = 28.86$ while that of student English teachers who did not have preparatory education in their universities is $\bar{X} = 28.34$. The mean scores of both groups indicate that the groups' levels of self-efficacy beliefs in teaching English related to the factor, oral English language use are high. Self-efficacy belief levels of student English teachers who had preparatory education is higher than that of pre-service EFL teachers who did not have that education considering the oral English language use factor. However, the mean scores which represent the self-efficacy beliefs related to oral English language use do not show statistically significant correlations in terms of the variable, preparatory education.

Considering the factor, classroom management, the findings revealed that self-efficacy beliefs mean score of student English teachers who had preparatory education in their universities is $\bar{X} = 34.41$ while that of student English teachers who did not have preparatory education in their universities is $\bar{X} = 34.69$. The mean scores of both groups indicate that the groups' levels of self-efficacy beliefs in teaching English related to the factor, classroom management are high. However, self-efficacy belief levels of student English teachers who did not have preparatory education is higher than that of student EFL teachers who had preparatory education related to the factor, classroom management. The mean scores which represent the self-efficacy beliefs related to classroom management show statistically significant correlations in terms of the variable, preparatory education.

Related to the instructional strategies factor, the mean scores of both groups who had and did not have preparatory education in university indicate that the groups' levels of self-efficacy beliefs in teaching English are high. The mean score of self-efficacy belief of student English teachers who had preparatory education in their universities is $\bar{X}=43.90$ while that of student English teachers who did not have preparatory education in their universities is $\bar{X}=43.03$. However, self-efficacy belief levels of student English teachers who had preparatory education in university is higher than that of pre-service EFL teachers who did not have that education related to the factor, instructional strategies. The mean scores which represent the self-efficacy beliefs related to instructional strategies do not show statistically significant correlations in terms of the variable, university preparatory education.

4.2.4. Pre-service EFL Teachers' Self-efficacy Beliefs and High School

The results of the one-way ANOVA test which indicate whether there is a significant difference related to the variable, the type of high school are shown in Table 6.

The student EFL teachers' sense of efficacy in teaching English who participated in the present study does not show any statistically significant difference in the factor, student engagement related to the variable, the type of high school [$F_{(4:265)}=1.429$, $p>0.05$]. In terms of the oral English language use factor, student EFL teachers' sense of efficacy in teaching English does not show any significant difference, either [$F_{(4:265)}=1.094$, $p>0.05$]. Similarly, the variable, the type of high school does not show statistically significant correlations related to the factor, classroom management [$F_{(4:265)}=0.893$, $p>0.05$]. As the last factor, instructional strategies do not indicate any statistically significant correlations related to this variable [$F_{(4:265)}=0.504$, $p>0.05$]. In summary, the type of high school variable does not indicate statistically significant correlations related to their sense of efficacy in teaching English.

Table 6 The results of the one-way ANOVA test of pre-service EFL teachers' sense of efficacy in teaching English related to the type of high school.

Self-efficacy Belief	Source of variation	KT	sd	KO	F	p
Student Engagement	Among the groups	49.965	4	12.491	1.429	0.225
	In the groups	2316.835	265	8.743		
	Total	2366.800	269			
Oral English Language Use	Among the groups	59.550	4	14.887	1.094	0.360
	In the groups	3607.150	265	13.612		
	Toplam	3666.700	269			
Classroom Management	Among the groups	62.149	4	15.537	.893	0.469
	In the groups	4611.351	265	17.401		
	Total	4673.500	269			
Instructional Strategies	Among the groups	57.421	4	14.355	.504	0.733
	In the groups	7553.009	265	28.502		
	Total	7610.430	269			

Table 7 The data about student EFL teachers' sense of efficacy in teaching English related to the type of high school.

Self-efficacy Belief Factors	The Type of High School	n	\bar{X}	s
Student Engagement	State High School	14	22.21	2.69
	Anatolian High School	27	20.92	2.63
	Anatolian Teacher High School	181	21.09	3.02
	Private High School	12	20.91	2.53
	Other	36	22.13	3.02
	Total	270	21.26	2.96
Oral English Language Use	State High School	14	28.57	3.45
	Anatolian High School	27	29.55	3.52
	Anatolian Teacher High School	181	28.47	3.58
	Private High School	12	27.91	4.29
	Other	36	29.50	4.17
	Total	270	28.70	3.69
Classroom Management	State High School	14	35.71	4.17
	Anatolian High School	27	34.66	3.79
	Anatolian Teacher High School	181	34.27	4.09
	Private High School	12	33.66	4.05
	Other	36	35.30	4.82
	Total	270	34.50	4.16
Instructional Strategies	State High School	14	43.71	5.42
	Anatolian High School	27	43.62	5.35
	Anatolian Teacher High School	181	43.68	5.05
	Private High School	12	41.58	6.96
	Other	36	44.05	6.06
	Total	270	43.63	5.31

Considering the variable, the type of high school, Table 7 indicates the data about the levels of student EFL teachers' sense of efficacy in teaching English relate to the factors a) student engagement, b) oral English language use, c) classroom management, d) instructional strategies.

Table 7 indicates the data about student EFL teachers' sense of efficacy in teaching English related to the type of high school. The highest level of self-efficacy belief in teaching English related to student engagement factor is observed in the group of student EFL teachers who graduated from State High School ($\bar{X} = 22.21$). The mean score of student EFL teachers who graduated from other high schools is $\bar{X} = 22.13$. The mean scores of student EFL teachers who graduated from Anatolian and Private Schools are quite similar. The mean score of student EFL teachers who graduated from Anatolian High Schools is $\bar{X} = 20.92$ while that of student EFL teachers who graduated from Private High Schools is $\bar{X} = 20.91$. The mean score of student EFL teachers who graduated from Anatolian Teacher High Schools is 21.09 .

Related to the factor, oral English language use, the highest level of self-efficacy belief in teaching English is observed in the group of student EFL teachers who graduated from Anatolian High Schools ($\bar{X} = 29.55$). student EFL teachers who graduated from Private High Schools have the lowest level of self-efficacy belief in teaching English considering oral English language use factor ($\bar{X} = 27.91$). The mean score of student EFL teachers who graduated from other high schools is appealing ($\bar{X} = 29.50$). The mean score of student EFL teachers who graduated from State High School is $\bar{X} = 28.57$; and the mean score of student EFL teachers who graduated from Anatolian Teacher High Schools is $\bar{X} = 28.47$.

The highest level of self-efficacy beliefs in teaching English related to the classroom management factor is observed in the group of student EFL teachers who graduated from a State High School ($\bar{X} = 35.71$). The mean score of student EFL teachers who graduated from other high schools is $\bar{X} = 35.30$; the mean score of student EFL teachers who graduated from Anatolian High Schools is $\bar{X} = 34.66$; and the mean score of

student EFL teachers who graduated from Anatolian Teacher High Schools is $\bar{X}=34.27$. Student EFL teachers who graduated from Private High Schools have the lowest level of self-efficacy belief in teaching English considering classroom management factor ($\bar{X}=33.66$). The interesting result is that the mean score of student EFL teachers who graduated from Private Schools is the lowest when compared to other types of high school related the factors; oral English language use and classroom management.

The highest level of self-efficacy belief in teaching English related to the instructional strategies factor is observed in the group of student EFL teachers who graduated from other high schools ($\bar{X}=44.05$). Student EFL teachers who graduated from Private High Schools have the lowest level of self-efficacy belief in teaching English considering the instructional strategies factor ($\bar{X}=41.58$). The mean score of student EFL teachers who graduated from State High Schools is $\bar{X}=43.71$; the mean score of student EFL teachers who graduated from Anatolian Teacher High Schools is $\bar{X}=43.68$; and the mean score of student EFL teachers who graduated from Anatolian High Schools is $\bar{X}=43.62$.

4.2.5. Student EFL Teachers' Self-efficacy Beliefs and Order of Preference in the University Entrance Exam

The results of the one-way ANOVA test which indicate whether there is a significant difference related to the variable, the ranking of university in order of preference in the university entrance exam are shown in Table 8.

Table 8 The results of the one-way ANOVA test of student EFL teachers' sense of efficacy in teaching English related to the ranking of university in order of preference in the university entrance exam.

Self-efficacy belief	Source of variation	KT	sd	KO	F	p
Student Engagement	Among the groups	25.762	2	12.881	1.469	.232
	In the groups	2341.038	267	8.768		
	Total	2366.800	269			
Oral English Language Use	Among the groups	25.216	2	12.608	.924	.398
	In the groups	3641.484	267	13.639		
	Total	3666.700	269			
Classroom Management	Among the groups	82.443	2	41.221	2.397	.093
	In the groups	4591.057	267	17.195		
	Total	4673.500	269			
Instructional Strategies	Among the groups	67.324	2	33.662	1.192	.305
	In the groups	7543.106	267	28.251		
	Total	7610.430	269			

Student EFL teachers' sense of efficacy in teaching English who participated in the present study does not show any statistically significant difference in the factor, student engagement related to the variable, the ranking of university in order of preference in the university entrance exam [$F_{(2;267)}=1.469$, $p>0.05$]. In other words, the ranking of

university as the first or the last choice in order of preference in the university entrance exam does not make any statistically significant difference. In terms of the oral English language use factor, student EFL teachers' sense of efficacy in teaching English does not show any significant difference, either [$F_{(2:267)}=0.924$, $p>0.05$]. The ranking of university as the first; between 2-5 or between 6-13 in order of preference in the university entrance exam does not make any statistically significant difference. Similarly, the variable, the ranking of university in order of preference in the university entrance exam does not show statistically significant correlations related to the factor, classroom management [$F_{(2:267)}=2.397$, $p>0.05$]. As the last factor, instructional strategies do not indicate any statistically significant correlations related to this variable [$F_{(2:267)}=1.192$, $p>0.05$]. In summary, the ranking of university in order of preference in the university entrance exam variable does not indicate statistically significant correlations related to their sense of efficacy in teaching English. Considering the variable, the ranking of university in order of preference in the university entrance exam, Table 9 indicates the data about the levels of student EFL teachers' sense of efficacy in teaching English relate to the factors a) student engagement, b) oral English language use, c) classroom management, and d) instructional strategies.

The highest level of self-efficacy belief in teaching English related to student engagement factor is observed in the group of student EFL teachers who ranked their current university as the choice between 6-13 ($\bar{X}=22.36$). Student EFL teachers who ranked their current university as the choice between 2-5 have the lowest level of self-efficacy belief in teaching English considering the student engagement factor ($\bar{X}=21.00$). The mean score of student EFL teachers who ranked their current university as the first choice is $\bar{X}=21.43$.

Table 9 the data about pre-service EFL teachers' sense of efficacy in teaching English related to the ranking of university in order of preference in the university entrance exam.

Self-efficacy Belief Factors	the ranking of university in order of preference in the university entrance exam	n	\bar{X}	s
Student Engagement	First Choice	128	21.43	2.90
	Between 2-5	131	21.00	3.02
	Between 6-13	11	22.36	2.83
	Total	270	21.26	2.96
Oral English Language Use	First Choice	128	28.62	3.40
	Between 2-5	131	28.64	3.90
	Between 6-13	11	30.18	4.37
	Total	270	28.70	3.69
Classroom Management	First Choice	128	34.18	3.95
	Between 2-5	131	34.59	4.28
	Between 6-13	11	37.00	4.58
	Total	270	34.50	4.16
Instructional Strategies	First Choice	128	43.21	5.37
	Between 2-5	131	43.89	5.18
	Between 6-13	11	45.45	6.10
	Total	270	43.63	5.31

The highest level of self-efficacy belief in teaching English related to oral English language use factor is observed in the group of student EFL teachers who ranked their current university as the choice between 6-13 ($\bar{X} = 30.18$). student EFL teachers who ranked their current university as as the first choice have the lowest level of self-efficacy belief in teaching English considering oral English language use factor

($\bar{X}=28.62$). The mean score of student EFL teachers who ranked their current university as the choice between 2-5 is $\bar{X}=28.64$.

Related to the factor, classroom management, the highest level of self-efficacy belief in teaching English is observed in the group of student EFL teachers who ranked their current university as the choice between 6-13 ($\bar{X}=37.00$). The mean score of student EFL teachers who ranked their current university as the choice between 2-5 is $\bar{X}=34.59$. The lowest level of self-efficacy belief in teaching English belongs to the group of student EFL teachers who ranked their current university as the first choice ($\bar{X}=34.18$).

Related to the factor, instructional strategies, the highest level of self-efficacy belief in teaching English is observed in the group of student EFL teachers who ranked their current university as the choice between 6-13 ($\bar{X}=45.45$). The mean score of student EFL teachers who ranked their current university as the choice between 2-5 is $\bar{X}=43.89$. The lowest level of self-efficacy belief in teaching English belongs to the group of student EFL teachers who ranked their current university as the first choice ($\bar{X}=43.21$).

Self-efficacy belief levels of student English teachers who ranked their current university as the choice between 6-13 is higher than that of student EFL teachers who ranked their current university as the first choice and as the choice between 2-5 related to the variable, the ranking of university in order of preference in the university entrance exam.

4.3. Pedagogical Knowledge Belief Levels of Student EFL Teachers

The third research question of the study is: What are the pedagogical knowledge belief levels of student EFL teachers in two state universities in Ankara? Student English teachers' responses to the items in the scale are considered in the analysis of this research question. First, the highest and the lowest score intervals that the

participants might get were determined. The score intervals were grouped into “high, moderate and low” considering the equal score classification. In the table below, the highest and the lowest score intervals that the participants might get and the levels those score intervals refer to are indicated.

Table 10 the score intervals and the levels those score intervals refer to related to all the factors in the pedagogical knowledge belief scale

Factors	Levels		
	Low	Moderate	High
Perceived importance of pedagogical knowledge	3-12	12.1-18	18.1-27
Perceived value of pedagogical knowledge types	4-14	14.1-26	26.1-36
Beliefs about teaching in general	6-22	22.1-38	38.1-54
All Factors	13-39	40-78	79-117

Table 10 indicates that related to all the factors, the participants might get 13 as the lowest score and they might get 117 as the highest. The score intervals in the Table 10 shows that the pedagogical knowledge belief level of the participants is low if they get a score between 13 and 39; their pedagogical knowledge belief level is moderate if their score is between 40 and 78; and their level of pedagogical knowledge belief is high if they acquire a score between 79 and 117. Considering the score intervals and the levels these score intervals refer to, Table 11 shows student English teachers’ pedagogical knowledge belief levels related to all the factors.

Table 11 Pre-service English teachers’ pedagogical knowledge belief levels related to all the factors

Factors	N	Minimum	Maximum	Mean \bar{X}	Standard Deviation
Perceived importance of pedagogical knowledge	270	11.00	26.00	18.73	2.03
Perceived value of pedagogical knowledge types	270	15.00	36.00	32.32	3.94
Beliefs about teaching in general	270	18.00	46.00	31.87	4.77
All Factors	270	56.00	101.00	82.92	6.77

Related to the factor, perceived importance of pedagogical knowledge the mean score of student English teachers' pedagogical knowledge beliefs is 18.73. The result shows that the pedagogical knowledge belief level of student English teachers considering the perceived importance of pedagogical knowledge factor is high. Related to the factor, the perceived value of pedagogical knowledge types the mean score of student English teachers' pedagogical knowledge beliefs is 32.32. The result shows that the pedagogical knowledge belief level of student English teachers considering the perceived value of pedagogical knowledge types factor is high. Related to the factor, beliefs about teaching in general, the mean score of student English teachers' pedagogical knowledge beliefs is 31.87. The result shows that the pedagogical knowledge belief level of student English teachers considering the beliefs about teaching in general factor is high. When all the factors are examined, it is observed that student English teachers have a high level of pedagogical knowledge belief ($\bar{X} = 82.92$).

4.4. Pre-service EFL Teachers' Pedagogical Knowledge Beliefs and Personal Demographics

The fourth research question of the study is whether student EFL teachers' pedagogical knowledge beliefs differ related to a) their gender, b) the university they study at, c) the type of high school they attended, d) whether they had English preparatory classes at university, e) their ranking of this institution in order of preference in the university entrance exam. T-test analysis was used in the study as the variables such as gender, the type of university, and the preparatory education are two categorical. The one-way ANOVA test was used as the type of high school and the ranking of the university in the university entrance exam was more than two categories.

4.4.1. Pre-service EFL Teachers' Pedagogical Knowledge Beliefs and Gender

The results of the T-test which indicate whether there is a significant difference related to the variable, gender are given in Table 12.

Table 12 The results of the T-test of student EFL teachers' pedagogical knowledge beliefs related to gender

PKB Factors	Gender	n	\bar{X}	S	sd	t	p
The perceived importance of pedagogical knowledge	1.Female	234	18.68	2.10	268	0.93	.352
	2.Male	36	19.02	1.53			
The perceived value of pedagogical knowledge types	1. Female	234	32.22	4.03	268	1.06	.289
	2. Male	36	32.97	3.33			
Beliefs about teaching in general	1. Female	234	32.00	4.82	268	1.18	.239
	2. Male	36	31.00	4.41			

In the present study, student EFL teachers' pedagogical knowledge beliefs do not show any statistically significant difference in the factor, the perceived importance of pedagogical knowledge related to the variable, gender [$t_{(268)}=0.93$, $p>0.05$]. In terms of the perceived value of pedagogical knowledge types factor, student EFL teachers' pedagogical knowledge beliefs do not show any significant difference, either [$t_{(268)}=1.06$, $p>0.05$]. Similarly, gender does not show any statistically significant correlations related to the factor, beliefs about teaching in general [$t_{(268)}=1.18$, $p>0.05$]. All in all, in the current study, gender is not considered as a variable that makes any statistically significant correlations related to pedagogical knowledge belief levels of student EFL teachers.

When the levels of male and female student EFL teachers' pedagogical knowledge belief levels were compared related to the perceived importance of pedagogical knowledge, it was found that the mean score of male student EFL teachers' pedagogical knowledge belief levels was $\bar{X}=19.02$ and that of female student EFL teachers' pedagogical knowledge belief levels was $\bar{X}=18.68$. Considering the mean scores which represent pedagogical knowledge belief levels related to the perceived importance of pedagogical knowledge, it is possible to say that both male and female student EFL

teachers' levels of pedagogical knowledge beliefs are high. However, the level of male student English teachers' pedagogical knowledge beliefs related to the perceived importance of pedagogical knowledge is higher than that of female student EFL teachers. However, no statistically significant correlation was found between the mean scores.

Related to the factor, the perceived value of pedagogical knowledge types, the mean score of male student EFL teachers' pedagogical knowledge beliefs is $\bar{X} = 32.97$; that of female student EFL teachers' pedagogical knowledge beliefs is $\bar{X} = 32.27$. Considering this factor, the level of male student English teachers' pedagogical knowledge beliefs is higher than that of female student EFL teachers. However, no statistically significant correlation was found between the mean scores.

Related to the last factor, beliefs about teaching in general, the mean score of female student EFL teachers' pedagogical knowledge beliefs is $\bar{X} = 32.00$; that of male student EFL teachers' pedagogical knowledge beliefs is $\bar{X} = 31.00$. Both male and female student EFL teachers' levels of pedagogical knowledge beliefs are high. However, the level of female student English teachers' pedagogical knowledge beliefs related to beliefs about teaching in general is higher than that of male student EFL teachers. However, no statistically significant correlation was found between the mean scores.

4.4.2. Student EFL Teachers' Pedagogical Knowledge Beliefs and University

The results of the T-test which indicate whether there is a significant difference related to the variable, university are given in Table 13.

Table 13 The results of the T-test of pre-service EFL teachers' pedagogical knowledge beliefs related to university

PKB Factors	University	n	\bar{X}	S	sd	t	p
The perceived importance of pedagogical knowledge	1.Gazi	164	18.56	2.13	268	1.67	.095
	2. METU	106	18.99	1.84			
The perceived value of pedagogical knowledge types	1. Gazi	164	32.50	4.16	268	0.95	.342
	2. METU	106	32.03	3.58			
Beliefs about teaching in general	1. Gazi	164	31.10	4.69	268	3.32	.001
	2. METU	106	33.05	4.68			

In the present study, student EFL teachers' pedagogical knowledge beliefs do not show any statistically significant difference in the factor, the perceived importance of pedagogical knowledge related to the variable, university [$t_{(268)}=1.67$, $p>0.05$]. In terms of the perceived value of pedagogical knowledge types factor, student EFL teachers' pedagogical knowledge beliefs do not show any significant difference, either [$t_{(268)}=1.32$, $p>0.05$]. However, as the last factor, beliefs about teaching in general indicate statistically significant correlations related to the variable, university [$t_{(268)}=3.32$, $p<0.05$].

Related to the perceived importance of pedagogical knowledge factor, the findings revealed that in Gazi University, the level of student English teachers' pedagogical knowledge beliefs is $\bar{X}=18.56$. In METU, the level of student English teachers' pedagogical knowledge beliefs related to the perceived importance of pedagogical knowledge is $\bar{X}=18.99$. However, the mean scores which represent pedagogical knowledge beliefs related to the perceived importance of pedagogical knowledge do not show statistically significant correlations in terms of the variable, university.

Related to the perceived value of pedagogical knowledge types, the findings revealed that in Gazi University, the level of student English teachers' pedagogical knowledge

beliefs is $\bar{X}=32.50$. In METU, the level of student English teachers' pedagogical knowledge beliefs related to the perceived value of pedagogical knowledge types is $\bar{X}=32.03$. However, the mean scores which represent pedagogical knowledge beliefs related to the perceived value of pedagogical knowledge types do not show statistically significant correlations in terms of the variable, university.

Statistically significant correlations were found between the mean scores of student EFL teachers who study in METU and Gazi University. Related to beliefs about teaching in general factor, the mean score of student EFL teachers who study in METU is $\bar{X}=33.05$ whereas the mean score of student EFL teachers who study Gazi University is $\bar{X}=31.10$.

4.4.3. Student EFL Teachers' Pedagogical Knowledge Beliefs and University Preparatory Education

The results of the T-test which indicate whether there is a significant difference related to the variable about whether they had preparatory education at university are shown in Table 14.

Table 14 The results of the T-test of student EFL teachers' pedagogical knowledge beliefs related to preparatory education

PKB Factors	Preparatory Education	n	\bar{X}	S	sd	t	p
The perceived importance of pedagogical knowledge beliefs	1.Yes	186	18.90	2.11	268	2.11	.035
	2.No	84	18.34	1.78			
The perceived value of pedagogical knowledge belief types	1. Yes	186	32.44	3.74	268	0.73	.464
	2. No	84	32.05	4.36			
Beliefs about teaching in general	1. Yes	186	31.93	4.83	268	0.31	.754
	2. No	84	31.73	4.68			

Student EFL teachers' pedagogical knowledge beliefs show statistically significant difference in the factor, the perceived importance of pedagogical knowledge related to the variable, preparatory education in university [$t_{(268)}=2.11$, $p<0.05$]. Related to the perceived value of pedagogical knowledge types factor, student EFL teachers' pedagogical knowledge beliefs do not show any significant difference [$t_{(268)}=0.73$, $p>0.05$]. Similarly, preparatory education in university does not show statistically significant correlations related to the factor, beliefs about teaching in general [$t_{(268)}=0.31$, $p>0.05$]. In summary, the variable about whether student EFL teachers had preparatory education at university only indicates statistically significant correlations related to the perceived importance of pedagogical knowledge.

Related to the perceived importance of pedagogical knowledge factor, the findings revealed that pedagogical knowledge belief mean score of student English teachers who had preparatory education in their universities is $\bar{X}=18.90$ while that of student English teachers who did not have preparatory education at their universities is ($\bar{X}=18.34$). The mean score of student English teachers who had preparatory education in their universities is higher than that of student English teachers who did not have preparatory education at their universities. Considering this result, there is a statistically significant difference between two groups in terms of the perceived importance of pedagogical knowledge factor. Related to the factor, the perceived value of pedagogical knowledge types, the mean score of student English teachers who had preparatory education in their universities is $\bar{X}=32.44$. In this factor, the mean score of student English teachers who did not have preparatory education in their universities is $\bar{X}=32.05$. There is no statistically significant difference between the two groups in terms of the perceived value of pedagogical knowledge types. Considering the factor, beliefs about teaching in general, the mean score of student English teachers who had preparatory education at their universities is $\bar{X}=31.93$ while that of student English teachers who did not have preparatory education at their universities is $\bar{X}=32.03$. There is no statistically significant difference between the two groups in terms of beliefs about teaching in general factor.

4.4.4. Student EFL Teachers' Pedagogical Knowledge Beliefs and High School

The results of the one-way ANOVA test which indicate whether there is a significant difference related to the variable, the type of high school are shown in Table 15.

Table 15 The results of one-way ANOVA test of pre-service EFL teachers' pedagogical knowledge beliefs related to the type of high school.

PKB factors	Source of Variance	KT	sd	KO	F	p
The perceived importance of pedagogical knowledge	Among groups	32.041	4	8.010	1.960	.101
	In groups	1082.759	265	4.086		
	Total	1114.800	269			
The perceived importance of pedagogical knowledge types	Among groups	7.232	4	1.808	0.114	.977
	In groups	4185.734	265	15.795		
	Total	4192.967	269			
Beliefs about teaching in general	Among groups	190.452	4	47.613	2.119	.079
	In groups	5953.267	265	22.465		
	Total	6143.719	269			

Student EFL teachers' pedagogical knowledge beliefs do not show any statistically significant difference in the factor, the perceived importance of pedagogical knowledge related to the variable, the type of high school [$F_{(4,265)}=1.960$, $p>0.05$]. In terms of the perceived value of pedagogical knowledge types factor, student EFL teachers' pedagogical knowledge beliefs do not show any significant difference, either

[$F_{(4:265)}=0.114$, $p>0.05$]. Similarly, the variable, the type of high school does not show statistically significant correlations related to the factor, beliefs about teaching in general [$F_{(4:265)}=2.119$, $p>0.05$]. In summary, the type of high school variable does not indicate statistically significant correlations related to their pedagogical knowledge beliefs. Considering the variable, the type of high school, Table 4.16 indicates the data about the levels of student EFL teachers' pedagogical knowledge beliefs relate to the factors a) the perceived importance of pedagogical knowledge, b) the perceived value of pedagogical knowledge types, c) beliefs about teaching in general.

Table 16 The data about student EFL teachers' pedagogical knowledge beliefs related to the type of high school.

PKB Factors	The Type of High School	n	\bar{X}	s
The perceived importance of pedagogical knowledge	State High School	14	20.00	2.00
	Anatolian High School	27	18.14	1.93
	Anatolian Teacher High School	181	18.74	2.14
	Private High School	12	18.75	0.45
	Others	36	18.63	1.72
	Total	270	18.73	2.03
The perceived value of pedagogical knowledge types	State High School	14	32.28	2.49
	Anatolian High School	27	31.96	5.48
	Anatolian Teacher High School	181	32.33	3.97
	Private High School	12	32.08	2.50
	Others	36	32.61	3.39
	Total	270	32.32	3.94
Beliefs about teaching in general	State High School	14	30.71	4.95
	Anatolian High School	27	30.03	3.67
	Anatolian Teacher High School	181	32.40	4.81
	Private High School	12	32.08	4.05
	Others	36	30.97	5.15
	Total	270	31.87	4.77

Table 16 indicates the data about student EFL teachers' pedagogical knowledge beliefs related to the type of high school. The highest level of pedagogical knowledge belief related to the perceived importance of pedagogical knowledge factor is observed in the group of student EFL teachers who graduated from State High Schools ($\bar{X} = 20.00$). Student EFL teachers who graduated from Anatolian High Schools have the lowest level of pedagogical knowledge belief in teaching considering the perceived importance of pedagogical knowledge factor ($\bar{X} = 18.14$). The mean scores of student EFL teachers who graduated from other high schools, Private and Anatolian Teacher High Schools are quite similar to each other. The mean scores of student EFL teachers who graduated from Anatolian and Private Schools are quite similar. The mean score of student EFL teachers who graduated from Anatolian Teacher High Schools is $\bar{X} = 18.74$; that of student EFL teachers who graduated from Private High Schools is $\bar{X} = 18.75$; the mean score of student EFL teachers who graduated from Other High Schools is $\bar{X} = 18.63$. However, there are no statistically significant correlations among the mean scores of the groups.

The data about student EFL teachers' pedagogical knowledge beliefs related to the perceived value of pedagogical knowledge types indicate that the highest level of pedagogical knowledge belief is observed in the group of student EFL teachers who graduated from other high schools ($\bar{X} = 32.61$). Student EFL teachers who graduated from Anatolian High Schools have the lowest level of pedagogical knowledge belief in teaching considering the perceived value of pedagogical knowledge types factor ($\bar{X} = 31.96$). The mean score of student EFL teachers who graduated from State High Schools is $\bar{X} = 32.28$; that of student EFL teachers who graduated from Anatolian Teacher High Schools is $\bar{X} = 32.33$; the mean score of student EFL teachers who graduated from Private High Schools is $\bar{X} = 32.08$. However, there are no statistically significant correlations among the mean scores of the groups.

The data about student EFL teachers' pedagogical knowledge beliefs related to beliefs about teaching in general indicate that the highest level of pedagogical

knowledge belief is observed in the group of student EFL teachers who graduated from Anatolian Teacher High Schools ($\bar{X}=32.40$). Student EFL teachers who graduated from Anatolian High Schools have the lowest level of pedagogical knowledge belief in teaching considering beliefs about teaching in general factor ($\bar{X}=30.03$). The mean score of student EFL teachers who graduated from Private High Schools ($\bar{X}=32.08$) is close to that of student EFL teachers who graduated from Anatolian Teacher High Schools. The mean score of student EFL teachers who graduated from other high schools is $\bar{X}=30.97$; the mean score of student EFL teachers who graduated from State High Schools is $\bar{X}=30.71$. However, there are no statistically significant correlations among the mean scores of the groups.

4.4.5. Student EFL Teachers' Pedagogical Knowledge Beliefs and Order of Preference in the University Entrance Exam

The results of the one-way ANOVA test which indicate whether there is a significant difference related to the variable, the ranking of university in order of preference in the university entrance exam are shown in Table 17.

In the present study, student EFL teachers' pedagogical knowledge belief levels show statistically significant difference in the factor, the perceived importance of pedagogical knowledge related to the variable, the ranking of university in order of preference in the university entrance exam [$F_{(2;267)}=4.759$, $p<0.05$]. In other words, the ranking of university as the first or the last choice in order of preference in the university entrance exam makes statistically significant difference related to the factor, the perceived importance of pedagogical knowledge. In terms of the perceived value of pedagogical knowledge types factor, student EFL teachers' pedagogical knowledge belief levels do not show any significant difference, [$F_{(2;267)}=0.021$, $p>0.05$]. The ranking of university as the first; between 2-5 or between 6-13 in order of preference in the university entrance exam does not make any statistically significant difference related to the factor, the perceived value of pedagogical knowledge types.

Table 17 The results of the one-way ANOVA test of student EFL teachers' pedagogical knowledge beliefs related to the ranking of university in order of preference in the university entrance exam.

PKB	Source of variation	KT	sd	KO	F	p
The perceived importance of pedagogical knowledge	Among the groups	38.374	2	19.187	4.759	.009
	In the groups	1076.426	267	4.032		
Total		1114.800	269			
The perceived value of pedagogical knowledge types	Among the groups	.648	2	.324	0.021	.980
	In the groups	4192.318	267	15.702		
Total		4192.967	269			
Beliefs about teaching in general	Among the groups	121.884	2	60.942	2.702	.069
	In the groups	6021.835	267	22.554		
Total		6143.719	269			

Similarly, the variable, the ranking of university in order of preference in the university entrance exam does not show statistically significant correlations related to the factor, beliefs about teaching in general [$F_{(2;267)}=2.702$, $p>0.05$]. In summary, the ranking of university in order of preference in the university entrance exam variable indicates statistically significant correlations related to the factor, the perceived importance of pedagogical knowledge. Considering the variable, the ranking of university in order of preference in the university entrance exam, Table 18 indicates the data about pedagogical knowledge belief levels relate to the factors a) the perceived

importance of pedagogical knowledge, b) the perceived value of pedagogical knowledge types, and c) beliefs about teaching in general.

Table 18 The data about student EFL teachers' pedagogical knowledge belief levels related to the ranking of university in order of preference in the university entrance exam.

PKB	the ranking of university in order of preference in the university entrance exam	n	\bar{X}	s
The perceived importance of pedagogical knowledge	First Choice	128	19.10	1.96
	Between 2-5	131	18.44	2.04
	Between 6-13	11	17.81	1.99
	Total	270	18.73	2.03
The perceived value of pedagogical knowledge types	First Choice	128	32.34	3.91
	Between 2-5	131	32.32	4.05
	Between 6-13	11	32.09	3.33
	Total	270	32.32	3.94
Beliefs about teaching in general	First Choice	128	32.50	4.83
	Between 2-5	131	31.43	4.72
	Between 6-13	11	29.81	3.86
	Total	270	31.87	4.77

The highest level of pedagogical knowledge belief related to the perceived importance of pedagogical knowledge factor is observed in the group of student EFL teachers who ranked their current university as the first choice ($\bar{X}=19.10$). Related to this factor, the mean score of student EFL teachers who ranked their current university as the choice between 2-5 is $\bar{X}=18.44$ while the mean score of student EFL teachers who ranked their current university as the choice between 6-13 is $\bar{X}=17.81$.

The highest level of pedagogical knowledge belief related to the perceived value of pedagogical knowledge types factor is observed in the group of student EFL teachers who ranked their current university as the first choice ($\bar{X} = 32.34$). The second highest level of pedagogical knowledge belief related to this factor is observed in the group of student EFL teachers who ranked their current university as the choice between 2-5 ($\bar{X} = 32.32$). The mean score of student EFL teachers who ranked their current university as the choice between 6-13 is $\bar{X} = 32.09$.

Related to the factor, beliefs about teaching in general, the highest level of pedagogical knowledge belief is observed in the group of student EFL teachers who ranked their current university as the first choice ($\bar{X} = 32.50$). The lowest level of pedagogical knowledge belief belongs to the group of student EFL teachers who ranked their current university as the choice between 6-13 ($\bar{X} = 29.81$). The mean score of student EFL teachers who ranked their current university as the choice between 2-5 is $\bar{X} = 31.43$.

In all the factors, the highest level of pedagogical knowledge belief belongs to the group of student EFL teachers who ranked their current university as the first choice related to the variable, the ranking of university in order of preference in the university entrance exam. On the other hand, the lowest level of pedagogical knowledge belief belongs to the group of student EFL teachers who ranked their current university as the choice between 6-13 related to the same variable.

CHAPTER 5

CONCLUSION AND DISCUSSION

The purpose of this study was to investigate student EFL teachers' self-efficacy in teaching English and their general pedagogical beliefs from two preeminent universities in Ankara. The study also aims to examine how their levels of self-efficacy and pedagogical beliefs differ related to some demographics such as, their gender, the university they studied at, the type of high school they attended, whether they had English preparatory classes at university and their ranking of this institution in order of preference in the university entrance exam.

5.1. Self-efficacy and Related Variables

5.1.1. Student EFL teachers' Self-efficacy in Teaching English Related to the Variable, Gender

In the present study which investigated student EFL teachers' sense of efficacy in teaching English, teachers' sense of efficacy levels were found as high related to the variable: gender. However, student EFL teachers' sex did not have a significant relationship with any of the factors, student engagement, oral English language use, classroom management, and instructional strategies.

In a similar study on "the predictors of teachers' sense of efficacy beliefs", Gür (2008) investigates the sense of efficacy with regard to the variables such as gender. However, findings revealed that the variable of gender is not significant for overall teacher efficacy. Cooper's (2009) research on perceived efficacy level of elementary ESL teachers also revealed that that perceived efficacy level of elementary ESL teachers did not differ related to the gender variable. Similarly, in her study, *Examining Teachers' Self-Efficacy Beliefs of Students With and Without Special Needs*, Kaner (2010) investigated the self-efficacy beliefs of teachers who teach students with and without special needs according to some demographic variables. Findings revealed that

teachers' self-efficacy do not show any differences in terms of the teachers' gender. In another research, Dixon (2003) examines middle school teacher beliefs. The study revealed that the teachers' gender does not have an effect on teacher efficacy. In her study, *Examining Teachers' Self-Efficacy Beliefs of Students With and Without Special Needs*, Kaner (2010) investigated the self-efficacy beliefs of teachers who teach students with and without special needs according to some demographic variables. Findings revealed that teachers' self-efficacy do not show any differences in terms of teachers' gender, teaching context and teaching experience.

About the effect of sex, Bandura (1982) stated: "Regardless of sex, level of perceived self-efficacy correlates positively with range of career options seriously considered and the degree of interest shown in them (p. 136)." In the present study, as Bandura stated, gender does not have an effect on self-efficacy of student teachers of English in two universities.

5.1.2. Student EFL Teachers' Self-Efficacy in Teaching English Related to the Variable: University

In the present study which investigated student EFL teachers' sense of efficacy in teaching English, teachers' sense of efficacy levels were found as high related to the variable: university. However, university did not have a significant relationship with the factors, student engagement, oral English language use, and instructional strategies except classroom management. University had statistically significant correlations related to the factor, classroom management [$t_{(268)}=2.56$, $p<0.05$]. Self-efficacy belief levels of student English teachers who study in Gazi University were higher than that of student EFL teachers who study in METU related to the factor, classroom management.

In a similar study about pre-service English teachers' self-efficacy beliefs in teaching skills and in their English skills, Büyükduman (2005) investigated whether teachers' teaching skills and their English skills differ related to the variable; university. The study revealed that considering teachers' self-efficacy beliefs in teaching skills, no significant difference was found among twenty universities in Turkey. In terms of

teachers' self-efficacy beliefs in English skills, significant differences were revealed. It was found that at Boğaziçi University, METU and Gazi University, pre-service English teachers' self-efficacy beliefs in their English skills were higher than the other universities.

Similar to the study of Büyükduman (2005), in the present study, in terms of student EFL teachers' efficacy in teaching English related to the factors, student engagement, oral English language use and instructional strategies no significant differences were found among the groups. Contrary to Büyükduman's study, in terms of student EFL teachers' efficacy in classroom management, university had statistically significant correlations. Gazi University has been well-known for being an institution that trains qualified teachers. When it was first opened, this institution started education as a teacher training school. It was established as 'Teacher Training School' in 1926 right after the declaration of the Turkish Republic. In 1929, the name of the school was changed as 'Gazi Teacher Training School' and it served under this name for many years. METU is a technical university and started its education as a high technology institute. In that respect, it is reasonable to assume that Gazi University is more ambitious at raising qualified teachers that have good teaching skills. However, when we examine the undergraduate curriculum of both universities, they both have quite similar courses such as, introduction to education, educational psychology, instructional principles and methods, classroom management and Turkish educational system and school management. Different from METU, in Gazi University student teachers of English have the course, "special education" in the fourth year of their education. This education is of use as it addresses the individual differences and special needs of students. Disruptive and noisy students sometimes act the way they do because they have different needs. As EFL teachers, we need to be aware of those differences and special needs. Therefore, having a course of special education may help EFL teachers get over such management problems.

In terms of the factor, oral English language use, self-efficacy belief levels of student English teachers at Gazi University are higher than that of student EFL teachers at METU although oral English language use self-efficacy levels did not have statistically

significant correlations. This result may be regarded as interesting in the sense that METU is well-known for being an institution that has a good English language education. The language of instruction at METU is English. Students are taught advanced English at Preparatory School. Therefore, students' efficacy in oral English language use is expected to be higher.

The level of student English teachers' self-efficacy beliefs in teaching English in Gazi University and METU is both high related to instructional strategies and student engagement. However, the mean scores which represent the self-efficacy beliefs related to instructional strategies and student engagement do not show statistically significant correlations in terms of the variable, university. As the levels of self-efficacy are high in both universities, it is quite promising that these two universities raise teachers that have self-confidence in using and teaching the target language. In his study on Korean public elementary school English teachers, Lee (2009) examined English teachers' confidence in teaching English. He also investigated teachers' attitudes toward the English language and teachers' English language proficiency. Oral target language use of teachers was assessed as an important component of teachers' self-efficacy in teaching English. The study revealed that teachers' English language proficiency and their attitude toward the English language strongly influence teachers' confidence in teaching English. In the current study, student teachers of English at two universities show a high sense of self-efficacy in teaching English.

Other studies in the literature emphasise the effect of self-efficacy on language proficiency and on the development of English teaching skills. In the study based on EFL middle school teachers in Venezuela, Chacon (2005) revealed that teachers with high efficacy take the responsibility of their own learning to improve their English proficiency (cited in Woolfolk Hoy, Hoy, & Davis, 2009). As cited in Cooper (2009), Eslami and Fatahi (2008) did research on non-native English as a foreign language teachers' sense of self-efficacy, English proficiency and instructional strategies. The findings revealed a positive correlation between perceived level of language proficiency and sense of self-efficacy. The self-reported levels of efficacy increase when the teachers' language skills improve. Pinter (2006) also suggests that English teachers

should feel adequate in terms of their own language proficiency to provide the learners with the opportunity to expose to real language use. Cross (2003) emphasizes the importance of subject competence in language teacher preparation and refers to the necessity of adequate language proficiency in order to teach language effectively. He states that teacher candidates should acquire this competence before they enter teacher education programmes. The focus should be on the teaching of English and language weaknesses should not retard the process of English language teaching (Cross, 2003). Therefore, in the present study, student teachers' language proficiency is not taken into consideration as it is assumed that they have the adequate language proficiency in order to teach English.

Similar studies in literature refer to the importance of self-efficacy on classroom management, student engagement and instructional strategies. Ashton & Webb (1986) state that sense of personal teaching efficacy is related to teachers' "assessment of their own teaching competence" (p.4). This has a strong effect on teachers' choice of activities, classroom management and instructional strategies. Related to teachers' successful classroom management strategies, a research made by Morris-Rothschild and Brassard (2006) revealed that teachers who have high sense of efficacy for classroom management used "integrating, compromising, and obliging styles management strategies" (cited in Woolfolk Hoy, Hoy, and Davis, 2009, p. 634). In the current study, university has an effect on the self-efficacy of student EFL teachers considering the classroom management.

In light of my personal experiences as an English teacher, I can state that what EFL teachers have most difficulty in teaching is classroom management. As the medium of instruction is English which is already difficult and causes uneasiness for students to understand the teacher and the instructions, classroom management problems increase. Having language proficiency is not adequate when an English teacher does not improve herself/himself in teaching skills including classroom management. Learning does not occur in an environment in which misbehavior causes problems. As students' motivation is related to their classroom behavior, a motivating classroom environment can prevent discipline problems in a considerable way (Fetsco & McClure, 2005).

Therefore, English teachers must find the best way to increase the students' motivation in learning a foreign language. Bailey and Celce-Murcia (1979), highlight the importance of training and practice in order to be an effective ESL teacher. They claim that after leaving their university training, teachers who have just started their profession may come up with lack of practical experience, despite strong theoretical preparation.

In that case, inquiring into student English teachers' beliefs about the importance of theory and practice may offer an opportunity to understand the nature of English teacher education programmes. The undergraduate curriculum of the universities should be revised regarding the course, classroom management. The content of special education and classroom management courses should be designed in a way to promote the student EFL teachers' skills in management strategies balancing theory and practice in their education.

5.1.3. Student EFL Teachers' Self-Efficacy in Teaching English Related to the Variable, University Preparatory Education

In the present study which investigated student EFL teachers' sense of efficacy in teaching English, teachers' sense of efficacy levels were found as high related to the variable: university preparatory education. However, whether student EFL teachers had university preparatory education or not did not have a significant relationship with any of the factors, student engagement, oral English language use, classroom management, and instructional strategies.

When the data about the variable, university preparatory education is examined, the proportion of the participants who had English preparatory education is 92% at Gazi University and 90% at METU. In other words, 2/3 of the participants (69.25%) had university preparatory education. In their research on non-native English teachers' sense of self-efficacy, English proficiency and instructional strategies, Eslami and Fatahi (2008) found a positive correlation between perceived level of language proficiency and sense of self-efficacy. The self-reported levels of efficacy increase

when the teachers' language skills improve (cited in Cooper, 2009). Although there is no significant difference among the groups, the high self-efficacy of student English teachers indicates that English preparatory education has contributed to their language development before they attended their teacher education programmes.

5.1.4. Student EFL Teachers' Self-Efficacy in Teaching English Related to the Variable: High School

In the present study which investigated student EFL teachers' sense of efficacy in teaching English, teachers' sense of efficacy levels were found as high related to the variable: the type of high school. However, the type of high school student EFL teachers graduated from did not have a significant relationship with any of the factors, student engagement, oral English language use, classroom management, and instructional strategies.

In a similar study about pre-service English teachers' self-efficacy beliefs in teaching skills and in their English skills, Büyükduman (2005) investigated whether teachers' teaching skills and their English skills differ related to the variable; the type of high school they graduated from. The study revealed that the type of high school they graduated from do not have an impact on their self-efficacy beliefs in both teaching skills and English skills. The interesting result of the study is that Anatolian Teacher High Schools did not make any difference in enhancing the teaching skills of pre-service teachers compared to other types of schools. In another study, Başaran (2004) examined the effectiveness of Anatolian Teacher High Schools in Turkey related to serving their intended purpose. The study revealed that ATHSs did not indicate any differences in attitudes toward the teaching profession. The findings of the study also revealed that ATHSs do not serve their intended purpose to the extent they are expected to.

Similar to those findings above, in the current study, the findings revealed that Anatolian Teacher High Schools did not make any difference in enhancing the teaching skills of student teachers compared to other types of schools. The highest level of self-

efficacy belief in teaching English related to student engagement factor is observed in the group of student EFL teachers who graduated from State High Schools ($\bar{X} = 22.21$). Related to the factor, oral English language use, the highest level of self-efficacy belief in teaching English is observed in the group of student EFL teachers who graduated from Anatolian High Schools ($\bar{X} = 29.55$). It is interesting that student EFL teachers who graduated from Private High Schools have the lowest level of self-efficacy belief in teaching English considering oral English language use factor ($\bar{X} = 27.91$). The highest level of self-efficacy belief in teaching English related to classroom management factor is observed in the group of student EFL teachers who graduated from State High Schools ($\bar{X} = 35.71$). The highest level of self-efficacy belief in teaching English related to instructional strategies factor is observed in the group of student EFL teachers who graduated from other high schools ($\bar{X} = 44.05$).

The data about the high school variable indicate that ATHSs do not make much difference in terms of their purpose of teacher training. The self-efficacy score of the participants in all the groups are high. However, considering student engagement and classroom management variables, the highest self-efficacy score belongs to the student teachers of English who graduated from state high schools. Related to the factor, instructional strategies, the participants who graduated from other high schools have the highest level of self-efficacy. Another interesting result is observed in the groups of student teachers of English who graduated from private high schools in terms of the oral English language use. Students at private high schools expose to English much more than the students at state high schools. However, related to the oral English language use factor, the lowest self-efficacy level belongs to the students graduating from private high schools. This result poses a need to question the English language education in private high schools. On the other hand, in the current study, the high sense of self-efficacy of the participants shows that university preparatory schools at two universities serve their purpose in English language education.

5.1.5. Student EFL Teachers' Self-Efficacy in Teaching English Related to the Variable: the Order of Preference in the University Entrance Exam

In the present study which investigated student EFL teachers' sense of efficacy in teaching English, teachers' sense of efficacy levels were found as high related to the variable: the ranking of university in order of preference in the university entrance exam. However, this variable did not have a significant relationship with any of the factors, student engagement, oral English language use, classroom management, and instructional strategies.

The interesting result is that self-efficacy belief levels of student English teachers who ranked their current university as the choice between 6-13 is higher than that of student EFL teachers who ranked their current university as the first choice and as the choice between 2-5 related to the variable, the ranking of university in order of preference in the university entrance exam. This result point to the possibility that these students did not make their choices knowing which department or university they wanted to study at. Some other factors such as peer or family pressure, the concern to study at a preeminent state university, and the extra points Anatolian Teacher High Schools had also may have an effect on their choices. Especially the extra points Anatolian Teacher High Schools had affected the order of preference in the university entrance exam. In that case, those extra points given by Anatolian Teacher High Schools should be questioned as those students may not have the necessary language proficiency but they take place at preeminent universities in Turkey preventing the others from studying at such kind of good universities.

5.2. Pedagogical Knowledge Beliefs and Related Variables

The study also aims to examine student EFL teachers' levels of pedagogical knowledge beliefs and how pedagogical beliefs differ related to some demographics such as, their gender, the university they study at, the type of high school they attended, whether they had English preparatory classes at university and their ranking of this institution in order of preference in the university entrance exam.

5.2.1. Student EFL Teachers' Pedagogical Knowledge Beliefs Related to the Variable: Gender

In the present study which investigated student EFL teachers' pedagogical knowledge beliefs, teachers' pedagogical knowledge belief levels were found as high related to the variable: gender. However, gender did not have a significant relationship with any of the factors, the perceived importance of pedagogical knowledge, the perceived value of pedagogical knowledge types, beliefs about teaching in general. Similarly, the study, in which Karaata (2011) explored English teachers' assumptions and pedagogical knowledge about teaching and learning revealed that gender does not affect teachers' assumptions and pedagogical knowledge in foreign language learning.

Contrary to the findings above, in his study, Oğuz (2008) investigated Turkish trainee teachers' epistemological beliefs related to the variable, gender and found that gender has a considerable impact on trainee teachers' epistemological beliefs. Female teacher candidates have much stronger beliefs that learning is associated with effort rather than ability. In another study, Benjamin, Petersen, Sink and Walker (2002) investigated the instrument, "teacher beliefs survey" and its educational implications. The study revealed that teachers' perception of the philosophy of teaching differed related to gender. Male and female teachers interpreted the items of the survey differently. Another study about the effect of "gender" on teachers' attitudes and beliefs toward classroom management style made by Martin, Yin and Mayall (2006) revealed that females tended to hold more interventionist behaviour in classroom management than males.

Contrary to the studies made in the literature that revealed the effect of gender on teachers' beliefs, in the current study, gender does not affect the pedagogical knowledge beliefs of student teachers' of English. Both male and female participants have high level of pedagogical knowledge beliefs.

5.2.2. Student EFL Teachers' Pedagogical Knowledge Beliefs Related to the Variable: University

In the present study which investigated student EFL teachers' pedagogical knowledge beliefs, teachers' pedagogical knowledge belief levels were found as high related to the variable: university. However, university did not have a significant relationship with the factors, the perceived importance of pedagogical knowledge and the perceived value of pedagogical knowledge types. Related to the factor, beliefs about teaching in general, university had statistically significant correlation on student EFL teachers' pedagogical knowledge belief levels. Related to beliefs about teaching in general factor, the mean score of student EFL teachers who study in METU is higher than the mean score of student EFL teachers who study in Gazi University.

Calderhead (1996) identified teacher beliefs under five headings and beliefs about teaching is one of them to be examined. The result of the present study revealed that student EFL teachers' belief levels about teaching in general in METU are higher than the levels of student EFL teachers in Gazi University. This result is important in the sense that teacher beliefs affect the learning process in the classroom. The importance of teacher beliefs on teaching practices has been the main concern of many studies in the literature. Shavelson and Stern (1981) suggest that teachers' beliefs influence their decision-making process, their judgements and behaviour in the classroom. According to Hall (2011), teachers' beliefs strongly influence the way they manage their classrooms, and the roles that they and learners take in class. Another research done by Mistades (2006) about teachers' attitudes and beliefs on learning suggests that both teachers' attitudes and beliefs have an effect on classroom practices; this relationship, in turn affect the teacher change process.

Teacher education programmes play an important role in shaping those beliefs. It was proven that former schooling plays a major role in shaping teachers' beliefs about teaching. Teachers tend to alter their teaching practices when their beliefs about foreign language teaching change. In the study, *Foreign Language Teaching in U.S Higher Education Classroom*, Lin (2011) investigated the relationship between teacher

pedagogical beliefs and classroom teaching. The results revealed that among the factors that affect Chinese teachers' epistemological and pedagogical beliefs are early schooling, language learning and initial teaching experience. Dean (1993) states that when teachers start their profession, they bring with them the knowledge they acquired during their teacher education programmes. Pre-service teachers may apply the models of teaching they experienced during their education (Pease, 2008). In his study about teachers' beliefs and teaching beliefs, Raths (2001) states that the beliefs pre-service teachers hold may impede learning and teaching. Raths asserts that those beliefs which negatively affect the efficacy of teacher education must be figured out and changed by teacher educators. Research in the field confirmed the view that teacher preparation programmes influence pre-service teachers' beliefs (Doppen, 2007). In her study, Awenowicz (2009) investigates the effect of beliefs on pre-service teachers' abilities to learn to teach. Awenowicz suggests that teacher education programs should develop their systems in a way that can affect pre-service teachers' learning and assists them in shaping their beliefs releasing the tensions between those beliefs, practices, and contexts. Errington (2004) suggests that teacher educators should assist pre-service teachers in developing their beliefs following new trends in teaching and learning practices.

The teachers' beliefs are mostly constituted during their education programs in the universities they are trained as language teachers. Language teachers' beliefs about language, learning and teaching equally affects the language learning in the classroom (Hall, 2011; Woods, 1996). Rather than teachers' experiences, "teacher thinking from the perspectives of teachers themselves" has gained importance. In language teaching, teachers' perspectives about good language teaching is as important as the theories they learnt during their education as teachers. If the teacher candidates cannot internalise the things they learnt and construct their own meaning believing the rationale behind the theories, they may fail in implementing those theories into practice in classroom. Teachers should know how to blend the theories they acquired during teacher education programmes and their own beliefs and values about teaching. About the importance of teacher beliefs about language and language learning, and teaching in general in the ELT classroom, Harmer (2003, p. 288) state: "I cannot imagine how any teacher could

operate without taking into [the ELT classroom] a set of understandings and beliefs not only about how languages can be and are learnt, but also about how and what teaching is all about” (cited in Hall, 2011, p. 59). As cited in Hall (2011), Crookes (2003, p. 47) put emphasis on the importance of theories: “it is impossible to act, as a teacher, without having theories (including values) that inform teaching actions, at least to some degree”. According to Hall (2011), teachers’ beliefs strongly influence the way they manage their classrooms, and the roles that they and learners take in class. He also suggests that teacher authority in the classroom is partly based on pedagogical knowledge and expertise they have.

Considering the fact that Gazi University has been well-known for being an institution that trains teachers started education as a teacher training school and METU is a technical university and started its education as a high technology institute, the result of the present study may be regarded as interesting. Student EFL teachers’ belief levels about teaching in general in METU are higher than the levels of pre-service EFL teachers in Gazi University. Research made in the literature points to the importance of teacher education programmes’ role in shaping teacher beliefs. Therefore, universities should improve their teacher education programmes in a way that can affect pre-service teachers’ beliefs about teaching, in turn those beliefs would have a considerable effect on their classroom practices. Universities should not impose too much theoretical knowledge upon student teachers of English. Inquiring into student English teachers’ beliefs about the importance of theory and practice may offer an opportunity to understand the nature of English teacher education programmes. However, when the undergraduate curriculum is examined in the ELT departments of the universities, it is observed that student teachers of English have “school experience” course only in the fourth year. Taking into consideration the importance of theory and practice in language teaching, the course of “school experience” should be included in the undergraduate curriculum of the whole teacher education process starting from the first year.

5.2.3. Student EFL Teachers' Pedagogical Knowledge Beliefs Related to the Variable: University Preparatory Education

In the present study which investigated student EFL teachers' pedagogical knowledge beliefs, teachers' pedagogical knowledge belief levels were found as high related to the variable: university preparatory education. University preparatory education had a significant relationship with the factor, the perceived importance of pedagogical knowledge. However, university preparatory education did not have statistically significant correlations related to the factors: the perceived value of pedagogical knowledge types and beliefs about teaching in general.

The mean score of student English teachers who had preparatory education in their universities is higher than that of pre-service English teachers who did not have preparatory education in their universities. Considering this result, there is a statistically significant difference between two groups in terms of the perceived importance of pedagogical knowledge factor.

This result reveals the importance and the effect of preparatory education on teachers' perceptions of pedagogical knowledge. The effect of preparatory education on language proficiency of teacher candidates cannot be denied. Besides, the present study shows that this process of language improvement has an effect on the process of developing teachers' beliefs considering pedagogical knowledge. As cited in Minor (2001), Lortie (1975) states that pre-service teachers have their own beliefs about teaching relying on their personal experiences as students when they enter their teacher education programme (Doyle,1997). This statement is important in terms that during their preparatory education, teacher candidates start to become aware of how language works and the process of language learning while improving their own language proficiency. When they enter their teacher education programmes, they bring these beliefs acquired during their language learning process into their education process as teachers.

The perceived importance of pedagogical knowledge includes motivation, classroom management and instructional strategies. Literature refers to the importance of former

schooling in shaping teachers' beliefs about teaching. Student teachers of English tend to alter their teaching practices when their beliefs about foreign language teaching change. In English preparatory programmes, students try to develop their language and they may expose to different English learning strategies which they have not experienced before university education. Their personal experiences as students in English preparatory classes have an effect on their beliefs about language teaching and language learners. In the present study, student teachers of English who had English preparatory education have high level of pedagogical knowledge belief related to the factor, the perceived importance of pedagogical knowledge. This may show the effect of preparatory education on their beliefs of language teaching and learning.

5.2.4. Student EFL Teachers' Pedagogical Knowledge Beliefs Related to the Variable: High School

In the present study which investigated student EFL teachers' pedagogical knowledge beliefs, teachers' pedagogical knowledge belief levels were found as high related to the variable: the type of high school. However, the type of high school did not have a significant relationship with any of the factors, the perceived importance of pedagogical knowledge, the perceived value of pedagogical knowledge types, and beliefs about teaching in general.

The research in the literature points to the importance of former schooling on teachers' beliefs either in university teacher education programmes or in high schools. Preservice teachers may enroll in teacher preparation programs with pre-existing beliefs about learning and teaching (Pease, 2008). These beliefs may be constituted before their university education. Especially Anatolian Teacher High Schools serve the purpose of raising qualified teacher candidates educated through a curriculum based on pedagogical knowledge and beliefs. However, in the current study, high school does not have an effect on pedagogical knowledge beliefs of student EFL teachers at both universities. The results revealed that student EFL teachers' pedagogical knowledge belief levels are high related to the variable: the type of high school; though there are no statistically significant correlations among the groups. The interesting result is that the

pedagogical belief levels of preservice EFL teachers graduating from Anatolian Teacher High Schools are not higher than the ones graduating from other types of high school. Related to the factors, the perceived importance of pedagogical knowledge and the perceived value of pedagogical knowledge types, the highest level belongs to the participants who graduated from state and other high schools. The high pedagogical knowledge belief levels also indicate that university teacher education programmes are successful in posing required pedagogical beliefs in teacher candidates. However, a study carried out by Storm (2004) revealed that pre-service teachers' beliefs do not much change in the course of teacher education programmes in spite of alternative beliefs presented to those teachers. This finding poses a need to question the education of those programmes. Therefore, it is important to investigate the beliefs of student in detail to develop a better understanding into teacher education programmes. The present study reveals that teacher education programmes at both universities contribute to student EFL teachers' developing sophisticated pedagogical knowledge beliefs.

5.2.5. Student EFL Teachers' Pedagogical Knowledge Beliefs Related to the Variable, Order of Preference in the University Entrance Exam

In the present study which investigated student EFL teachers' pedagogical knowledge beliefs, teachers' pedagogical knowledge belief levels were found as high related to the variable: the ranking of university in order of preference in the university entrance exam. This variable had a significant relationship with the factor, the perceived importance of pedagogical knowledge. However, the ranking of university in order of preference in the university entrance exam did not have statistically significant correlations related to the other factors: the perceived value of pedagogical knowledge types and beliefs about teaching in general. The ranking of university as the first or the last choice in order of preference in the university entrance exam has an effect on student EFL teachers' pedagogical knowledge beliefs related to the factor, the perceived importance of pedagogical knowledge.

This result of the study is important in terms that the ranking of university in order of preference has an effect on the perceptions of student EFL teachers about the

importance of pedagogical knowledge and in turn, on their beliefs which has an impact on their work. In the current study, student teachers of English have high level of pedagogical knowledge beliefs. The participants who ranked their university as the first choice in the university entrance exam have the highest level of pedagogical knowledge beliefs related to the perceived importance of pedagogical knowledge. This result is not surprising as success is highly related to the desire and enthusiasm of people both in their education and in their work life. Therefore, the ones who made their university as the first choice may be more successful and they may have stronger beliefs about teaching and learning (e.g. motivation, classroom management, instructional strategies,...).

CHAPTER 6

SUMMARY

The present study investigates student English teachers' self-efficacy in teaching English and their general pedagogical beliefs from two preeminent state universities in Ankara. The study also aims to examine how their levels of self-efficacy and pedagogical beliefs differ related to some demographics such as, gender, university, the type of high school, whether they had university preparatory education and their ranking of the university they study at in order of preference in the university entrance exam.

The literature review made about the studies on self-efficacy and pedagogical beliefs indicates that pre-service teachers' self-efficacy and pedagogical beliefs have an effect on their future teaching and classroom practices. These beliefs act as important predictors of student achievement and motivation. The related studies imply that teacher education programmes play an important role in shaping teachers' self-efficacy and pedagogical beliefs. As some put it, teachers constitute their own beliefs about teaching relying on their personal experiences as students; therefore, personal demographics and educational background play an important part in constituting those beliefs.

The current study was conducted in 2011-2012 academic year on 370 student teachers of English studying at Gazi University (250) and Middle East Technical University (120). In the study, the survey sampling method was used. In the present study, the participants completed three questionnaires that assessed their demographic information, teachers' sense of efficacy and pedagogical knowledge beliefs: (1) Personal Characteristics Questionnaire (2) Teachers' Sense of Efficacy in Teaching English (3) Pedagogical Knowledge Beliefs Scale. T-test analysis was used in the study as the variables such as gender, the type of university, and the preparatory education are two categorical. One-way ANOVA test was used as the type of high school and the ranking of the university in the university entrance exam was more than two categories.

When all the factors are examined in the self-efficacy and pedagogical knowledge belief scales, it is observed that student English teachers have high level of self-efficacy belief in teaching English and their level of pedagogical knowledge beliefs is high. The self-efficacy and pedagogical knowledge belief levels of student teachers of English are also high related to the personal demographics such as, gender, university, the type of high school, university preparatory education and ranking of their university in order of preference in the university entrance exam. However, some significant correlations were found among the groups considering some factors of the study.

In terms of student EFL teachers' efficacy in classroom management, university had statistically significant correlations. Self-efficacy belief levels of student English teachers who study in Gazi University were higher than those of student EFL teachers who study in METU. Related to the factor, beliefs about teaching in general, university had statistically significant correlation on student EFL teachers' pedagogical knowledge belief levels. The mean score of student EFL teachers who study in METU is higher than the mean score of student EFL teachers who study in Gazi University. University preparatory education had a significant relationship with the factor, the perceived importance of pedagogical knowledge. The mean score of student English teachers who had preparatory education at their universities is higher than that of pre-service English teachers who did not have preparatory education at their universities. The ranking of university in order of preference in the university entrance exam had a significant relationship with the factor, the perceived importance of pedagogical knowledge. The participants who ranked their university as the first choice in the university entrance exam have the highest level of pedagogical knowledge beliefs related to the perceived importance of pedagogical knowledge.

Self-efficacy belief levels of student teachers of English in teaching English are high in both universities. This result reveals that English language education in both universities provides the student teachers with high self-efficacy beliefs that will affect their classroom practices. They believe in their capability to deal with disruptive behavior and to establish a classroom management system which is regarded as quite difficult by language teachers as communication has to be carried out in English.

However, student teachers of English at Gazi University have much more confidence in management skills in their English class than those at METU. Both universities have almost the same undergraduate curriculum. Individual differences of students may be the reason for this result. However, the result is still not surprising, as Gazi University is preeminent for educating teachers since the date it was founded as a teacher training school. The results also reveal that language proficiency and ability in language teaching is not enough to be a good English teacher that has useful classroom management strategies. Therefore, efficacy in classroom management is of vital importance to be successful in language teaching. As teachers, we may teach in crowded classrooms or in small classes with students who have special needs or who have some behavioural problems. We need to know how to manage those classrooms. However, as practice is the key element in language learning, in language teaching it is very important, as well. Having only theoretical knowledge may not help the teachers overcome certain problems in the classrooms. Therefore, ELT departments at the universities should provide the students with a lot of practice in actual classrooms starting from the very first year of their education.

Related to the factors, student engagement and oral English language use student teachers of English in both universities have high level of self-efficacy level in teaching English. Motivating the students to value learning English and teaching them oral language skills are the most challenging issues that EFL teachers face in Turkey. Considering the fact that even some teachers of English cannot express themselves in English, the results of the study are quite promising. Different educational backgrounds and different teacher characteristics do not affect the level of efficacy in both universities. This result implies the success of the two preeminent universities of Ankara in educating language teachers who have high self-efficacy in teaching English.

Pedagogical knowledge belief levels of student teachers of English are high in both universities. However, the personal demographics such as university, English preparatory education before university and ranking their university as the first choice in the university entrance exam lead to some differences in the student teachers' pedagogical knowledge beliefs. University has an effect on student teachers' beliefs

about teaching in general. Student teachers' belief levels about teaching in general at METU are higher than those at Gazi University. This result indicates that although student teachers of English have a high level of beliefs about teaching in general, they have different beliefs about the nature of teaching as being skilled, learned and knowledgeable. Teacher education programmes should encourage the students to believe that teaching is a skill that can be learned and developed through practice based on theoretical knowledge. However, both universities should include school experience course into their curriculum every year to give the students the opportunity to practise what they have learnt. Pedagogical knowledge belief levels of student teachers of English are high related to all the factors regarding the variable, university preparatory education. However, this variable has its effect on pedagogical knowledge beliefs considering the factor, the perceived importance of pedagogical knowledge. The student teachers of English who had university preparatory education have higher beliefs in terms of the perceived importance of pedagogical knowledge than the ones who did not. Although the aim of university preparatory education is to help students improve their language proficiency, this education may be useful for the students to understand how English language should be taught, how to motivate the students and the necessary instructional practices.

Last but not the least, ranking their university as the first choice in the university entrance exam has an effect on pedagogical knowledge beliefs of student teachers related to the perceived importance of pedagogical knowledge. Knowing what you want to do is very important for decision-making on your career. These students who ranked their university as the first choice wanted to be EFL teachers and reached their goals. Therefore, their perceived importance of pedagogical knowledge is expected to be higher. However, in general, all student teachers of English have high level of pedagogical knowledge beliefs.

Despite some statistical differences, student EFL teachers' high levels of self-efficacy and pedagogical knowledge beliefs indicate that English language education in both universities contributes to raising confident teachers who have high sense of efficacy in teaching English and sophisticated pedagogical beliefs. Language teachers' self-efficacy

and pedagogical beliefs about learning and teaching will affect the language learning in their classrooms. As Hattie (2003) stated, the greatest source of variance that can make a difference in student's achievement is "the teacher". English teacher quality is the major factor that affect the success in English teaching. As teachers' beliefs are mostly constituted during their education programmes in the universities at which they are trained as language teachers, teacher education programmes should integrate teachers' self-efficacy and pedagogical beliefs into their curriculum.

CHAPTER 7

IMPLICATIONS FOR LANGUAGE EDUCATION

The results of the current study revealed that student teachers of English in Gazi University and METU have a high sense of self-efficacy and pedagogical beliefs. This finding points to the success of these universities at raising teachers that are confident in language teaching.

Despite their high level of self-efficacy and pedagogical beliefs, university has an effect on their beliefs related to their classroom management and their beliefs about teaching in general. Therefore, some suggestions can be made for the improvement in the teacher training curriculum in the ELT departments of these universities and in the language teaching programmes of YOK.

When the undergraduate curriculum of both universities are examined, it is observed that they both have similar courses such as, introduction to education, educational psychology, instructional principles and methods, classroom management and Turkish educational system and school management. Different from METU, in Gazi University student teachers of English have the course, “special education” in the fourth year of their education. This education is quite important as it addresses the individual differences and special needs of students. It is important for the language teachers to understand the different needs of disruptive and noisy students and the ones who need special education. As EFL teachers, we need to be aware of those differences and special needs and find the best way to deal with difficult situations in our classrooms. Therefore, YOK may include the course, special education in its language education programme to help EFL teachers get over such management problems.

The findings of the present study revealed that university has also an effect on their beliefs about teaching in general. Bailey and Celce-Murcia (1979), highlight the importance of training and practice in order to be an effective ESL teacher. They state that having proficiency in using the target language is not enough to be a successful

English teacher. They also claim that after teachers graduated from their teacher training programmes, they may come up with lack of practical experience, despite strong theoretical preparation. In that case, inquiring into student English teachers' beliefs about the importance of theory and practice may offer an opportunity to understand the nature of English teacher education programmes. Research made in the literature points to the importance of teacher education programmes' role in shaping teacher beliefs. Therefore, universities should improve their teacher education programmes in a way that can affect student EFL teachers' beliefs about teaching, in turn those beliefs would have a considerable effect on their classroom practices. Universities should not impose too much theoretical knowledge upon student teachers of English. However, when the undergraduate curriculum is examined in the ELT departments of the universities, it is observed that student teachers of English have "school experience" course only in the fourth year. Taking into consideration the importance of theory and practice in language teaching, the course of "school experience" should be included in the undergraduate curriculum of the whole teacher education process starting from the first year.

CHAPTER 8

IMPLICATIONS FOR FURTHER STUDIES

In the current study, self-efficacy and pedagogical knowledge belief levels of student EFL teachers were found as high although some personal demographics made some differences among the groups. Considering the close relationship between language proficiency and self-efficacy, in further studies student EFL teachers' language proficiency may be tested. Their self-efficacy levels may be investigated based on the effect of language proficiency on efficacy. In the present study, student EFL teachers' language proficiency was not taken into consideration as the focus is on the teaching of English.

The results of the survey reflect the self-reported data collected from the participants. For more reliable data, student EFL teachers may be observed in language classes during their school experience period. Therefore, sampling of the study could be limited to a small number as the study will be qualitative. The interviews may be done before and after the class observations.

The population of the present study is limited to 370 student teachers of English in two universities. The further studies could be carried out on a large number of student teachers in different universities in Turkey. More reliable results can be obtained from a large population reflecting the educational context of most of the universities.

In terms of the personal demographics of the study, in further studies, the population of the research could be limited to a small sampling of student teachers. These student teachers can be interviewed about the effect of the high schools they graduated from and if they had, the effect of university preparatory education on their self-efficacy and pedagogical beliefs. They may also be asked whether they enrolled in their universities willingly or not. The findings of the interviews and the results of the scales can be

compared to have a better understanding about the effect of the personal demographics on self-efficacy and pedagogical beliefs of student EFL teachers.

For longitudinal studies, the self-efficacy and pedagogical knowledge belief levels of student EFL teachers may be examined in the last year of their education. After they enter into their professions, they may be tested on their self-efficacy and pedagogical beliefs again. The results can be compared and the teachers can be interviewed about their beliefs before and after they enter into their profession.

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APPENDIX A

KİŞİSEL BİLGİLER ANKETİ (Personal Demographics Questionnaire)

1. Cinsiyet (**Gender**) a) K (F) b) E (M)
2. Mezun olduğunuz lise türü (**The type of high school**)
 Genel lise (**General High School**)
 Anadolu lisesi (**Anatolian High School**)
 Öğretmen Anadolu Lisesi (**Anatolian Teacher High School**)
 Özel Lise (**Private High School**)
Diğer belirtiniz..... (**Other**)
3. Su anda öğrenim görmekte olduğunuz üniversite (**The university you study at**)
 Gazi Üniversitesi
 ODTÜ
4. Üniversitede İngilizce hazırlık eğitimi aldınız mı? (**Did you have university preparatory education?**)
a) Hayır (**No**) b) Evet (**Yes**)
5. Su an öğrenim görmekte olduğunuz fakülte üniversite giriş sınavında kaçınıcı tercihinizdi? (**What's the ranking of your university in order of preference in the university entrance exam?**)
a) 1. Tercih (**First Choice**)
b) 2-5 arası (**Between 2-5**)
c) 6-13 arası (**Between 6-13**)
d) 14 ve altı (**Below 14**)

APPENDIX B
ÖZ YETERLİK ÖLÇEĞİ

Her bir ifade 1’den 9’a kadar derecelendirilmiştir. 1’den 9’a doğru gidildikçe ifadeye katılımınız hiç’ten tam’a doğru değerlendirilecektir.

	Hiç	Az	Orta	Çok	Tam				
ÖZ YETERLİK İFADESİ	1	2	3	4	5	6	7	8	9
1. İngilizce dersinizde öğrencilerinizin rahatsız edici davranışlarını ne derece kontrol edebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. İngilizce öğrenme etkinliklerinde ilgisi az olan öğrencileri ne derece motive edebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3. Öğrencilerinizi İngilizce öğreniminde başarılı olacaklarına ne derece inandırabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4. Öğrencilerinizin İngilizce öğrenmeye değer vermelerine ne derece yardımcı olabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5. Çok zorluk yaşamadan sınıf içerisinde İngilizceyi ne derece kullanabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6. İngilizce dersinde öğrencilerinizden cevap alabilmek için ne derece iyi sorular hazırlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7. İngilizce dersinizde öğrencilerinizin sınıf kurallarına uymasını ne derece sağlayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8. Sözel dil becerilerini (dinleme, konuşma) etkili bir şekilde ne derece öğrencilerinize öğretebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9. Öğrencilerinize yazma dil becerilerini (okuma ve yazma) etkili bir şekilde ne derece öğretebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10. İngilizce dersinizde dersin düzenini bozan ve yaramaz öğrencileri ne derece sakinleştirebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11. İngilizce dersinizde öğrencilerinizle birlikte bir sınıf yönetimi sistemini ne derece oluşturabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12. İngilizce dersinizde çeşitli değerlendirme stratejilerini ne derece kullanabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

13. İngilizce dersinizde öğrencilerin kafası karıştığı zaman alternatif açıklama veya örnekleri ne derece kullanabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14. Çocuklarının İngilizce öğrenmesine yardımcı olmaları için ailelere ne derece destek olabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15. İngilizce dersinizde alternatif stratejileri ne derece uygulayabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16. İngilizce öğrenimine bağlı olarak öğrencilerinizin yabancı ülkelerin kültürlerini anlamalarına ne derece yardımcı olabilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17. Öğrencilerinizin İngilizce öğrenme kazanımlarını edinmelerine ne derece yardım edebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18. Sadece İngilizceyi kullanarak İngilizce öğretimini ne derece gerçekleştirebilirsiniz?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

APPENDIX C

PEDAGOJİK İNANÇLAR ÖLÇEĞİ

1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle Katılmıyorum **Katılmıyorum** **Katılıyorum** **Kesinlikle katılıyorum**

Her bir ifade 1'den 10'a kadar derecelendirilmiştir. 1'den 10'a doğru gidildikçe ifadeye katılmamız kesinlikle katılmıyorum'dan kesinlikle katılıyorum'a doğru değerlendirilecektir.

PEDAGOJİK İNANÇ İFADESİ	1	2	3	4	5	6	7	8	9	10
1. Öğretmek bir yetenektir. Bazıları bu yeteneğe sahiptir, bazılarının böyle bir yeteneği yoktur.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
2. İyi öğretmenler çoğunlukla içgüdüleriyle hareket ederler.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
3. Etkili bir öğretim için alan uzmanlığı bilgisi gerekir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
4. Öğrencilerin nasıl motive edileceği konusunda bilgi sahibi olmak öğretim için gereklidir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
5. Öğretmenler sınıfı nasıl yöneteceklerini bildikleri sürece öğrenciler öğrenecektir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
6. Öğretimsel yöntemler hakkında bilgi sahibi olmak bir öğretmenin sahip olabileceği en önemli bilgidir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
7. Mesleki bir makale okuduğumda, en çok yeni çıkan öğretim tekniklerini öğrenmekle ilgilenirim.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
8. Öğretim tekniklerinin nasıl kullanılacağını ve uygulanacağını bilmek iyi bir öğretmen olmanın ayırıcı özelliğidir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
9. Öğretim tekniklerinin ardındaki teoriyi anlamak önemlidir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
10. Herkes öğretmen olabilir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)

11. Öğretimde uzmanlık ancak birkaç yıllık deneyimden sonra geliştirilebilir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
12. Öğretmek sadece deneyimle öğrenilip geliştirilebilecek bir beceridir.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
13. Nitelikli öğretimi fark etmek kolaydır.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
14. En iyi öğretmenler meslekleri konusunda tutkulu olanlardır.	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)

APPENDIX D

Teachers' Sense of Efficacy Scale

- 1) How well can you control disruptive behavior in your English class?
- 2) How much can you do to motivate students who show low interest in learning English?
- 3) How much can you do to get students to believe they can do well in English?
- 4) How well can you help your students value learning English?
- 5) To what extent can you use classroom English without great difficulty?
- 6) To what extent can you craft good questions for eliciting responses from your students in English class?
- 7) How well can you get students to follow classroom rules in your English class?
- 8) To what extent can you effectively teach oral language skills (listening, speaking) to the students?
- 9) To what extent can you effectively teach written language skills (reading, and writing) to the students?
- 10) How much can you do to calm a student who is disruptive or noisy in your English class?
- 11) How well can you establish a classroom management system with your students in English class?
- 12) How much can you use a variety of assessment strategies in your English class?
- 13) To what extent can you provide an alternative explanation or example in English class when students are confused?
- 14) How well can you assist parents to help their children learn?
- 15) How well can you implement alternative strategies in your English class?
- 16) How well can you help the students understand foreign countries' culture(s) related to their English learning?
- 17) To what extent can you help the students achieve the English learning objectives?
- 18) How well can you teach English using English only?

APPENDIX E

Pedagogical Knowledge Beliefs Scale

- 1) Teaching is a talent. Some people have it, and some people do not.
- 2) Good teachers get through most of their day on instinct.
- 3) Expert subject-matter knowledge is necessary for effective teaching.
- 4) Knowledge about how to motivate students is essential for teaching.
- 5) As long as teachers know how to manage a classroom students will learn.
- 6) Knowledge about instructional practices is the most important knowledge a teacher can have.
- 7) When I read a professional article, I am *most* interested in learning what new teaching techniques are available.
- 8) Knowing how to use and implement teaching techniques is the hallmark of a good teacher.
- 9) It is important to understand the theory behind teaching techniques.
- 10) ~~Anyone can be a teacher.~~
- 11) Expertise in teaching can be developed after only a few years of practice.
- 12) Teaching is a skill that can only be learned and developed through practice.
- 13) It is easy to recognize quality teaching.
- 14) The best teachers are passionate about their work.



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Gönderen : Prof. Dr. Canan Özgen

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