

REPUBLIC OF TURKEY

ÇAĞ UNIVERSITY

THE INSTITUTE OF SOCIAL SCIENCES

ENGLISH LANGUAGE TEACHING DEPARTMENT

**THE ROLE OF TEACHER EFFICACY OVER ENGLISH LANGUAGE
TEACHING**

THESIS BY

Esen ASLAN

SUPERVISOR

Assist. Prof. Dr. Hülya YUMRU

MASTERS OF ARTS

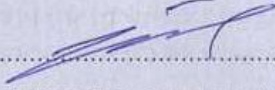
MERSİN, January 2013

REPUBLIC OF TURKEY


ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

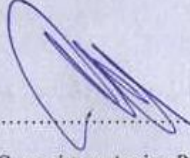
We certify that thesis under the title of “**THE ROLE OF TEACHER EFFICACY OVER ENGLISH LANGUAGE TEACHING**” is satisfactory for the award of the degree of **Master of Arts** in the **Department of English Language Teaching**.



Supervisor - Head of examining committee: Assist. Prof. Dr. Hülya YUMRU

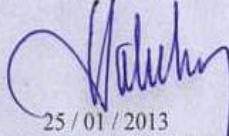


Member of examining committee: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ



Member of Examining Committee: Assist. Prof. Dr. Erol KAHRAMAN

I certify that the signatures belong to the above-named academicians.



25 / 01 / 2013

Assoc. Prof. Dr. Haluk KORKMAZYÜREK
Director of the Institute of Social Sciences



Note: The uncited usage of the reports, charts, figures, and photographs in this dissertation, whether original or quoted from other sources, is subject to the Law of Works of Art and Thought No: 5846.

FOREWORD

The impact of teachers' beliefs is getting more important each day. It is an inevitable fact that teachers' beliefs form many aspects of teaching in all branches. In order to organize the lessons it is sometimes not enough to teach in a perfect classroom environment or having students with excellent background. As a teacher, it is important to believe in your abilities to teach in every difficult situation. These difficulties might be related to your school environment, or students' background knowledge. Whatever it is, each teacher's goal should be the same: Teaching. However, it is probable that teachers might be affected from their students and the environment they work in. The teachers experience many difficulties depending on the features of the environment and their students. As a result, some of them plan what to do in order to overcome these difficulties and take action. On the other hand, some of them prefer minimizing their limitations or give up.

With this in mind, this study aimed to investigate the impact of teacher efficacy, i.e. teacher belief, on English language teaching at secondary schools. After examining the impact of teacher efficacy on English language teaching, teachers self-reported their English language proficiency levels. They articulated how much they believe in their language skills. Next, English language teachers reported which pedagogical strategies they use. Finally, correlation study was conducted between teacher efficacy and self-reported language skills.

I would like to represent my heartfelt thanks and sincere gratitude to my supervisor, Assist. Prof. Dr. Hülya YUMRU, for supporting me with her priceless and generous guidance throughout this study. I have felt I am very lucky and special to be a student of such a gorgeous scholar.

Besides, I would like to thank to my mentors Assist. Prof. Dr. Erol KAHRAMAN, Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ and Dr. Kimble Raymond HUMISTON for their suggestions and comments during their lessons.

I express my appreciation to my dear friend Harun COŞKUN for his help while analyzing data. I express my appreciation to everybody without whom this study would have been incomplete.

Last but definitely not least, I would like to thank to my dearest Ahmet Taha YAZICI for his love, patience and never ending support.

I dedicate this thesis to my mother and father, Meryem and Cumali ASLAN and also my sister Seher KAYA.

25.01.2013

Esen ASLAN

ÖZET

ÖĞRETMEN ÖZ YETERLİLİĞİNİN İNGİLİZCE ÖĞRETİMİNDEKİ ROLÜ

Esen ASLAN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Yard. Doç. Dr. Hülya YUMRU

Ocak 2013, 68 sayfa.

Bu çalışmanın temel amacı orta öğretimde çalışan İngilizce öğretmenlerinin öz-yeterlik seviyelerini bulmaktır. Ayrıca katılımcı öğretmenlerin kendi İngilizce dil becerilerine yönelik inançları ve İngilizce öğretirken kullandıkları pedagojik stratejileri hakkındaki bildirimleri de çalışmada veri olarak kullanılmıştır. Veri üç farklı anket aracılığıyla devlet okullarının orta öğretim kademesinde çalışan 28 öğretmenden toplanmıştır. Sonuçlar öğretmen öz yeterliğinin İngilizce öğretimi üzerinde etkisi olduğunu göstermiştir. Elde edilen veriler öğretmen öz yeterliği ile öğretmenlerin İngilizce yeterliği arasında ilişki olduğunu göstermiştir. Öğretmenlerin çoğunun sınıflarında iletişime dayalı stratejiler kullandıkları tesbit edilmiştir. Bu çalışma öğretmenlerin öz yeterliğini geliştirmek için nelere ihtiyaç duyduklarını anlamak için gerekli ve faydalı bilgi sağlamaktadır.

Anahtar Kelimeler: Öğretmen Öz Yeterliliği, İngilizce Dili Öğretimi

ABSTRACT

THE ROLE OF TEACHER EFFICACY OVER ENGLISH LANGUAGE TEACHING

Esen ASLAN

MA Thesis, English Language Teaching Department

Supervisor: Assist. Prof. Dr. Hülya YUMRU

January 2013, 68 pages.

The main purpose of this study is to examine teacher efficacy levels of English language teachers who work in secondary schools. Also, teachers' self-reported English proficiency level and use of pedagogical strategies were investigated. The data were collected through three different questionnaires from 28 English language teachers. Results showed that teacher efficacy has an impact on teaching English. The data indicated that teachers' beliefs in their ability were correlated with their self-reported English proficiency. It was found that most of the teachers use communicatively oriented instructional strategies in the classroom. This study provides necessary and useful information to understand teachers' needs to develop their efficacy.

Key Words: Teacher Efficacy, English Language Teaching

LIST OF TABLES

Table 1. Teacher Efficacy Scale.....	31
Table 2. English Language Teachers' Self-Reported English Proficiency Scale.....	33
Table 3. English Language Teachers' Use of Pedagogical Strategies Scale.....	35
Table 4. Correlations between Teacher Efficacy Scale and Other Variables.....	36

ABBREVIATIONS

EFL : English as a Foreign Language

OECD : Organization for Economic Co-operation and Development

OPA :Office of Population Affairs

OSYM :Öğrenci Seçme ve Yerleştirme Merkezi

PTE : Personal Teaching Efficacy

RAND : The Research and Development Organization

TE : Teacher Efficacy

TES : Teacher Efficacy Scale

TABLE OF CONTENTS

COVER PAGE.....	I
APPROVAL PAGE.....	II
FOREWORD.....	III
ÖZET.....	V
ABSTRACT.....	VI
LIST OF TABLES.....	VII
ABBREVIATIONS.....	VIII
TABLE OF CONTENTS.....	IX

CHAPTER 1

1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	4
1.3. Purpose of the Research.....	5
1.4. Research Questions.....	5
1.5. Significance of the Study.....	6
1.6. Limitations to the Study.....	7
1.7. Operational Definitions.....	7

CHAPTER 2

2. REVIEW OF LITERATURE.....	8
2.1. Introduction.....	8

2.2. The Efficacy in Albert Bandura’s Social Cognitive Theory.....	8
2.3. Teacher Efficacy.....	9
2.3.1. Sources of Teacher Efficacy	10
2.3.2. Teacher Efficacyand the RAND Organization.....	10
2.3.3. Implications of Teacher Efficacy for English Teachers.....	11
2.3.4. The Importance of Teacher Efficacy.....	14
2.3.5. Teacher Efficacyand Teacher Education	16
2.3.6. Teacher Efficacy andStudent Achievement.....	18
2.4. The English Language Teaching in Turkey.....	19
2.5. Characteristics of Efficacious Teachers.....	21
2.6. Characteristics of Teenagers.....	22
2.7. English Proficiency and Teacher Efficacy.....	24
2.8. Use of Pedagogic Strategies and Teacher Efficacy.....	25

CHAPTER 3

3. METHODOLOGY.....	26
3.1. Introduction	26
3.2. Research Design.....	26
3.3. Participants.....	26

3.4. Data Collection Tools.....	27
3.4.1. Teacher Efficacy Scale	27
3.4.2. Teachers' Self-Reported English Proficiency Scale	28
3.4.3. Teachers' Use of Pedagogical Strategies Scale.....	28
3.5. Data Collection Procedure	28

CHAPTER 4

4. DATA ANALYSIS AND RESULTS.....	30
4.1. Introduction.....	30
4.2. Findings of the Scales	30
4.2.1 The Results of Teacher Efficacy Scale	30
4.2.2. Findings from Self-Reported English Proficiency Scale	32
4.2.3. Findings from Use of Pedagogical Strategies Scale	34
4.2.4. Correlation among Teacher Efficacy and Language Proficiency, Pedagogical Strategies.....	36

CHAPTER 5

5. DISCUSSIONS AND CONCLUSIONS.....	38
5.1. Introduction.....	38

5.2. Discussion and Conclusion.....	38
5.3. Suggestions	42
5.3.1. Suggestions for the Researchers.....	42
5.3.2. Suggestions for English Language Teachers and Ministry of National Education.....	42
6. REFERENCES.....	44
7. APPENDICES.....	51
7.1. Appendix 1. Turkish Version of Teacher Efficacy Scale.....	51
7.2. Appendix 2. Teachers’ Self-Reported English Proficiency Scale.....	53
7.3. Appendix 3. Teachers’ Use of Pedagogical Strategies Scale	55

CHAPTER I

1. INTRODUCTION

1.1 Background to the Study

English language plays an important role as a global language. The number of English learners for various aims is increasing day by day. Due to this reason, any components and effects related to teaching English have been investigated. Williams and Burden (1997) stated that there exists high influence showing strong impact of teachers' beliefs on teaching. Recently, it has been realized that teachers and their beliefs have an important role on teachers' instructional strategies, classroom behaviors (Yılmaz, 2011) and student achievement (Carey, 2004).

It is argued that teachers' perceptions of their teaching competence should be investigated to help teachers understand their own limitations, strengths, and weaknesses regarding classroom management strategies and the teaching approaches they employ in the classroom (Chason, 2005). According to Social Cognitive Theory, self-efficacy is the belief in one's ability (Bandura, 1977). Bandura (1982) elaborated on self-efficacy as a mechanism in human agency and explained its nature as follows:

“Self-percepts of efficacy influence thought patterns, actions, and emotional arousal. In casual tests the higher the level of induced self-efficacy, the higher performance accomplishments and the lower the emotional arousal. Different lines of research are reviewed, showing that the self-efficacy mechanism may have wide explanatory power. Perceived self-efficacy helps to account for such diverse phenomena as changes as coping behavior produced by different modes of influence, level of physiological stress reactions, self-regulation of refractory behavior, resignation and despondency to failure experience, self-debilitating effects of proxy

control and illusory inefficaciousness, achievement striving, growth of intrinsic interest, and career pursuits.” (p. 122)

Self-efficacy is mostly used as the self-esteem concept. However, the difference refers to many new and divergent implications. Bandura (1997) indicated the difference as:

“The concepts of self-esteem and perceived self-efficacy are often used interchangeably as though they presented the same phenomenon. In fact, they refer to entirely different things. Perceived self-efficacy is concerned with judgments of personal capability, whereas self-esteem is concerned with judgments of self-worth. There is no fixed relationship between beliefs about one’s capabilities and whether one likes or dislikes oneself. Individuals may judge themselves hopelessly inefficacious in a given activity without suffering any loss of self-esteem whatsoever, because they do not invest the self-worth in that activity. Conversely, individuals may regard themselves as highly efficacious in an activity but take no pride in performing it well” (p. 11)

Self-efficacy is a type of perception and belief perceived about one’s limitation and the basis for teacher efficacy concept. The term “teacher efficacy” was occurred as a result of teachers’ own belief in their ability to transmit/ teaches the content to their students. In other words, it is a form of teachers’ self-efficacy. It has been defined as “the extent to which the teacher believes in she or he has the capacity to affect student performance” (Berman, McLaughlin, Bass, Pauly, & Zelman, 1977, p.137) or as “teachers’ belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated” (Guskey&Passaro, 1994, p.4). Teacher efficacy beliefs are perceived (Bandura, 1997), and determent on some academic issues. The studies about teacher efficacy, effects and relations showed that there have been some common results. These very common points are mostly about different attitude tendency of teachers with low efficacy compared to teachers’ with low efficacy. Bandura (1997) explains the difference as:

“Teachers with a high sense of instructional efficacy operate on the belief that difficult students are teachable through extra effort and appropriate techniques and that they can enlist family supports and overcome negating community influences through effective teaching. In contrast, teachers who have a low sense of instructional efficacy believe there is little they can do if students are unmotivated and that the influence teachers can exert on students’ intellectual development is severely limited by supportive of positional influences from the home and neighborhood environment” (p. 240).

With this in mind, teacher efficacy is the simple idea resulting in significant implications (Moran &Hoy, 2001). For instance, Ross (1998) summarizes some of the implications related to teachers with high efficacy as: “(1), set attainable goals, (2) provide special assistance to low-achieving students, (3) use management techniques that enhance student autonomy and diminish student control, (4) build students’ self-perceptions of their own academic skills, (5) learn and use new approaches and strategies, (6) persist in the face of student failure.” (p. 124). In contrast, teachers with low efficacy have opposite attitude while teaching. According to Melby (1995) teachers with low efficacy indicated different implications such as:

“Teachers with low sense of efficacy are mired in classroom problems. They distrust their ability to manage their classrooms; are pessimistic about students’ improvability; take a custodial view of their job; resort to restrictive and punitive modes of discipline; focus more on the subject matter than on students’ development; and, if they had to do it all over again they would not choose the teaching profession” (as cited in Bandura, 1997, p. 214).

Therefore, finding out teacher efficacy level and indicating which category they would be involved may be one of the keys to evaluate teachers’ performance. Also, it may be helpful to make them aware of their beliefs, perceptions and self-efficacy. If it is not high, it is very significant to increase

teachers' efficacy level so that they can develop practices to train quality and successful teachers (Ozder, 2011).

1.2.Statement of the Problem

Teachers have a significant role in the success or failure of each educational system (Navidini, Mousavi&Shirazizade, 2009). Finding solutions for difficult manners/ situations, teachers' main goal is to teach as much as possible. With heavy workload on their shoulders, teachers from all branches are expected to provide a private teaching/learning environment for each classroom in various types of schools with different aims. As for English teachers, they are expected to have enough proficiency level and pedagogical strategies. However, there are still other factors manipulating or sometimes hindering the English language teaching.

Kızıldağ (2009) pointed out some challenges when teaching English in Turkish primary schools. She stated the challenges as in the following:

“Teaching English in Turkey has its own potential problems due to the lack of authentic language input. Turkey is a foreign language context. This hinders learners in their mastering English in a short time. Moreover, other problems caused by poor instructional planning contribute to this process negatively.... The findings showed that English language teachers experience three main challenges while working in Turkey: (a) Institutional, (b) Instructional and (c) Socio-economical” (p. 198).

While enlisting reasons for failure in language teaching in Turkey, Aktaş (2005) argued that one of these reasons is related to the efficacy beliefs of the language teachers. For instance, a teacher with low efficacy feels as though he is perfect in the classroom. Conversely, a teacher with high efficacy sometimes does not believe in his teaching ability. He feels as though he is not efficacious enough. Both situations are problematic. In both cases, teachers might restrict themselves, limit their ability, or avoid using variety of strategies and give up.

For English language teaching, Chason (2005) indicated the need to examine English teachers' perception of their capabilities to teach English as a foreign language. However, in the field of TESOL (Teachers of English to Speakers of Other Languages), examination of teachers' efficacy is extremely scarce (Lee, 2009). It is the same in Turkey. Teachers' efficacy investigations are both very scarce and focused mostly on primary schools. However, it is a need to understand English language teachers' beliefs in their ability. At secondary schools teachers have to overcome many problems. One of these problems is related to the students' age. That is, as the students are teenagers at adolescent stage, they have complex emotions and needs.

1.3. Purpose of the Study

In Turkey, English language teachers who work at the state schools are usually not satisfied with the teaching processes due to school environment, students, and student families. However, some problems descend from teachers' themselves such as teachers' beliefs in their ability to struggle with those difficulties. Some of these factors are probably easier to overcome if English language teachers believe in their ability in language proficiency and use of pedagogical strategies. Changing the teachers' beliefs regarding their ability of student engagement, classroom management, and instructional strategies means changing teachers' sense of efficacy. One step further, it thoroughly changes the student outcome.

Following this line of thought, this study aims to examine teacher efficacy beliefs of English language teachers at secondary schools. English language teachers' perceptions of their self-reported English proficiency level and their use of pedagogical strategies will also be investigated.

1.4. Research Questions

This study seeks to find answers to the following research question:

Does English language teacher efficacy have an impact on teaching English at secondary schools?

More specifically, it investigates the following questions:

1. What are the secondary EFL teachers' perceived levels of self-efficacy beliefs for student engagement, classroom management, and instructional strategies?
2. What are the secondary EFL teachers' perceived levels of English proficiency in four language skills?
3. What sorts of pedagogical strategies do secondary English language teachers employ to teach EFL?
4. Is there a relationship between secondary school EFL teachers' sense of efficacy for students' engagement, classroom management, and instructional strategies and their self-reported English proficiency?

1.5. Significance of the Study:

Teacher efficacy is critical for teaching. It is beneficial to investigate teachers' own belief in their ability and its effects on English language teachers' proficiency and use of pedagogical strategies. Specifically, this study is significant for three reasons.

First, this study is a kind of sample for English language teacher education regarding teacher efficacy levels and its effects on the student learning outcomes. Due to this investigation, it is easier to be aware of weaknesses and strengths of English language teachers working at secondary schools. Also, this study is beneficial to show the relation between self-reported English proficiency and use of pedagogical strategies.

Next, the study may be a guide for in-service training programs/seminars conducted by Ministry of National Education (ME) in Turkey. Teacher efficacy levels identified in this study might inform ME about the kinds of seminars the English language teachers would most likely benefit from regarding classroom management, instructional strategies, and student engagement. The correlations with other variables, such as English proficiency and use of pedagogical strategies may also give feedback to Ministry of National Education.

Finally, this study highlights the relationship between perceived teacher efficacy levels and student outcomes. English language teachers organize their teaching and their interaction with their students according to their perceived efficacy levels. If the teacher has low perceived efficacy, s/he gives up the idea of

teaching effectively easily and learners taking teachers as models become unmotivated from the situation and so they also give up learning English easily.

1.6. Limitations of the Study

The limitation of the study is related to the number of the participants. Most English language teachers do not want to participate in the study, as they do not have time to spend on questionnaire. Including English language teachers working in other regions of Turkey may have increased the number of the participants.

1.7. Operational Definitions

Teacher Efficacy: “The teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplishing a specific teaching task in a particular context” (Moran, Hoy & Hoy, 1998, p.233).

Personal Teaching Efficacy: “The efficacy of teachers’ own teaching, reflecting confidence that they have adequate training or experience to develop strategies for overcoming obstacles to student learning” (Moran, Hoy & Hoy, 1998, p. 205)

Proficiency: “Proficiency is an approach used in teaching a foreign language that aims to assist learners in developing their ability to perform in the learned language in all four skills (reading, writing, listening and speaking)” (Ringvald, 2010, para. 1).

Pedagogical Strategies:It is a concept used interchangeably with instructional strategy. Dick, Carey and Carey (2001) defined instructional strategy as “instructional strategy is used generally to cover the various aspects of sequencing and organizing the content, specifying learning activities, and deciding how to deliver the content and activities” (p. 184).

CHAPTER 2

2. LITERATURE REVIEW

2.1. Introduction

In this chapter, we give information about teacher efficacy, its definition and its effects on teachers, students as well as teaching.

2.2. The Efficacy in Albert Bandura's Social Cognitive Theory

In Social Cognitive Theory, Bandura sets the basis for the idea of teacher efficacy. According to Bandura (1977), self-efficacy is perceived and it can also be defined "as personal judgments of one's capabilities to organize and execute courses of action to attain designated type of educational performance" (1977, p. 203). Bandura (1997) stated that self-efficacy determines decision-making procedure. Any self-efficacy beliefs have impact on selection of activities and environmental settings; furthermore, it determines how much effort people spend and they are persistent for a long time to overwhelm the obstacles (Bandura, 1982). In his study (1977), it was hypothesized that some factors such as level of effort, persistence and choice of activities are affected by efficacy beliefs. In Bandura's point of view (1977), people perceive their self-efficacy via four sources as in the followings below:

- 1) **Performance Accomplishments:** It is set on basis of personal mastery experience. It expresses that success raises self-efficacy although failure lowers it (Bandura, 1977).
- 2) **Modeling or Vicarious Experience:** The motto is "If they can do it, so can I" (as cited in Pajares, Prestin, Chen and Nabi, n.d., p. 8). Vicarious experiences are the manners in which the skill in investigation is modeled by another person (Moran, Hoy & Hoy, 1998). So if we see someone achieve his goal, we believe that we can achieve as well. Watching others, teachers get impressions about how to teach etc.

- 3) **Verbal Persuasion:** It is generally the direct encouragement or discouragement from other people. Those who are socially persuaded by other people around are more likely to perform better than whom only have personal aid (Bandura, 1977).
- 4) **Emotional Arousal:** Threatening situation causes emotional arousal and can affect perceived self-efficacy (Bandura, 1977). People reflect anxiety or fear as a response to the events they think stressful (Australian Psychological Society, 2012). For instance, those who have low efficacy feel stressful before teaching. On the other hand, those who have high self-efficacy level think that it is really natural to feel anxiety before teaching.

2.3. Teacher Efficacy

Teacher efficacy is used as a form of self-efficacy. Considering its basis and relations, researchers defined teacher efficacy in some forms. Skaalvik&Skaalvick (2010) stated that “Based on social cognitive theory (Bandura, 1977, 1997) teacher efficacy may be conceptualized as individual teachers’ beliefs in their own ability to plan, organize, and carry out activities that are required to attain given educational goals” (p. 1059). Also, Bandura (1977) searched for academic self-efficacy and concluded that it is “personal judgments of one’s capabilities to organize and execute courses of action to attain designated types of educational performances” (p. 203). Bandura’s academic self-efficacy was one dimension towards teacher efficacy concept. With this in mind, Moran, Hoy and Hoy (1998) defined teacher efficacy as “the teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (p. 233). Over time, the relations between teacher efficacy and other variables have been discovered. For instance, the relation between teacher efficacy and student engagement contributed new ideas. Accordingly, teacher efficacy is defined as “teachers’ belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated” (Guskey&Passaro, 1994, p. 4). The common point of all definitions mentioned is teachers’ beliefs in their ability.

Currently, the researchers who study on teacher efficacy and its effects have observed the impact of teacher efficacy on many areas. New trend has been related to teacher efficacy on tasks nowadays.

2.3.1. Sources of Teacher Efficacy

Moran, Hoy and Hoy (1998) proposed integrated model of teacher efficacy. Basically, it has been descended from the Bandura's study about sources of self-efficacy. According to Moran et al. (1998), Bandura's four sources of efficacy are the starting points of the process. They concluded that teachers analyze teaching tasks and assess their teaching competence through cognitive processing after experiencing negatively or positively. As a result, they have an assessment and idea. At that point, teacher efficacy forms. Effort, persistence and success are the results of teacher efficacy. According to their efficacy belief, teachers spend effort, and also persist in teaching and reach their goals. Briefly, teacher efficacy and consequences are effective on teacher performance. The essential inference of this idea is that teacher efficacy process is compatible with Bandura's self-efficacy theory.

2.3.2. Teacher Efficacy and the RAND Organization

Teacher efficacy was first coined as a result of some researchers from the Research and Development (RAND) organization (Moran, Hoy & Hoy, 1998). The RAND was established to work as an independent organization in 1948, called the Rand Cooperation. The RAND is a nonprofit institution and its mission is to help improve policy and decision-making through research and analysis. Being nonprofit organization, it is widely respected all around the world.

The concept "Teacher Efficacy" was first discussed as a result of a study conducted by The Rand to analyze the school preferred reading programs in selected in Los Angeles minority schools (Moran et al, 1998). In that study two items were found to be related to reading achievement.

RAND item 1: *“When it comes right down to it, a teacher really can’t do much because most of students’ motivation and performance depends on his or her home environment.”*

This means that teacher who agrees with this idea believes in the environment effects. He thinks that environmental factors have an important effect on student achievement. As a result, a teacher may feel desperate to overcome difficult situations in the classroom.

According to Moran et al. (1998), most teachers having attended this study state that teachers’ effort at schools is being neutralized by environmental factors; as a result, teachers believe in “the power of these external factors compared to the influence of teachers and schools, which has since been labeled General Teaching Efficacy (GTE) (Ashton, Olejnik, Crocker, & McAuliffe, 1982)” (as cited in Moran et al., 1998, p. 204).

RAND item 2: *“If I really try hard, I can get through to even the most difficult or unmotivated students.”*

Moran and Hoy (2000) concluded that teachers who express agreement with this statement show their belief and confidence in their own abilities; that is to say, they have enough confidence to overcome obstacles for teaching difficult students. Also, it is referred that these teachers accept themselves as a basic factor of efficacy. Moran et.al (1998) stated, “it is more individual and specific than a belief about what teachers in general can accomplish” (p. 205). Therefore, it is called as Personal Teaching Efficacy (PTE). The studies of RAND organization showed that teacher beliefs manipulate the quality of teaching period; also it establishes “Teacher Efficacy” concept.

2.3.3. Implications of Teacher Efficacy for English Teachers

Teacher efficacy is related to how teachers behave in the classroom (Moran, Hoy & Hoy, 1998). It affects all process from planning, organization and implementation of the lesson (Allinder, 1994). The level of teacher efficacy is also determinant in view of achievement and progress of the lesson. When the efficacy level changes, teacher attitude also changes. Teachers with high efficacy persist in

dealing with difficult students and criticize less after students answer incorrect (Gibson&Dembo, 1984). Additionally, teachers with different efficacy level prefer different type of strategies or tasks. Guskey (1988) stated that teachers with a strong efficacy are willing to open new ideas and try new methods considering the needs of their students.

Allinder (1994) found that some instructional experimentation such as willingness to try a variety of materials and approaches, the desire to find better ways of teaching, and implementation of progressive and methods are related to personal teaching efficacy (PTE) (as cited in Moran et al., 1998). Also, PTE has many implications on teaching. When efficacy is higher, teachers are less likely to criticize a student after a false response (Gibson &Dembo, 1984). Also, they are more likely to help students who have difficulties (Moran& Hoy, 2001). In addition, teachers with higher efficacy get benefit from group working although teachers with lower efficacy instruct the class as a whole (Moran, Hoy and Hoy, 1998)

Using time effectively is another issue. Teachers who are efficacious make better use of time (Gibson &Dembo, 1984). Efficacious teachers spend more classroom time on academic activity; on the other hand, inefficacious teachers tend to spend more time on nonacademic pastimes and give up easily if students fail in getting quick results (Bandura, 1997).

Furthermore, Hoy stated (2000) that “Undergraduates with a low sense of teacher efficacy tended to have an orientation toward control, taking a pessimistic view of students’ motivation, relying on strict classroom regulations, extrinsic rewards, and punishments to make students study (p. 5). Also, they had negative belief toward student motivation (Moran, Hoy& Hoy, 1998).

Skaalvik and Skaalvik (2010) studied about teacher efficacy and teacher burnout. They searched for relations between teacher self-efficacy and instruction, motivating, adapting, discipline, cooperating and coping. Participants were 2249 Norwegian teachers in elementary and middle schools. It showed that there was high relation between these items and self-efficacy of teachers. These six

dimensions have so many implications in the progress of a lesson. Accordingly, each means:

- Instruction: Self-efficacy for instruction and explanation of subject matter,
- Motivating: Self-efficacy for motivating students,
- Adapting: Self-efficacy for adapting education to individual students' needs
- Discipline: Self-efficacy for keeping discipline,
- Cooperating: Self-efficacy for cooperating with colleagues and parents,
- Coping: Self-efficacy for coping with changes and challenges,
- Collective: Collective teacher efficacy,
- External: External control or the degree to which teachers believe that factors external to their teaching puts limitations to what they can accomplish.(Skaalvik&Skaalvik, 2010, p.1063)

According to Hoy and Davis (2006), there have been direct and indirect consequences of teacher efficacy such as teachers' sense of efficacy have effects on teaching, classroom management, relationships and, subject matter. It was categorized that there are direct consequences, indirect consequences and relational consequences of teacher efficacy. First, direct consequences are related to time spent on tasks, willingness/openness to feedback, and motivation in the classroom, higher goals, and persistence in the face of obstacles. Next, indirect consequences are grouped as supporting of student autonomy, self-regulation of teaching behavior, encouragement/ confidence and, constructive feedback. Finally, relational consequences of teacher efficacy are grouped as responsibility for learning, warmth and caring, relatedness and conflict management/resolution (Hoy & Davis, 2006).

As for English teachers, they need to improve their Personal Teaching Efficacy in order to be more effective in language classes. According to Jieying's study (2011), it is expressed that there are some implications for English teachers. English language teachers mainly build their efficacy through mastery experience

and vicarious experience. Therefore, they need to manage their experience in order to be successful. To be aware of their efficacy, English teachers might observe and record their attitude by keeping journals about their success (Jieying, 2011). Also, it is suggested in his study (2011) that English teachers need to seek models and focus on strengths of colleagues. As a result, they have opportunity to learn from their experience. In that aspect, they need to share their learning with other colleagues. Meeting their needs, they put new skills and learning into action in their classroom (Jieying, 2011).

Briefly, teacher efficacy has some implications for English language teachers. After mastery and vicarious experience, they set their efficacy. It has sometimes drawbacks if they judge themselves as inefficacious.

2.3.4. The Importance of Teacher Efficacy

Teacher efficacy is important for both teachers and students for some ways. First, teachers need to believe in their ability to organize and plan the lesson. The studies showed that teachers with high sense of efficacy perform better from planning to implementation process (Allinder, 1994). As they are lack of anxiety about their ability to perform, they set attainable goals as a first step of the process (Hoy and Davis, 2006).

Another factor, which is affected from teacher efficacy, is teachers' persistence. According to Gibson and Dembo (1984), some teachers have outcomes expectancy beliefs, which means teachers can influence student learning by effective teaching. These types of teachers have also confidence in their own teaching abilities (self-efficacy beliefs). As a result, they would persist longer against difficulties. Supporting this idea, the Organization for Economic Cooperation and Development (OECD) made Teaching and Learning International Survey (TALIS). It was found that "teachers with high sense of self-efficacy are more creative in their work and intensify their efforts when their performances fall short of their goals and they persist longer" (Bangs&Frost, 2012, p.3).

Also, teacher efficacy is related to teacher' personal assessment of their own teaching abilities, one of which is classroom management. Babaoğlan and

Korkut (2010) expressed that “teacher self-efficacy can play a critical role in the development of a positive learning environment within a classroom” (p.1). “Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior” (AU, n.d. bobbijokenyon.com, p. 230). It aims to increase the amount of time spent on appropriate learning activities and to enable teachers reach their educational goals (Babaođlan&Korkut, 2010). Classroom management is sometimes the set of rules. However, any types of actions preventing the lesson to run are disruptive and may increase teacher efficacy.

How teachers accept themselves in the classroom environment is critical. It increases or decreases teacher efficacy level. Teacher efficacy is related to teachers’ personal assessment of their own teaching abilities including the use of time, questioning techniques, classroom management choices and instructional strategies (Gibson & Dembo, 1984). Furthermore, these teachers ignore classroom rules and keep themselves away from the task during instruction (Abu-Tineh, Khasawneh&Khalalieh, 2011).

According to Woolfolk& Hoy (1980), teachers with high efficacy are likely to show humanistic management with practices. Gibson and Dembo (1984) stated that this high efficacy attitude affects many other factors such “as classroom organization, instructional strategies, questioning techniques, level of persistence at a task, degree of risk taking and innovation, teacher feedback to student and management of students’ on-task time” (as cited in Abu-Tineh, Khasawneh&Khalalieh, 2011). According to Henson (2001), positive teaching behavior and student outcome are related to teacher efficacy. Goddard, Hoy and Hoy (2004) stated teacher with high teacher efficacy very efficacious than those with lower efficacy. They are also good at using classroom management strategies, organizing and planning, humanistic classroom implementations (Antony&Kritsonis, 2007).

Consequently, teacher efficacy is critical for teacher attitude and achievement. Knowing teacher efficacy level and finding ways to increase is also

critical to provide effective teaching environment, keeping persistence, classroom management and instructional strategies preferences.

2.3.5. Teacher Efficacy and Teacher Education

Language teacher education programs have been evolved throughout years. They have been generally involved in applied linguistics, education of languages and literature departments of universities (Crandall, 2000).

Applied linguistics aims at studying language description, psycholinguistics, sociolinguistics, discourse analysis, language teaching and testing. Therefore, language teacher programs develop the goals and objectives and approaches according to applied linguistic basis. However, there has been a huge change of direction in education. Considering these renovations, teacher education settings have exchanged with new focus such as: “1) practical experiences such as observations, practice teaching, and opportunities for curriculum and materials development (Crandall 1994, Johnson 1996b, Pennington 1990, Richards 1990, Richards and Crookes 1988); 2) classroom-centered or teacher research (Allwright and Bailey 1991, Chaudron 1988, Edge and Richards 1993, Nunan 1989, van Lier 1988); and 3) teacher beliefs and teacher cognition in language teacher education (Freeman 1996; 1998, Freeman and Johnson 1998a, Richards and Nunan 1990)” (as cited in Crandall, 2000, p.34).

Freeman and Johnson 1998b; Johnson 1996a; Larsen-Freeman 1990; Richards 1990 explained that there an extension of language teaching and language teacher education such as micro and macro levels, which has been theory of language teaching (as cited in Crandall, 2000, p. 34).

Crandall (2000) identified that “language teacher education is a microcosm of teacher education” (p. 34). Furthermore, he explained that language teacher education has four major trends:

1. Transmission-oriented teaching (from product oriented to process oriented)
2. Transmission of teaching through focus on situated teacher cognition and practice,

3. Teaching as a profession (the role of teachers in developing theory and directing their own professional development through collaborative observation, research and inquiry and in-service programs)
4. The apprenticeship of observation (teachers' prior learning experiences) (Crandall, 2000, p. 35)

These trends have affected not only language teacher education programs but also researches about all relations of teaching and learning. One of the variables about teaching is belief of teachers. A teacher is certain side of the process. The way a teacher assess himself/herself is crucial as much as the way a teacher performs in the classroom. Teachers' own attitude/ beliefs form their performance in the classroom. In that respect, it is usually assumed that if a teacher is knowledgeable about a particular subject, s/he will be confident while teaching that subject (Burton, Bamberry&Boundry, 2005). In fact, it is sometimes not enough to know about a subject well. Moreover, knowledge of a particular subject does not cause to increase teacher efficacy to teach the subject in the classroom (Tosun, 2000). In contrast, teachers' prior learning experiences affect their belief and attitude and also their performance in the classroom.

The trend mentioned "*the apprenticeship of observation*" is related to enactive attainment (experience) and vicarious experience (modeling) (Crandall, 2000, p.35). Teachers learn from their experience and make decision about their abilities. The matter is that if they experience success they develop positive attitude towards teaching. However, if they experience failure, their efficacy gets lower. In the same way, if they experience modeling, their efficacy gets higher.

Beliefs regarding one's ability to succeed can be trained (Gist & Mitche, 1992). Taking that into consideration, language-teaching programs provide pre-service and in-service teachers with sample experience, which is called microteaching. In other words, language-teaching programs prepare teachers to teaching by raising their efficacy beliefs.

In the study in University of Washington, Burton et al. (2005) searched for developing personal teaching efficacy in new teachers in university settings. Participants were PhD students. It was a programmed scheme and included group work, teaching effectiveness seminar, follow-up workshops throughout the school year (new PhD students designated), pairing with experienced teachers in order to observe and prepare classes, video-taped practice presentation, micro teaching. One of the hypotheses of their study is that "Individuals who experience the skills and techniques presented in a teaching effectiveness seminar will experience greater increases in their perceived ability to succeed in the classroom" (p. 163).

As a result of the study, it was concluded that participants who took teaching efficacy seminar had higher levels of teaching efficacy than individuals in the control group.

Taking teachers' belief and teacher efficacy into account, creating well-designed experience for pre-service or in-service teachers increase teachers' personal efficacy. Thus, while designing language teacher education programs, departments consider the fact that there has been a relation between teacher efficacy and teaching achievement. Also, there has been a relation between teacher education and teacher efficacy. As a result, "teacher educators should integrate the concept of teacher efficacy into English teacher training. On one hand, they should raise pre-service teachers' sense of efficacy in teaching; on the other hand, they should provide sources for fostering teacher efficacy" (Jie-ying, 2011, p. 6)

2.3.6. Teacher Efficacy and Student Achievement

Teacher efficacy has numerous positive and negative outcomes (Henson, 2001). Hoy and Davis (2006) pointed out "... self-efficacy beliefs may differentially shape teachers' decisions and actions, which in turn affect students' behaviors and outcomes" (p. 124). It was stated in their study that consequences of teacher efficacy directly or indirectly affect students. These are consequences for students' beliefs and behaviors. Direct consequences are related to "(1) more time spent on learning, (2) clear and meaningful tasks, (3) intrinsic motivation, (4) pursuit of challenging goals, (5) task persistence. On the other hand, there exist

indirect consequences such as (1) interest in subject matter, (2) failure, (3) emulation of teacher behavior, (4) identification with academics” (Hoy & Davis, 2006, p. 125).

Briefly, it is observed that teachers’ high sense of efficacy have impact on achievement (Antony&Kritsonis, 2007), student motivation (Nolen, Horn, Champel,Mahna& Childers, 2002), responsibility for student learning (Darling-Hammond, Chung, &Frelow, 2002),students’ self-efficacy, classroom goal orientation, long term goals, persistence, resilience, self-regulation (Hoy & Davis, 2006).

2.4. The English Language Teaching in Turkey

In most Turkish universities, the English teacher education is a 5-year program to those who want to be major in English. After a successful degree at English language (achieving %80-90 of English test taken from OSYM) students are accepted to English Language Departments (ELT). Studying on basic skills of the English language at their first year, the students start to study on teaching education dimensions such as pedagogy, motivation, teaching approaches and instructional techniques. Experiencing about teaching English to both young learners and teenagers, becoming competent about pedagogy, interaction etc. the students of the department graduate as English teachers.

However, some of the participants who attend university entrance exam prefer studying at other departments of English language such as Linguistics, English language literature or American English language and literature/ American culture. Those who graduate from these departments have difficulty in finding institution to work. Instead, graduates of these departments attend certificate programs to receive pedagogy courses for approximately two terms. After having these courses, they are given right by government to be English language teachers.

In fact, it is a result of some changes of Turkish education system in Turkey. Güven&Çakır state (2012) that compulsory education has been expanded from 5 to 8 years in 1997; as a result, foreign language education has

been started to be implemented at the fourth and fifth grade of Turkish public primary schools. Therefore, English language teacher shortage has been high. In order to fill vacancies graduates of English literature departments and American literature departments have been promoted as English language teachers. Moreover the students at their first two-year of training of Anadolu University, Open-Education Department (OEF) are employed. Additionally, graduates of any departments educating university students in English are employed as English language teachers. Currently, the English language has still been as a school subject from 5-12 grades. Yet, there is difference in teaching hours.

As for high schools, there are various types. Anatolian and Science schools are the places where more than one foreign languages are being taught. At these schools, students take English courses for more than 5 hours a week at their first year and 4 hours for upper classes. It has been aimed to teach and improve four basic skills of English. In vocational and general high schools ninth graders take three hours course and two hours for upper classes. Finally, private schools are those where English has been taken as a course at the very young ages to twelfth grades. Also, they have trips for abroad and use variety of materials in the classroom.

English language teachers are employed according to their exam scores for Anatolian or Science Schools. In the same way, the students enter these schools after getting enough scores. Both teachers and students are selected and study together at these schools.

All of these background results in different teacher efficacy. Teachers demonstrate different attitude, academic and pedagogical tendency and competence. Likewise, considering teachers from different departments and experiences accordingly they have different backgrounds about implementation and knowledge about classroom management, teaching methods, strategies, English proficiency and so on. Thus, it has been realized that in-service training is essential to standardize language teachers' proficiency and pedagogy.

Taking the factors affecting teacher efficacy into consideration, it may be said that teachers who graduated from different universities and have no (some of

them) teaching experience may show different levels of efficacy. Therefore, English language teachers in Turkey have variety in teacher efficacy level.

2.5. Characteristics of Efficacious Teachers

Teachers are expected to have some qualifications such as proficiency, patience, and humor. Teaching another language requires some extra effort. Thus, a language teacher has also been expected to have tendency to struggle with problems. Generally those teachers are expected to search for their teaching process, needs, and strengths and assess their performance. Analyzing and developing their teaching process may help them to achieve their goals.

According to Brookfield (1995), successful teachers tend to focus on business. He states that these teachers implement variety of instructional strategies, and teach at an appropriate pace. Moreover, it is indicated in Brookfield's study (1995) that successful teachers focus on checking students' comprehension and engagement (as cited in Ghanizadeh&Moafian, 2011). Especially, it is important how a teacher makes difference and struggles with any problems descending from students, environment or teachers themselves. The problems may be something about motivation or students or school or teachers' own belief. At that point, teachers' belief in their capacity and effectiveness as expected to be enough. A teacher needs to have various strategies, solutions, techniques for not only to achieve a specific teaching task in particular subjects, which shows how much the teacher is efficacious. In other words, it shows how much teacher has self-efficacy. Teachers with high efficacy have some characteristics. Richardson (2011) stated that efficacious teachers are more positive about teaching and willing to try new ideas to meet students' needs; however, they are reluctant to refer students to special education services. According to Bandura (1997) efficacious teachers spend more classroom time on academic activities and praise the achievements of the students who overcome obstacles. Also, Hoy and Davis (2006) indicated that efficacious teachers tend to "(1) set attainable goals, (2) learn and use new approaches and strategies for teaching, (3) persist in the face of student failure, (4) make better use of time, (5) provide special help to low achieving students, (6) being more likely to work with parents (p.120). Furthermore, Gencer and Çakıroğlu (2012) stated that efficacious

teachers prefer having more interactive and communication-oriented activities in the classroom and provide better learning atmosphere for their students. In view of criticizing and checking students answers efficacious teachers are more effective in guiding students to correct answers through questioning (Chason, 2005) and criticize students' incorrect answers less (Gibson&Dembo,1984).

Briefly, teachers are models for students. The way a teacher behaves affects students' belief, motivation, and achievement. Moreover, characteristics of a teacher affect the setting of a course. While teaching, teacher and students and the lesson are the parameters. As a result of that, if a teacher is efficacious, it affects many other factors and achievement in the class.

2.6. Characteristics of Teenagers

Office of Population Affairs (OPA), branch of US Department of Health and Human Service, defines the term adolescence as “the transition stage between childhood and adulthood. Adolescence is also equated to both the terms teenage years” (HHS, 15.09.2012, www.hhs.gov). “Adolescence is a time of great change for young people when physical changes are happening at an accelerated rate” (Spano, 2004, para. 1).

The first formal study about adolescence was done by G. Stanley Hall in 1904. E. Erikson and A. Freud started to study their own theories in 1950. Freud believed that adolescence was established on biological basis and “personality develops through a series of childhood stages during which the pleasure-seeking energies of the id become focused on certain erogenous areas. This psychosexual energy, or libido, was described as the driving force behind behavior.” (Cherry,n.d., What is Psychosexual Development section, para. 2) However, Erikson thought of other factors. “Erikson's theory describes the impact of social experience across the whole lifespan”(Cherry ,n.d., What is Psychosexual Development section, para. 1) Erikson tells about personal identity.According to Erikson, “Our ego identity is constantly changing due to new experiences and information we acquire in our daily interactions with others”(Cherry, n.d., What is Psychosexual Development section, para. 2) At adolescence stage teenagers form identity or have confusion. “During adolescence, children explore their

independence and develop a sense of self. Those who receive proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong sense of self and a feeling of independence and control. Those who remain unsure of their beliefs and desires will feel insecure and confused about themselves and the future”(Cherry, n.d. Psychosocial Stage-5 section, para. 1)

“There are biological views (G. Stanley Hall), psychological views (Freud), psychosocial views (Erikson), cognitive views (Piaget), ecological views (Bronfenbrenner), social cognitive learning views (Bandura), and cultural views (Mead). Each theory has a unique focus, but there are many similar elements. While it is true that each teenager is an individual with a unique personality, special interests, and likes and dislikes, there are also numerous developmental issues that everyone faces during the early, middle and late adolescent years (American Academy of Child and Adolescent Psychiatry)” (Spano, 2004, Research Facts and Findings section, para.1) Vision, goals, views, physical appearance all changed at stages. Therefore, it is essential to realize the differences and similarities or weakness and strengths. Recently, Office of Population Affairs (HHS, 15.09.2012, www.hhs.gov). has declined adolescence period at stages as follows:

There are three stages of Adolescence. These are (1) early adolescence between 11-13 years of age, (2) middle adolescence between 14-18 years of age, (3) late adolescence between 19-24 years of age. There are some physical, cognitive and social changes at each stage. Briefly, teenagers struggle with sense of identity. They have a desire for independence and understanding the meaning of life. Self-involvement and concern are intense. They are interested in moral reasoning. Influence of peer group increases. (HHS, 05.10.2012, www.hhs.gov)

Teenagers are likely to learn from group work and friends rather than adults as it is state. Because they realize that parents are not perfect. Instead, they increase peer and group relations among friends. They are interested in social and cultural traditions. Also, they learn quickly and easily from each other. Muuss (2006) stated as in the followings;

“Kandel (1986) suggests two psychological constructs that help to explain how adolescents influence each other. These construct, which come from social learning theory, include imitation and socialization” (as cited in Muss, 2006, p.317).

Bandura defined social /observational learning. Bandura points out three models of observational learning as follows:

- “A Live Model, which includes an actual person performing a behavior.
- A Verbal Instruction Model, which involves telling of details and descriptions of a behavior.
- A Symbolic Model, which includes either a real or fictional character demonstrating the behavior via movies, books, television, radio, on-line media and other media sources”(Sincero,2011, Basic Concepts section, para. 3).

Any attitude of teachers is observed and criticized by teenagers. Moreover, teachers may be very close role models for teenagers in order to obtain new habits, different view and forming attitude. However, teenagers may affect teachers’ own belief. Teachers need to equip with any techniques, behavior and efficacy to meet teenagers’ needs.

2.7. English Proficiency and Teacher Efficacy

Proficiency means ability, skillfulness and the state or quality of being proficient (Thefreedictionary, 03.10.2012, www.thefreedictionary.com) while teaching. It is a need to have competence to transmit content knowledge to the learners in an appropriate way. A teacher is expected to be proficient as much as s/he becomes knowledgeable about his/her subject (content knowledge). In addition, English proficiency is the ability to achieve four skills of English. They are speaking, reading, writing, and listening. A teacher needs to focus on language skills during lesson. Therefore, the teacher speaks, writes, reads or listens to English. According to Eslami&Fatahi (2008),“Language proficiency is the fundamental element of professional confidence of non-native English teachers” (p.5). Lange (1990) stated that “Language competence has been rated as the most

essential characteristics of a good teacher” (as cited in Eslami&Fatahi, 2008). Berry (1990) studied to determine and rank three components teachers needed most. Among methodology and language theory of teaching, language improvement was ranked as the most important. Doff (1987) stated that a teacher’s confidence may change according to his/her poor commands (as cited in Eslami&Fatahi, 2008). It may be concluded that language proficiency may affect language teachers’ efficacy. That is to say, an English teacher who is proficient enough on four skills may improve belief of ability and become much efficacious in the classroom. According to Yılmaz (2011), taking the results of the research into consideration, it may be concluded that if the EFL teachers perceived themselves proficient to be across the four skills, they felt more efficacious.

2.8. Use of Pedagogic Strategies and Teacher Efficacy

Pedagogy deals with using appropriate strategies in education. It has also some theories regulating the learning principles. The focus is on how we learn. In fact, it is a concept used interchangeably with instructional strategy. Dick, Carey and Carey (2001) defined instructional strategy as “instructional strategy is used generally to cover the various aspects of sequencing and organizing the content, specifying learning activities, and deciding how to deliver the content and activities” (p. 184).

While implementing these methods, teachers prefer using grammar based instructional strategies or communicative oriented instructional strategies. It is expected from language classes’ teachers to teach generally by using communicative-based strategies and providing students with opportunity and environment to use language appropriate to use. Richards states (2006) that “Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention “communicative” as the methodology of choice” (p. 2).

CHAPTER 3

3. METHODOLOGY

3.1 Introduction

This chapter provides information about the design and methodology of the study. More specifically, it includes research design, participants, data collection tools, data collection and analysis procedures.

3.2. Research Design

This study aims to investigate teacher efficacy, perceived English proficiency levels of English language teachers and their use of pedagogical strategies. The study is quantitative in nature and was conducted using a correlational research design. According to Franken & Wallen (2005) “In their simplest form correlational studies investigate to possibility of relationships between only two variables, although investigations of more than two variables are common” (p.335). Frankel and Wallen (2005) stated that correlational research is also sometimes considered as a form of descriptive research because it gives data about an existing relationship between variables. Regarding that, the study pointed out existing relationships between variables.

3.3. Participants

The purpose of this study is to find out if teacher efficacy has an impact on teaching English. Twenty eight English language teachers who are working state high schools around Çukurova region attended the study. English language teachers are from various types of high schools such as vocational high schools, Anatolian high schools, general high schools. Among the teachers working in these schools only voluntary teachers participated in the study. The teachers were chosen from different rural and urban schools in Çukurova region. While selecting the participants, the convenience sampling was used as they were the easiest to

reach. Castillo (2009) defines the convenience sampling as a “non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher” (para. 1).

3.4. Data Collection Tools

Three likert-scales were used to investigate teacher efficacy of English language teachers. The first of these was Turkish version of Teacher Efficacy Scale (Aydın, Cakiroglu&Sarikaya, 2005). The aim was to evaluate English language teachers’ teacher efficacy levels. The second one was a scale of English proficiency (Yılmaz, 2011). It was adapted from the study of Chason (2001). The aim was to evaluate teachers’ self-reported English proficiency levels. The third scale was named as the use of pedagogical scale (Eslami&Fatahi, 2008). It was used to investigate the types of pedagogical strategies used by the English language teachers. The correlation between teacher efficacy and self-reported pedagogical strategies was obtained by means of data provided from these three scales. In three scales and correlation, teacher efficacy and its dimensions were investigated through teachers’ self-reported answers.

3.4.1. Teacher Efficacy Scale

In this study, Turkish version of Teacher Efficacy Scale (Aydın, Cakiroglu&Sarikaya, 2005) was used to collect data about the teacher efficacy levels. The purpose was to find out teacher efficacy level of the English language teachers who were working with teenagers. This scale was a starting point of the study. The correlation was done according to data collected by this scale.

The scale asked 24 questions. It had 5 point Likert-scale. It asked about how much the teacher could achieve about student engagement, instructional strategies and classroom management. Item numbers indicated the questions related to these three subscales as follows:

- Efficacy in Student Engagement
Items 1, 2, 4, 6, 9, 12, 14, 22
- Efficacy in Instructional Strategies

Items 7, 10, 11, 17, 18, 20, 23, 24

- Efficacy in Classroom Management

Items 3, 5, 8, 13, 15, 16, 19, 21

Five point Likert-scale ranging from “Nothing, Very little, Some influence, Quite a bit and A great deal” was used

3.4.2. Teachers’ Self-Reported English Proficiency Scale

In this study Teachers’ self-reported English proficiency scale (Yılmaz, 2011) was used to identify teachers’ own perceptions about their proficiency. In its original version (Chason, 2001) demographic questions were included. However, these questions were eliminated in the adapted version (Yılmaz, 2011) It was a five-point Likert-scale including 12 items. The points of the scale were ranging from (1) Strongly agree, (2) Disagree, (3) Neutral, (3) Agree, (4) Strongly disagree. The items referred to each English skill are as follows:

- Speaking 1, 2, 3
- Listening 4, 5, 6
- Reading 7, 8, 9
- Writing 10, 11, 12

3.4.3. Teachers’ Use of Pedagogical Strategies Scale

Teachers’ use of pedagogical strategies scale (Eslami&Fatahi, 2008) had 10 items. It was a self-reported Likert-scale ranging from (1) *strongly disagree* to (5) *agree*. The items identified the teachers’ tendency to use communicatively-oriented strategies or grammar-oriented strategies.

3.5. Data Collection Procedure

Twenty eight English language teachers voluntarily participated in the study. In choosing the participants, the convenience sampling method was used as it contained attendants who were readily accessible and eager to attend in the study. The English language teachers were the ones who were working in Çukurova

region. The scales were e-mailed to some of them. At the beginning, scales were delivered to 43 participants. However, some of them did not send the scales back to us. For this reason, we could evaluate only 28 participants' scales. SPSS 20.0, a Statistical Program for Social Sciences, was used to analyze the data obtained. Mean was used as a statistical technique in order to analyze the data.

CHAPTER 4

4. DATA ANALYSIS AND RESULTS

4.1. Introduction

This chapter presents the data analysis and the findings of the study obtained through Teacher Efficacy Scales, Self-Reported English Proficiency Scales and Use of Pedagogical Strategies Scales. The results and the findings are described based on the following research question:

Does English language teacher efficacy have an impact on teaching English at secondary schools?

To put it more specifically,

1. What are the secondary EFL teachers' perceived levels of self-efficacy beliefs for student engagement, classroom management, and instructional strategies?
2. What are the secondary EFL teachers' perceived levels of English proficiency in four language skills?
3. What sorts of pedagogical strategies do secondary English language teachers employ to teach EFL?
4. Is there a relationship between secondary school EFL teachers' sense of efficacy for students' engagement, classroom management, and instructional strategies and their self-reported English proficiency?

4.2. Findings of the Scales

In this section, we present the results and the discussions related to teacher efficacy scales, English proficiency scales and use of pedagogical strategies. Table 1, 2, 3 and 4 demonstrate the results of the scales.

4.2.1. The Results of Teacher Efficacy Scale

This section describes the data collected through the Turkish version of Teacher Efficacy Scale (TTES), which was used to find out teachers' perceived

efficacy levels. The descriptive statistics for Teacher Efficacy Scale were analyzed according to means (M). There are three subscales. These are related to efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. The results are shown in Table 1 as in the following;

Table 1

Teacher Efficacy Scale

Items	N	Mean	S.D.
Efficacy in Student Engagement			
1. How much can you do to get through to the most difficult students?	28	3,36	0,87
2. How much can you do to help your students think critically?	28	3,71	0,66
4. How much can you do to motivate students who show low interest in school work?	28	3,86	0,85
6. How much can you do to get students to believe they can do well in school work?	28	3,86	0,89
9. How much can you do to help your students' value learning?	28	3,75	0,84
12. How much can you do to foster student creativity?	28	3,89	0,79
14. How much can you do to improve the understanding of a student who is failing?	28	3,61	0,88
22. How much can you assist families in helping their children do well in school?	28	3,32	1,19
Total	224	3,67	0,89
Efficacy in Instructional Strategies			
7. How well can you respond to difficult questions from your students?	28	4,32	0,61
10. How much can you gauge student comprehension of what you have taught?	28	4,04	0,79
11. To what extent can you craft good questions for your students?	28	4,21	0,63
17. How much can you do to adjust your lessons to the proper level for individual students?	28	3,36	0,99
18. How much can you use a variety of assessment strategies?	28	3,86	0,65
23. How well can you implement alternative strategies in your classroom?	28	3,89	0,69
24. How well can you provide appropriate challenges for very capable students?	28	3,43	1,07
Total	224	3,92	0,84
Efficacy in Classroom Management			
3. How much can you do to control disruptive behavior in the classroom?	28	4,07	0,66
5. To what extent can you make your expectations clear about student behavior?	28	4,46	0,64
8. How well can you establish routines to keep activities running smoothly?	28	4,25	0,65
13. How much can you do to get children to follow classroom rules?	28	3,89	0,79
15. How much can you do to calm a student who is disruptive or noisy?	28	3,86	1,01
16. How well can you establish a classroom management system with each group of student?	28	3,50	1,07
19. How well can you keep a few problem students from ruining an entire lesson?	28	3,82	0,86
21. How well can you respond to defiant students?	28	3,86	0,93
Total	224	3,96	0,87

Total scores of three subscales showed that English language teachers' efficacy in classroom management is the highest (M=3,96). It means that they perceive themselves as the most successful in classroom management. So they suggested they had no big problems in classroom management. Item 16 in the classroom management subscale is related to establishing a classroom management system with each group of students. It indicates the lowest mean (M=3,50) in the efficacy in classroom management subscale. This means that English language teachers have difficulties in adapting their classroom management system according to different group of students.

However, they rated themselves the least efficacious in student engagement (M=3,67). In other words, English language teachers think that they do not perform well enough to get through students' needs. Item 22 in the engagement subscales related to assisting families in helping their children do well in school. It has the lowest mean (M=3,32) in efficacy in student engagement subscale. So, this suggests that they perceive themselves less capable in dealing with families.

In view of instructional strategies (M=3,96), English language teachers have higher efficacy than efficacy in student engagement (M=3,92). In other words, they believe in their ability that they use instructional strategies. Item 17 is related to adjusting lessons to the proper level for individual students. It indicates the lowest mean (M=3,36) in instructional strategies subscale. It means that English language teachers perceives themselves incapable in providing variety in the lessons.

These results show that English language teachers judge their abilities and found to be more oriented towards classroom management. They widely believed in their classroom management abilities rather than abilities in instructional strategies and student engagement.

4.2.2. Findings from Self-Reported English Proficiency Scale

Table 2 shows the means and standard deviations of English teachers' self-reported proficiency. It includes 12 items.

Table 2*English Language Teachers' Self-Reported English Proficiency Scale*

English skills	N	Mean	S.d.
Speaking			
1. In face-to-face interaction with an English Speaker, I can participate in a conversation at a normal speed.	28	4,25	0,84
2. I know the necessary strategies to help maintain a conversation with an English speaker	28	4,07	0,77
3. I feel comfortable using English as the language of instruction in my English class	28	4,25	0,89
TOTAL	84	4,19	0,83
Listening			
4. I can watch English news (for example CNN) and/or English films without subtitles	28	3,89	1,07
5. I understand the meaning of common idiomatic expressions used by English speakers.	28	3,68	1,06
6. I can understand when two native English speakers talk at a normal speed.	28	4,39	0,83
TOTAL	84	3,99	1,02
Reading			
7. I can understand English magazines, newspapers, and popular novels.	28	4,46	0,74
8. I can draw inferences/conclusions from what I read in English.	28	4,64	0,62
9. I can figure out the meaning of unknown words in English from context.	28	4,54	0,51
TOTAL	84	4,55	0,63
Writing			
10. I can easily write business and personal letters in English and can always find the right words to convey what I want to say	28	3,96	1,04
11. I can fill in different kinds of application forms in English such as a bank account application.	28	4,14	0,80
12. I can write a short essay in English on a familiar topic of my knowledge	28	4,21	0,88
TOTAL	84	4,11	0,91

Total mean shows that English language teachers believe that they are more talented at reading skill (M=4,55). This indicates the reason why they highly spend time on reading.

For speaking, their efficacy level is 4,19. So, according to English language teachers' beliefs they are aware of strategies to maintain a conversation (M=4,07). Also, it indicates that they perceive themselves as more efficacious to give instructions (M=4,25) and participate in a conversation in a normal speed with an English speaker (M=4,25).

It demonstrates that English language teachers believed their writing ability is enough (M=4,11) in order to write short essay. However, they judged themselves negatively while filling in bank application forms (M=4,14) or writing business letters (M=3,96). This means that they have high efficacy level while focusing on narrative or essay writing rather than focusing on real life situations.

As for listening, teachers' belief in their listening ability has the lowest mean (M=3,99). It means that they do not believe in their listening ability as much as other skills. Because of this reason, it can be said that they avoid using listening activities including native speakers' conversation.

4.2.3. Findings from Use of Pedagogical Strategies Scale

The means were used to analyze the use of pedagogical strategies. The data were self-reported. There are 10 items in the scale. 5 items (items 1, 2, 3, 6, 8) were used to find out teachers' tendency towards using grammar-oriented activities in the classroom. Other 5 items (items 4, 5, 7, 9, 10) were used to collect data about use of communicative-oriented activities.

As it is seen in Table 3 below, the means show that English language teachers perceived themselves as using communicatively oriented activities (M=4,01) rather than grammar oriented activities (M=2,96).

Table 3*English Language Teachers' Use of Pedagogical Strategies*

Items	N	Mean	S.D.
Grammatically Oriented			
1. I use students' native language rather than English to explain terms or concepts that are difficult to understand	28	3,50	1,14
2. I ask students to memorize new vocabulary or phrases without showing them how to use the words in context	28	2,18	1,06
3. As a classroom exercise, I ask students to translate single sentences in the English text into their native language	28	3,18	1,22
6. I use grammatical rules to explain complex English sentences to students	28	3,43	0,96
8. I pay more attention to whether students can produce grammatically correct sentences than whether they can speak English with fluency	28	2,54	1,20
TOTAL	140	2,96	1,22
Communicatively Oriented			
4. I give students the opportunity to get into groups and discuss answers to problem-solving activities.	28	4,00	0,90
5. I play audio tapes that feature native English speakers' conversation exchanges and ask students to answer questions related to the conversation	28	4,11	1,10
7. I play English films and videos in class and ask students to engage in discussions about the films or videos.	28	3,50	1,23
9. I ask students to converse with one another in English and encourage	28	4,18	0,94
10. I present students with real-life situations and ask them to come up with responses or answers in English that are appropriate to these situations	28	4,25	0,80
TOTAL	140	4,01	1,03

Among communicative oriented items (items 4, 5, 7, 9, 10), they report that they frequently use the activities that were presenting students with real-life situations (M=4,25). In other words, they believe in the necessity to prepare the student for real life situations. So they present real-life situations in classroom context. However, they perceived themselves less efficacious (M=3,50) while

using video/films and asking students to engage in discussions about film/video. This is compatible with the results of teachers' listening proficiency which was the lowest (M=3,99).

As for use of grammar oriented strategies (items 1, 2, 3, 6, 8), English language teachers reported that they frequently used students' native language rather than English to explain terms or concepts that are difficult to understand (M=3,50). It means that they avoid using synonyms or acronyms or other strategies. However, according to the results, most of them do not use the strategy of asking students to memorize new vocabulary or phrases without showing them how to use the words in context (M=2,18). This shows their awareness about the importance of teaching English in context.

4.2.4. Correlation among Teacher Efficacy and Language Proficiency, Pedagogical Strategies

There is a positive correlation between teacher efficacy and self-reported language proficiency. As it is shown in Table 4, there are positive correlations between teacher efficacy subscales and self-reported language proficiency.

Table 4

Correlations between Teacher Efficacy Scale and Other Variables

Variables	Speaking	Listening	Reading	Writing	GOS	COS
Engagement	0,19	0,34**	0,27*	0,36**	-0,15	0,17*
Instructional Strategies	0,17	0,43**	0,20	0,26*	-0,09	0,08
Management	0,02	0,15	0,26*	0,15	-0,09	0,14

*. Correlation is significant at the 0.05 level(2-tailed).

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

GOS=Grammatically oriented strategies

COS=Communicatively oriented strategies

Listening and writing skills are positively correlated with efficacy in student engagement and instructional strategies. It means that the more efficacious they perceived themselves in listening and writing the more efficacious they felt themselves in student engagement and instructional strategies.

Reading is positively correlated with efficacy in student engagement and classroom management. This finding reveals that when they feel capable enough in reading they believe in their ability in engagement and classroom management. The more efficacious they perceive themselves in reading the more efficacious they feel in engagement and management.

Listening, reading and writing skills are positively correlated with communicatively oriented instructional strategies. However, it is remarkable that speaking is not correlated with any subscales.

CHAPTER 5

5. DISCUSSIONS AND CONCLUSIONS

5.1. Introduction

This chapter presents the discussion of the findings obtained from the study, and suggests implications for further study.

5.2. Discussion and Conclusion

Bandura (1977) argues that teachers' efficacy beliefs affect the quality of teaching process especially teachers' level of effort, persistence and choice of activities. Drawing on this argument, the present study was concerned with the impact of teacher efficacy on English language teaching in secondary state schools in Turkey. To achieve this aim, it focused on the answers to the following research questions:

1. What are the perceived levels of self-efficacy beliefs for student engagement, classroom management, and instructional strategies among secondary EFL teachers in Turkey?
2. What are the secondary EFL teachers' perceived levels of English proficiency in four language skills?
3. What sorts of pedagogical strategies do secondary English language teachers employ to teach EFL?
4. Is there a relationship between secondary school EFL teachers' sense of efficacy for students' engagement, classroom management, and instructional strategies and their self-reported English proficiency?

Research question 1: The present study, in the first place, investigates teacher efficacy of English language teachers who work at secondary schools. The results show that English language teachers have high efficacy beliefs in management; however, they have lower efficacy in student engagement and

instructional strategies. This result shows that English language teachers feel efficacious in classroom management issues. More specifically, it reveals that those teachers who participated in the study feel efficient in setting up their classroom rules, discipline, rewarding or in other management techniques. On the other hand, teachers feel less inefficacious in student engagement. This result is compatible with other studies showing that teachers have lower efficacy in student engagement (Eslami&Fatahi, 2008; Yılmaz, 2011; Chason, 2005). Regarding learners' different background and needs, teachers should be aware of individual differences and develop strategies. Yet, the results show that English language teachers have difficulty in focusing on students and student needs. In the same way, it was concluded that teachers have difficulty in both improving the understanding of a student who is failing and assisting families in helping their children do well in school. Otherwise, teachers are expected to discover the reasons why students fail and provide guidance to overcome.

Research question 2: The belief in English proficiency was investigated through research question 2. The results may inform that English language teachers' belief in their reading and speaking ability is high. They reported that they feel efficient in reading current texts such as newspapers and magazines. Additionally, they have high efficacy while speaking with an English speaker at normal speed by using necessary strategies to maintain a conversation. They also feel efficient to give instruction in English in their English classes. All these results reveal that teachers are aware of process and strategies while they are reading and speaking in English. This result is also compatible with the studies conducted by Eslami&Fatahi (2008) and Yılmaz (2011). As for listening and writing, English language teachers in this study reported that they feel less efficient in listening and writing. They have sometimes difficulty in understanding idiomatic expressions used by English speakers and conversation of two native English speakers at normal speed. Also, they have low efficacy in writing business letters and application forms. These results reveal that they have low efficacy while dealing with authentic materials. They do not feel efficient enough to face with real life situations while listening and writing in English. As a result,

teachers need to be supported to develop their weakness so that they can experience use of English language in real life and its culture.

Research question 3: Teachers' use of pedagogical strategies was investigated. The results show that most of English language teachers use communicatively oriented strategies in the classrooms. Communicatively oriented strategies address communicative language teaching. Richards (2006) explains about communicative language teaching and its goals as in the following;

Perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention "communicative" as the methodology of choice...Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom...Communicative language teaching sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies) (p.3)

As a result, they reported that they would rather communicatively oriented strategies than grammar-oriented strategies. Very few of the English language teachers reported that they preferred using grammar oriented strategies.

In fact, Grammar oriented strategies are related to grammar competence. According to Richards (2006),

“Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence” (p. 2).

In this study, teachers reported that they paid more attention to whether their students can speak English with fluency than whether students can produce grammatically correct sentences. In the same way, English language teachers reported that they presented students with real-life situations and ask students to come up with responses or answers in English that are appropriate to these situations. However, it was found in this study that teachers feel inefficacious about authentic materials and real life situations while listening and writing in English. In the previous researches related to teacher efficacy and use of pedagogical strategies, it was found that English language teachers mostly prefer using communicatively oriented strategies (Eslami&Fatahi, 2008; Yılmaz, 2011).

Research question 4: The relation between teacher efficacy and English language proficiency was investigated. The results showed that there is high correlation between language skills and teacher efficacy. Especially, it was found that there is relationship between three skills and teacher efficacy. These skills are listening, reading, and writing. It reveals that their beliefs in their capabilities increase if teachers perceive themselves efficient in reading, writing, and listening. However, it is remarkable that there is no relation between speaking and teachers’ beliefs in their ability. It means that they set up teaching process ignoring their beliefs in their ability. Considering the failure of speaking English

in Turkey, teaching speaking in English might be problematic for other reasons. It is also clear in English Proficiency Index declined by Education First (2011), Turkey was at 43 among 44 countries. (as cited in Sak, 2011)..

5.3. Suggestions

The aim of the study is to see the effect of teacher efficacy on English teaching. The results showed that teacher efficacy affects teaching English. Suggestions were developed for those who might conduct a research on teacher efficacy, for English language teachers and also for policy makers of the Ministry of National Education.

5.3.1. Suggestions for the Researchers

This research tried to find out the impact of teacher efficacy on English language teaching at secondary schools. The followings are the suggestions for the researchers who study teacher efficacy:

1. Studies investigating the impact of teacher efficacy on language tasks might be conducted.
2. Studies comparing teacher efficacy and student outcomes might be conducted.
3. Studies proving solutions to increase teacher efficacy might be conducted.
4. Studies the problems in teaching speaking in Turkey and its impact on teacher efficacy might be conducted.

5.3.2. Suggestions for English Language Teachers and Ministry of National Education

In this study, we aimed to see the effect of teacher efficacy on English language teaching. The results showed that teacher efficacy affects teaching English. The suggestions developed for English language teachers are related to raising language teachers' awareness about their strengths and weaknesses about their beliefs at the beginning of each academic year. That is, English language

teachers might be asked to answer the Teacher Efficacy Scale at the very beginning of the year before they start teaching. Then they might answer the scale before starting the second term so that they can see the difference and be aware of their efficacy levels. One step further, they might take cautions if it is necessary.

The next suggestion might be made for the policy makers of the Ministry of National Education. This study shows English language teachers' beliefs in their ability on teaching English. In detail, it focuses on efficacy in student engagement, instructional strategies, and management. Additionally, it gives an idea about teachers' use of strategies. Taking this study into account, Ministry of National Education might take English language teachers to in-service-teacher development programs according to the individual results of teacher efficacy scales. This approach might help to save money and time for both English language teachers and Ministry of National Education.

6. REFERENCES

- Abu-Tineh, A, M., Khasawneh, S: A. &Khalailah, H.A. (2011). Teacher self-efficacy and classroom management styles in Jordanian school. *Management in Education*, 25(4), 175-181.
- AEU (n.d.). Classroom Management. Retrieved 17 January 2013 from http://www.bobbijokenyon.com/crm/AEU_classroom_management.pdf
- Allinder, R, M. (1994). The Relationship between Efficacy and Instructional Practices of Special Education Teachers and Consultants. *Teacher Education and Special Education*, 17, 86-95.
- Aktaş, T. (2005). YabancıDilOgretimindeİletişimsel Yeti. *Journal of Language and Linguistic Studies*, 1(1), 89-100.
- Anthony, T. &Kritsonis, W. (2007). A mixed methods assessment of the effectivenessof strategic e-mentoring in improving the self-efficacy and persistence (or retention) of alternatively certified novice teachers within an inner city school. *District Doctoral Forum National Journal for Publishing and Monitoring Doctoral Student Research*, 4(1), 1-8.
- Australian Psychological Society (n. d.). What is anxiety? Retrieved November 8 2012, from http://www.psychology.org.au/publications/tip_sheets/anxiety/
- Babaoğlan, E. &Korkut, K. (2010). The Correlation between Level of Classroom Teachers' Self-Efficacy Beliefs and Classroom Management Ability Perceptions.InonuUniversity Journal of the Faculty of Education, 11(1), 1-19.
- Bandura, A. (1977). Self-efficacy: Towards a Unifying Theory of Behavioral Change. *Psychological Review*, 84, 197-215.
- Bandura, A. (1982). Self-efficacy Mechanism in Human Agency. *American Psychologist*,37(2), 122-144.

- Bandura, A. (1984). Recycling misconceptions of perceived self-efficacy. *Cognitive Therapy and Research*, 8, 231-255.
- Bandura, A. (1997). *Self-efficacy: The Exercise of Control*. New York: W. H. Freeman and Company.
- Bangs, J. & Frost, D. (2012). *Teacher self-efficacy, Voice and Leadership: Towards a policy Framework for Education International*. Education International Research Institute, Cambridge.
- Berman, P., McLaughlin, M., Bass, G., Pauly, E., & Zellman, G. (1997). *Federal Programs Supporting Educational Change: Vol. VII. Factors Affecting Implementation and Continuation (Report No. R-1589/7-HEW)*. Santa Monica, CA: RAND. (ERIC Document Reproduction Service No. 140 432).
- Berry, R. (1990). The role of language improvement in in-service training programs: Killing two Birds with One Stone. *System*, 18(1), 97-105.
- Brookfield, S. D. (1995). *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.
- Burton, J. P., Bamberry N. & Harris-Boundry, J. (2005). Developing Personal Teaching Efficacy in New Teachers in University Settings, *Academy of Management Learning & Education*, 2005, 4(2), 160-173.
- Carey, K. (2004). The Real Value of Teachers: Using New Information about Teacher Effectiveness to Close the Achievement Gap. *Thinking K16*, 8(1), 3-42.
- Capa, Y., Cakiroglu, J. & Sarıkaya, H. (2005). Öğretmenlik Özyeterlik Ölçeği Geçerlik ve Güvenirlik Çalışması. *Eğitim ve Bilim*, 30(137), 74-81.
- Castillo J. (2009). Convenience Sampling. Retrieved 17 January 2013 from <http://explorable.com/convenience-sampling.html>
- Chason, T. C. (2005). Teachers' Perceived Efficacy among English as a Foreign Language Teachers in Middle Schools in Venezuela, 21, 257-272.

- Crandall, J. (2000). Language Teacher Education. *Annual Review of Applied Linguistics*, 20, 34-55.
- Cherry, K. (n.d.). Erickson's Theory of Psychosocial Development: what is Psychosocial Development? Retrieved September 15 2012, from <http://psychology.about.com/od/psychosocialtheories/a/psychosocial.htm7>
- Darling-Hammond, L., Chung, R. &Frelow, F. (2002) 'Variation in teacher preparation: how well do different pathways prepare teachers to teach?' *Journal of Teacher Education*,53(4),286–302.
- Dick, W., Carey, L., & Carey, J. O., (2001). *The Systematic Design of Instruction*(5thed.). New York: Addison-Wesley, Longman.
- Doff, A. (1987). Training Materials as an Instrument of Methodological Change.In R. Bowers(Ed.), *Language Teacher Education: An integrated Program for ELT Teacher Training*. *ELT Documents* 125:67-71. Basingstoke: Macmillan for Modern English Publications.
- Eslami, Z. R., &Fatahi, A. (2008). Teachers' Sense of Self-efficacy, English Proficiency, and Instructional strategies: A study of nonnative EFL teachers inIran. *TESL-EJ*, 11(4).
- Department of Health and Human Service (n.d.). What is Adolescence?. WasingtonD.C.Retrieved from http://www.hhs.gov/opa/familylife/tech_assistance/etraining/adolescent_brain/Overview/what_is_adolescence/
- Fraenkel, J.R., &Wallen, N. E. (2005). *How to Design and Evaluate Research in Education*.Mcgrawhill. New York, 619.
- Freeman, D&K. E. Johnson (1998). Reconceptualizing the knowledge base of language Teacher education. *TESOL Quarterly*. 32.397–417.

- Ghanizedeh, A. & Moafian, F. (2011). The Relationship between Iranian Teachers' Sense of Self-Efficacy and their Pedagogical Success in Language Institutes. *Asian EFL Journal*, 13(2), 249-272.
- Gencer, A. S., & Cakiroglu, J. (2007). Turkish Pre-service Science Teachers' Efficacy Beliefs Regarding Science Teaching and Their Beliefs about Classroom Management. *Teaching and Teacher Education*, 23(5), 664-675
- Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76(4), 569-582.
- Guskey, T. R. (1988). Teacher efficacy, Self-concept, and Attitudes toward the Implementation of Instructional Innovation. *Teaching and Teacher Education*, 4(1), 63-69.
- Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A Study of Construct dimensions. *American Educational Research Journal*, 31(3), 627-643.
- Gist, M.E. & Mitchell, T.R. (1992). Self-efficacy: A theoretical Analysis of its determinants and malleability. *Academy of Management Review*, 17, 183-211.
- Goddard, R., Hoy, W. & Woolfolk, A. (2004) 'Collective efficacy beliefs: theoretical developments, empirical evidence, and future directions'. *Researcher*, 3(33), 3-13.
- Güven S. & Cakır, O. (2012). A study on Primary School English Teachers' Self-Efficacy Beliefs. *Eğitim ve Bilim*, 37(163), 43-52.
- Henson, R. K. (2001). Teacher self-efficacy: Substantive implications and measurement dilemmas. Paper presented at the Annual Meeting of the Educational Research Exchange, College Station, TX Exchange, and College Station, TX.
- Hoy, A. W. (2000). Educational Psychology in Teacher Education. *Educational Psychologist*, 35, 257-270.

- Jie-ying, Y. (2011). Teacher Efficacy and College English Teaching. *Asia-Pacific Science and Culture Journal*, Vol. 1, No. 1, 34-42.
- Kızıldağ, A. (2009). Teaching English in Turkey: Dialogs with Teachers about the Challenges in Public Schools. *International Electronic Journal of Elementary Education*, 1(3), 189-201.
- Lee, J. (2009). Teachers' sense of Efficacy in Teaching English, Perceived English language Proficiency, and Attitudes toward the English Language: A case of Korean public Elementary School Teachers. Retrieved from December 10 from <http://etd.ohiolink.edu/view.cgi/Lee%20JeongAh.pdf?osu1233648070>
- Muus, R. E. (2006). *Theories of Adolescence* (6th. Ed.). New York: McGraw-Hill Publishers.
- Navidinia, H., Mousavi, I. & Shirazizade (2009). On the relationship between Iranian English Language Teachers' efficacy Beliefs and Their Students Achievement. *The Modern Journal of Applied Linguistics*, 1(3), 122-139.
- Nolen, S., Ward, C., Horn, I., Campbel, S., Mahna, K. & Childers, S. (2007) Motivation to Learn During Student Teaching. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Ozder, H. (2011). Self-efficacy Beliefs of Novice Teachers and Their Performance in the classroom, *Australian Journal of Teacher Education*, 36(5).
- Proficiency. (2009). In the Free Dictionary Online Retrieved October 3 2012, from <http://www.thefreedictionary.com/proficiency>
- Richards J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press. New York.
- Richardson, G. E. (2011). Teacher Efficacy and Its Effects on the Academic Achievement of African American Students. Doctoral Dissertation. The College of Education of Greenleaf University, Florida.

- Ringvald, V. (2010). What is the Proficiency Approach? Retrieved January 19 2013 from, <http://hebrewatthecenter.org/Proficiency.html>
- Ross, J. A. (1998). Antecedents and Consequences of Teacher Efficacy. *Advances in Research on Teaching*, 7, 49-74. Greenwich, CT: TAI Press.
- Sak, G. (2011). TürkiyeİngilizceKonuşamıyor. Retrieved 19 January 2013 from, <http://www.radikal.com.tr/Radikal.aspx?aType=RadikalYazar&ArticleID=1048424&CategoryID=101>
- Sincereo, S. M. (2011). Social Learning Theory. Retrieved October 1 2012, from <http://explorable.com/social-learning-theory.html>
- Skaalvik, E.M. &Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher education*, 26, 1059-1069.
- Spano, S. (2004). Stages of Adolescent Development. Retrieved 17 January 2013, from http://www.actforyouth.net/resources/rf/rf_stages_0504.cfm
- Tosun, T. (2000). The impact of Prior Science Course Experience and Achievement on the Science Teaching Self- Efficacy of Pre-service Elementary Teachers. *Journal of Elementary Science Education*, 12, 21-31.
- Tschannen-Moran, M., WoolfolkHoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its Meaning and Measure. *Review of Educational Research*, 68(2), 202-248.
- Tschannen-Moran, M. & Hoy, W. K. (2000). A Multidisciplinary Analysis of the Nature, Meaning, and Measurement of Trust. *Review of Educational Research*, 71, 547-593.
- Tschannen-Moran, M. and Woolfolk Hoy, A. (2001) Teacher efficacy: capturing an elusive Construct. *Teaching and Teacher Education*, 17, pp. 783-805.
- Tschannen-Moran, M., &Woolfolk Hoy, A. (2002) The Influence of Resources and Support on Teachers' Efficacy Beliefs. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.

Williams, M. & Burden, R.L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.

WoolfolkHoy, A., & Davis, H. A. (2006). Teacher Self-efficacy and Its influence on the Achievement of Adolescents. In F. Pajares & T. Urdan (Eds.), *Self-efficacy of Adolescents* (pp. 117–137). Greenwich, Connecticut: Information Age Publishing.

Yilmaz, C. (2011). Teachers' Perceptions of Self-efficacy, English proficiency, and Instructional Strategies. *Social Behavior and Personality*, 39(1), 91-100.

7. APPENDICES

7.1. APPENDIX 1. TURKISH VERSION OF TEACHER EFFICACY SCALE

Dear Colleagues,

The purpose of this study is to find out if teacher efficacy affects teaching English. The term teacher efficacy is used for “teachers’ beliefs in their ability”. Your answers to these scales will contribute to our understanding of teachers’ beliefs in their ability. **You don’t need to write yourname on the questionnaires.**

Esen ASLAN

Çağ University

Institution of Social Sciences

English Language Department

Master of Arts Student

1. Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
2. Öğrencilerin eleştirel düşüncelerini ne kadar sağlayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
3. Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
4. Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
5. Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
6. Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
7. Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
8. Sınıfta yapılan etkinliklerin düzenli yürütmesini ne kadar iyi sağlayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
9. Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
10. Öğrettiklerini öğrencilerin kavrayıp kavramadığını ne kadar iyi değerlendirebilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
11. Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
12. Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
13. Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
14. Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
15. Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
16. Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyileştirebilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
17. Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
18. Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
19. Birkaç problemlili öğrencinin derse zarar vermesini ne kadar iyileştirebilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
20. Öğrencilerin kafası karışığında ne kadar alternatif açıklama ya da örneksayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
21. Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
22. Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
23. Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**
24. Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlayabilirsiniz? **yetersiz / çok az yeterli /biraz yeterli /oldukça yeterli/ çok yeterli**

7.2. APPENDIX 2. TEACHERS' SELF-REPORTED ENGLISH PROFICIENCY SCALE

Dear Colleagues,

The purpose of this study is to find out if teacher efficacy affects teaching English. The term teacher efficacy is used for “teachers’ beliefs in their ability”. Your answers to these scales will contribute to our understanding correlation between teacher efficacy and their self-reported language proficiency levels and. **You don’t need to write your name on the questionnaires.**

Esen ASLAN

Çag University

Institution of Social Sciences

English Language Department

Master of Arts Student

Teachers' Self-Reported English Proficiency Scale

1. In face-to-face interaction with an English speaker, I can participate in a conversation at a normal speed. **Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree**
2. I know the necessary strategies to help maintain a conversation with an English speaker. **Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree**
3. I feel comfortable using English as the language of instruction in my English class **Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree**
4. I can watch English films without subtitles. **Strongly Disagree/ Disagree/ Neutral /Agree/ Strongly Agree**
5. I understand the meaning of common idiomatic expressions used by English speakers. **Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree**
6. I can understand when two native English speakers talk at a normal speed. **Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree**
7. I can understand English magazines, newspapers, and popular novels. **Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree**
8. I can draw inferences from what I read in English **Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree**
9. I can draw conclusions from what I read in English **Strongly Disagree/ Disagree/ Neutral /Agree/ Strongly Agree**
10. I can figure out the meaning of unknown words in English from context. **Strongly Disagree/ Disagree/ Neutral /Agree/ Strongly Agree**
11. I can easily write business and personal letters in English **Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree**
12. I can always find the right words to convey what I want to say **Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree**
13. I can fill in different kinds of application forms in English **Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree**
14. I can write a short essay in English on a familiar topic of my knowledge **Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree**

7.3. APPENDIX 3. TEACHERS' USE OF PEDAGOGICAL STRATEGIES SCALE

Dear Colleagues,

The purpose of this study is to find out if teacher efficacy affects teaching English. The term teacher efficacy is used for “teachers’ beliefs in their ability”. Your answers to these scales will contribute to our understanding correlations between teacher efficacy and use of pedagogical strategies. **You don’t need to write yourname on the questionnaires.**

Esen ASLAN

Çag University

Institution of Social Sciences

English Language Department

Master of Arts Student

Teachers' Use of Pedagogical Strategies

1. I use students' native language rather than English to explain terms or concepts that are difficult to understand.

Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree

2. I ask students to memorize new vocabulary or phrases without showing them how to use the words in context

Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree

3. As a classroom exercise, I ask students to translate single sentences in the English text into their native language

Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree

4. I give students the opportunity to get into groups and discuss answers to problem-solving activities.

Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree

5. I play audio tapes that feature native English speakers' conversation exchanges and ask students to answer questions related to the conversation.

Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree

6. I use grammatical rules to explain complex English sentences to Students

Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree

7. I play English films and videos in class and ask students to engage in discussions about the films or videos

Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree

8. I pay more attention to whether students can produce grammatically correct sentences than whether they can speak English with fluency

Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree

9. I ask students to converse with one another in English and encourage them to find opportunities to speak English outside the classroom

Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree

10. I present students with real-life situations and ask them to come up with responses or answers in English that are appropriate to these situations

Strongly Disagree/ Disagree/ Neutral /Agree /Strongly Agree