University prep school instructors' self-efficacy perceptions

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Abstract

The aim of this study is to search instructors' self-efficacy perceptions in English teaching at university prep school context. The relationship between instructors' self-efficacy perceptions and their use of teaching strategies, proficiency level and background characteristics is also investigated based on the three subdimensions of self-efficacy. Mixed method design was employed in the study. In the first phase, a four parts questionnaire was conducted to 374 prep school EFL instructors at 8 different universities in Turkey. In the second phase, interview sessions were held with 25 instructors working at same universities to gain a wide perspective on the points investigated in the questionnaire. Results have revealed that participants' self-efficacy level is quite high especially in classroom management and instructional strategies. Moreover, a significant relationship was found between instructors' self-efficacy perceptions and their language proficiency. Another important finding of the study was that there was a strong correlation between instructors' self-efficacy perceptions and their teaching experience.
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Keywords: self-efficacy; English language instructors; language proficiency; classroom management; instructional strategies

1. Introduction

Teachers' self-efficacy perception is a term that is often linked with teacher and learner effectiveness. This self-efficacy notion is mainly based on Bandura's (1995) social cognitive theory which explains self-efficacy as beliefs in person's ability to organize and execute the action plans needed to manage possible situations. In addition to affecting success or failure assumptions, the sense of self-efficacy influence motivation through goal setting. If teachers have a better level of efficacy, they regularly set higher objectives and deal with difficulties. On the other hand, low level of self-efficacy often leads to effortless avoidance or giving up (Woolfolk, 1998). Concisely, teachers' perceptions of self-efficacy have a strong influence on classroom management, teaching, motivation and communication with students and course organization. Therefore, researching teachers' self-efficacy beliefs may have important implications for language teaching field.

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1.1. Literature review

Teachers' self-efficacy perception Self-efficacy belief is accepted as the basis of human agency, affecting many aspects of human functioning such as task selection, goal setting, motivation level, efforts, emotional states and achievements (Bandura, 2006). It is often argued in the literature that a high level of efficacy requires more effort and determination, which will lead to better success and a higher level of efficacy in turn. However, low efficacy beliefs result in fewer attempts, which ultimately leads to failure and lower efficacy.

Teacher self-efficacy is generally regarded as context-specific, and self-perceptions of teaching competence and beliefs about the requirements of a task will determine teacher competence (Chacon, 2005; Tschannen-Moran & Woolfolk Hoy, 2007; Turnage, 2011). Therefore, teachers are expected to decide what is expected of them in a particular teaching context. This is explained as an analysis of the teaching task, taking into account factors such as teaching context, student motivation, appropriate teaching strategies, and management issues.

In order to understand self-efficacy notion in detail, it is necessary to focus on two important theories that should have a self-efficacy background. The first is Bandura's Social Cognitive Theory. It is a well-known learning theory that perceives human functioning by considering human agency and the dynamic interaction between personal, behavioral and social factors in human change (Bandura, 1997). According to Pajares (2002), Bandura's social cognitive theory differs from behavioral theories because in social cognitive theory, human change is considered as a result of environmental experiences or external stimuli in one's life. Unlike behavioral theories, the process of change in humans cannot be explained solely by external stimuli and affects human thoughts and introspection behavior.

On the other hand, Tschannen-Moran and Woolfolk-Hoy (1998) argue that there are conceptual confusions about teacher efficacy in Bandura's (1986) social cognitive theory and proposed an integrated model to provide unity to the meaning and measuring of teachers' self-efficacy beliefs. This model is largely based on Bandura's theory of self-efficacy in many ways: sources of efficacy, cognitive processing, the domain-specific nature of self-efficacy beliefs through the analysis of the teaching task, and the cyclical nature of self-efficacy beliefs. However, rather than focusing on the constraints and common challenges instructors face in shaping their self-efficacy perceptions, this model focuses on the investigation of instructing tasks. Data on the individual's level of self-efficacy is collected through Bandura's (1997) four mastery experiences, verbal persuasion, indirect experiences, and sources of physiological arousal. Then the data obtained is analyzed and handled through examination of judgments. These judgments are then used by teachers to identify their objectives, the amount of effort required to achieve the objectives, and their determination. The results of teachers' performances and efforts will provide new mastership experiences and future judgments of effectiveness.

Tschannen-Moran et al. (1998) also argues that when evaluating teachers' self-perceptions of teaching competence, the teacher evaluates personal abilities such as knowledge, skills or strategies against personal weaknesses, especially in the teaching context. The interaction of these two factors causes judgments about self-efficacy for teaching in that particular context.

The integrated model of Tschannen-Moran and Woolfolk-Hoy (1998) defines teacher competence as the belief of teachers in the ability to organize and implement courses of action necessary to successfully accomplish a particular teaching task in a given context. They emphasize the context specificity of teacher competence.

Bandura (1997) claims that individuals create their self-efficacy beliefs by processing data obtained primarily from four sources: enactive mastery experience, vicarious learning experiences, verbal persuasion, and physiological arousal. Mastery experience which has a critical role in strengthening and

weakening teachers' self-efficacy perceptions can be the foremost effective source of sense of efficacy. If instructors feel that they have performed the teaching task effectively, their self-efficacy perceptions will progress. However, Bandura (1997) argues that efficacy beliefs are not improved if success is accomplished through external help in simple tasks. Success in challenging tasks with small help upgrades self-efficacy.

According to Tschannen-Moran, Woolkfolk-Hoy, and Hoy (1998), emotional reactions related to learning experiences and experiences from the competence information sources determined by Bandura are more effective on teachers' perception of efficacy. Mastery experience is important as an individual can only evaluate his abilities in a real teaching situation. Teachers can collect information about how their strengths and weaknesses affect their teaching, assessment and management.

Vicarious experience when individuals observe and compare themselves with someone else performing the same task can be defined as the second source of teachers' efficacy beliefs. Bandura (1997) suggests that this observation can either strengthen or weaken the self-efficacy beliefs. If the observers think that the observee's performance is positive in a comparable task to theirs, this perception influences their self-efficacy beliefs in positive way. For this reason, Tschannen-Moran et al. (1998) propose that modeling and attentive observation are powerful tools in teacher education.

Verbal persuasion is the third source of efficacy perceptions and may be reinforced through verbal evaluations on individuals' performance on certain tasks. Bandura (1997) states that teachers' self-efficacy perceptions can be reinforced through evaluative feedback which incorporates precise, realistic and constructive evaluations from a strong character within the setting. According to Tschannen-Moran et al. (1998), verbal persuasion regarding teacher efficacy may be specific or general. In addition, specific performance feedback from trainers, colleagues and even students may well be a source of data in order to examine whether teacher's skills and strategies meet the necessities of a specific teaching task. For self-efficacy beliefs of instructors, specific performance feedback is very noteworthy since it provides a chance of social comparison and results of the teaching performance. If the feedback is unreasonably harsh and global instead of focused and constructive, social persuasion lowers the self-perceptions of teaching competence. In this case, instructors might have a self-protective attitude that causes disappointment.

Finally, individuals' emotional states and physiological conditions such as stress, anxiety and mood can influence their self-efficacy. It is frequently considered that the level of emotional and physiological excitement of teachers contributes to their self-perceptions of teaching competence. With respect to teaching context, Tschannen-Moran et al. (1998) recommends that arousal may improve performance in focusing attention on the text. However, high levels of arousal can impair functionality and the best use of skills and abilities.

1.1.1. Studies on Teacher Efficacy on EFL Context

Although there has been a great deal of research study on the notion of teacher efficacy in general education or special education, there is a small number of studies exploring teacher efficacy in the area of foreign language teaching. Moreover, studies on foreign language teaching usually dwell on the relationship between teacher efficacy and demographic factors such as experience, being native or nonnative.

With regard to the effectiveness and perceptions of language teaching of native and non-native foreign language teachers, Liaw (2004) conducted a study exploring the following topics: (1) the benefits and drawbacks of native and non-native teachers, (2) the importance of teaching, teacher preparation programs and methods to motivate and support students, and (3) teaching strategies. He found a positive relationship between the perception by teachers of their ability to teach the target language and the level of effectiveness of the instructor. Similarly, with the participation of 447 EFL teachers, Akbari and

Moradkhani (2010) investigated the relationship between self-efficacy and experience of teachers in addition to academic degrees. The findings showed that less experienced teachers were documented to have low levels of self-efficacy as well as efficacy for instructional practices, efficacy for management of classrooms, and efficacy for student participation. No significant correlation between an academic degree and self-efficacy was found, however. Ghanizadeh and Moafian (2011) explored the correlation between the beliefs of self-efficacy of EFL teachers and their effectiveness in teaching in another study. In their research, 89 EFL teachers completed the Teachers' Sense of Efficacy Scale (TSES), while their students completed the other scale, Characteristics of Effective EFL Teachers. The findings showed that there was a strong link between the self-efficacy of teachers and their achievement. In other words, teachers with a higher degree of effectiveness are more likely to be perceived to accomplish such teaching tasks. The study also explored the relationship between experience and self-efficacy and found significant correlation between them. In a more detailed study, Shim (2001) examined the relationship between the sense of efficacy of Korean in-service EFL teachers and certain traits such as "school stress", "teaching satisfaction" and "language proficiency level" The findings showed that the variables that separated highly effective teachers from lowly effective teachers were "teaching satisfaction", "peer relationship", "school stress" and "classroom management". Shim (2001) also reported that teachers with higher levels of efficacy had greater listening skills than low-efficacious teachers, whereas low-efficacious teachers had higher speaking skills than high-efficacious teachers.

Another important analysis in the Venezuelan context was performed by Chacon (2005). She researched the efficacy of EFL teachers with three dimensions of efficacy for student participation, classroom management, and teaching strategies; their level of proficiency in four language skills and strategies they use foreign language in teaching English. The relationship between these principles and demographic factors, such as experience and studying abroad, was also explored. Her research consisted of three parts: (1) the self-reported English proficiency of teachers, (2) the self-reported pedagogical strategies of teachers to teach English, and (3) an adapted version of the Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001). The findings indicate that the trust of teachers in their teaching competence has a direct impact on their teaching. Furthermore, the efficacy of teachers for teaching methods was reported to be higher than their efficacy for management and engagement. It was also found that there was a high correlation between teachers' efficacy and their language proficiency, emphasizing the perceived value of content knowledge. Interestingly, the findings showed that teachers, regardless of their efficacy level, prefer to use grammar-oriented techniques more frequently. Furthermore, no important relationship was found between teaching experience and teacher efficacy for student engagement, teaching strategies, and classroom management.

In a recent study, Zonoubi (2017) explores the contribution of two six-month Professional Learning Group interventions to the self-efficacy of 10 novice and experienced teachers in English as a Foreign Language (EFL). The results show that the self-efficacy of experienced teachers has increased in terms of utilizing innovative instructional strategies and language skills. An improvement in the self-efficacy of novice teachers for classroom management, their autonomy, and their perceived language proficiency has also been observed.

It was also noted that a stronger sense of professional community membership was established by participants in both classes, as reflected in their emphasis on their mutual effectiveness towards the end of the program. A total of 167 Korean secondary school EFL teachers self-reported their English proficiency, teaching efficacy, and frequency of English usage in their English instruction in a study conducted by Choi and Lee (2016). The findings showed that only teachers above the minimum level of both characteristics showed positive associations between the two competences and the use of English. Language proficiency and self-efficacy were interdependent above the minimum levels, magnifying the impact of each other on the behavior of teaching. The findings highlighted the beneficial

potential of continuous development of linguistic and pedagogical competences well after the minimum standards are achieved by teachers.

1.1.2. Significance of the study

Teachers' self-efficacy has been investigated in different settings and subject areas. Most studies concentrate on science and mathematics or have been carried out in ESL contexts; however, the university prep school setting is chosen for this study. Since university prep school context has not been studied thoroughly enough before, it is important to investigate prep school instructors' self- efficacy.

By looking at prep school instructors' self-efficacy in relation to various factors, this research will contribute in many ways to the field. To begin with, this study explores instructors' self-efficacy perceptions in teaching English in EFL University setting. Most research (Henson, 2002; Tschannen-Moran et al., 1998) concentrate on a limited educational viewpoint, despite the direct connection between the self-efficacy of teachers and their teaching. Some others have studied it in the TESOL environment (Cooper, 2009; Moafian & Ghanizadeh, 2009; Pekkanli, 2009; Rahimi & Gheitasi, 2010; Rastegar & Memarpour, 2009) and only a few studies (Chacón, 2002, 2005; Lee, 2009; Shim, 2001) have studied it in connection with specific characteristics of teachers such as English proficiency. This research aims to provide information on how language skills can influence instructors' self-efficacy perceptions.

In addition, not many studies have discussed the self-efficacy concept in university prep school context. There is a need for research on the self-efficacy of English instructors to find out the situation and being conscious of the significance of learning English and the important functions of university prep schools. The findings of this research are hoped to provide insight into this problem and to trigger other studi

Thirdly, this study also focuses on the relationship between the instructors' self-efficacy and various variables, such as their background characteristics, proficiency and use of strategies. The correlation between proficiency and self-efficacy was previously investigated (Chacon, 2002, 2005; Lee, 2009; Shim, 2001); however, the relationship between teacher self-efficacy and their use of strategies has not been previously explored. This research would aim to provide a broader image of the self-efficacy of university prep school instructors by taking into account the different factors, which are often associated with teacher efficacy in literature (Moè et al., 2010).

Finally, in defining the relationship between possible factors that have been studied, this analysis will provide useful data to researchers. Be that as it may, the implications of this research will not be limited only to the Turkish context. In any case, it can be extended to a broader context of all university prep schools where English is taught as a foreign language.

1.2. Research questions

This study aims to contribute to the understanding of self-efficacy belief by addressing the mentioned gaps in previous research. It focuses primarily on the following research questions:

1. How do university prep school instructors perceive
   a. their current level of self-efficacy beliefs?
   b. their English proficiency?
   c. the way they use teaching strategies?

2. What is the relationship between prep school instructors' self- efficacy level and
   a. their English proficiency?
   b. their use of teaching strategies?
   c. their background characteristics?

2. Method

Both quantitative and qualitative data collection methods are adopted in the study. As quantitative data is not adequate to provide deeper insights into the teachers' self-efficacy beliefs, semi-structured interviews will be used as a qualitative data collection tool in the research,

In the first part of the study, participants' background characteristics such as gender and experience is investigated through the first phase of the questionnaire. Then, data on participants' own evaluation of their a) self-efficacy level, b) language proficiency and c) use of teaching strategies will be investigated through second, third and fourth part of the questionnaire. Therefore, first research question of "How do university prep school instructors evaluate their (a) current level of self-efficacy beliefs, (b) English proficiency, and (c) the way they use teaching strategies?" will be answered.

Secondly, second research question of "What is the relationship between prep school instructors' self-efficacy level and their (1) English proficiency (2) background characteristics (3) use of teaching strategies?" will be researched based on the data collected through the second, third and last part of the questionnaire. The details will be evaluated via canonical correlation analysis, and each relationship will be described in tables and figures. Then, by inter-item correlation analysis between three dimensions of self-efficacy and sub-categories of language proficiency, teaching strategies and background characteristics are also provided.

2.1. Sample / Participants

The study population was formed by Turkish EFL instructors working at state and private universities in Turkey. Convenience sampling methods were selected to include as many instructors as possible and to provide a better basis for the study. Of the more than 400 questionnaires distributed, 374 were adequately answered and participated in the study by the prep school instructors. Convenience sampling in the qualitative stage was also used. Interviewees were selected voluntarily from the voluntary survey respondents, and 25 instructors from 5 different universities were randomly selected and interviewed.

2.2. Instrument(s)

Two data collection instruments were used in this study: questionnaire and semi-structured interviews. The quantitative data were collected through questionnaire which consists of four parts. In the first part, participants provided their background information in the space given and other three parts are Likert scale. This part of the questionnaire was developed to obtain information about instructors' personal information: gender, education and experience. In the second part, adapted version of Teachers Sense of Efficacy Scale (TSES) developed by Tschannen- Moran and Woolfolk Hoy (2001) was used. Some adaptations were made in order to make the instrument more appropriate to EFL prep school context. Third part of the questionnaire focuses on instructors' self-reported proficiency level and their beliefs to their effective teaching in prep school EFL classrooms. There are 25 items adapted for this research based on the study conducted by Chacon (2005). In the last part, an adapted version of the scale developed by Moe et al. (2010) on teaching strategy and practices was used.

In order to extend the qualitative data, semi-structured interview sessions were organized with the instructors. The purpose was to explore instructors' perceived level of self-efficacy, their use of teaching strategies, and influence of their background, language proficiency and teaching strategies on their self-efficacy beliefs. Twenty-five instructors were interviewed in the qualitative part and interview sessions were conducted in Turkish to make instructors feel more relaxed. The comprehensibility of interview questions was checked by thesis dissertation committee members. In order to provide the participation of instructors from different universities, 13 of the interviews were conducted on the phone since they

were located in different cities. Each interview lasted about 8-10 minutes and the interviews were recorded.

2.3. Data collection and Analysis

In data collection process, 400 questionnaires were distributed to instructors working at state and private universities in Turkey. Colleagues from different universities helped to the researcher for data collection and 374 of the questionnaires were completed in approximately three months process. After data collection, SPSS and its canonical analysis feature were used for the statistical analysis. The Confidence level of .05 (alpha.05) was used to determine statistical significance. Descriptive statistics were used to analyze the part 2, 3 and 4 of the questionnaires. Data analyses involved factor analyses, frequencies, central tendency and variability measures. In order to analyze the relationship and interaction between different variables, canonical correlational statistics and Pearson correlation coefficient (r) were used when appropriate.

Twenty-five instructors were interviewed in the qualitative part of the study. Sessions were conducted in Turkish and comprehensibility of the questions was verified by the members of the dissertation committee. Before the interview sessions, the term self-efficacy and its dimensions were explained briefly, and participants were also guided during sessions. Sample guiding questions used in the interviews were as follows:

1. Why do you evaluate yourself as such?
2. Which of your teaching characteristics affected this grade?
3. Does your self-confidence level change in parallel with the strategy you adopted?
4. Which strategies increase your self-efficacy
5. Which strategies affect your self confidence in negative way?
6. Did your self-confidence change in time? If so, which factors have affected this change the most? If you had to put these factors in order, how would you order them?

3. Results

Data gathered through the questionnaire were presented and analyzed by adopting factor analysis and canonical correlation analysis. Table 1 illustrates the results of the first part of the questionnaire, which focuses on instructors' personal and professional background.

Table 1. Instructors' personal and professional background

Distribution of participants

	Frequency	Percent
University 1	56	14.9
University 2	93	24.8
University 3	18	4.8
University 4	69	18.4
University 5	7	1.9
University 6	28	7,6
University 7	12	3.2
University 8	91	24.4

TOTAL	374	100.00	

Participants by Gender

	Frequency	Percent
Male	129	36.6
Female	245	63.4
TOTAL	374	100.00

Participants by Teaching Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	19	4.8	4.9	4.9
	1-3 years	86	23.2	23.3	28.2
	4-6 years	123	33.1	33.3	61.5
	7-10 years	79	21.6	21.7	83.2
	More than 10 years	67	16.6	16.8	100.0

As it can be seen in the Table 1, University 2 (U2) and University 8 (U8) have the greatest number of participants (24.8% and 24.4%) in this study. U2 is a private university located in İstanbul and U8 is a state university in Bursa. Both of the universities provide compulsory English classes for students. After that, U1 and U4 (14.9% and 18.4) are other two universities that have the greatest number of participants. Both of them are located in Ankara, and prep class is again compulsory. U6 (7.6%) is a state university in Tekirdağ and prep class is optional. U3 (4.8%), U5 (1.9%) and U7 (3.2) other state universities that are located in the western part of the country and prep class is not compulsory.

Table 1 also illustrates that the number of female instructors is doubled the number of male instructors. It is obvious that the number of female instructors is often higher than the number of male instructors. When instructors' teaching level is examined, the most crowded group is 4- 6 years of experience which represented 33% of the total. The second highest number is (%23) for the participants who had 1-3 years of experience. These two groups represented approximately 57% of the total participants in the study. Instructors with 7-10 years teaching experience is the third group with 21% and those who have more than ten years made up 23% of the study.

Table 2 is the summary of the findings regarding participants' current level of self-efficacy beliefs.

Table 2. Mean and standard deviation of the self-efficacy items

Self-Efficacy Items	Mean	SD
1. How much can you do to control disruptive behavior in your English class?	7.41	1.501
2. How much can you do to motivate students who show low interest in learning English?	7.20	1.614
3. How much can you do to get students to believe they can do well in English?	7.03	1.799
4. How much can you do to help your students value learning English?	7.27	1.584

	Mean	SD
5. To what extent can you craft good questions for your students?	7.20	1.747
6. How much can you do to get students to follow classroom rules in your English class?	7.56	1.600
7. How much can you do to calm a student who is disruptive or noisy in your English class?	7.54	1.549
8. How well can you establish a classroom management system with each group of students in your English class?	7.66	1.548
9. How much can you use a variety of assessment strategies in your English class?	7.02	1.874
10. To what extent can you provide an alternative explanation or example when your English students are confused?	7.18	1.917
11. How much can you assist families in helping their children do well in learning English?	7.34	1.236
12. How well can you implement alternative strategies in your English classroom?	7.02	1.927

1 = Nothing/not at all, 3 = Very little, 5 = Some influence, 7 = Quite a bit, and 9 = A great deal

Principal Component Analysis (PCA) was performed on 12 questions of the self-efficacy questionnaire to decrease them to a smaller set of derived and uncorrelated parts which could keep the greatest data in the original set of variables. PCA was additionally performed so as to have a correlation between the removed factors of this study and the original TSES (Tschannen-Moran & Hoy, 2001). Afterward, the factors derived were named and the component scores were calculated. The scores demonstrated instructors' self-efficacy in each factor. The component scores were used to analyze the correlations with other variables in the research such as instructors' background characteristics, proficiency level and teaching strategies.

In light of the mean, it is obvious that the participants evaluated their self-efficacy quite high. While the lowest mean value of the 12 items was 7.02 (items 9 and 12), the highest value is 7.66 (item 8), which implied that their self-efficacy level was high. It may also be implied that English instructors were less sure about the tasks related to English teaching strategies, but they are more confident in classroom management. Qualitative results are also consistent with the quantitative results above.

As the next step, the average value of each part was calculated to search instructors' self-efficacy level (Table 3). The mean score of the individual components was calculated by first including the value of items which loaded on the component and then dividing the total score by the number of the items. Results indicate that participants evaluated their self-efficacy at a very high level in the three sub-categories of student engagement, classroom management and instructional strategies. While instructors felt increasingly positive about classroom management (M = 7.54), they feel less confident in student engagement. (M = 7.10).

Table 3. Means and standard deviation of teacher efficacy in teaching English

	Mean	SD
Student Engagement	7.21	1.558
Classroom Management	7.54	1.550
Instructional Strategies	7.10	1.870

Besides, Cronbach reliability coefficient was.96 for instructional strategies, .95 for student engagement and again .95for instructional strategies in this study. These scores reveal that reliability of self-efficacy questionnaire was quite high. Other than that, inter-item correlation of the self-efficacy items for each subcategory was also calculated, and results show that there is a high correlation in subcategories of student engagement.

Table 4. Inter-item correlation matrix of self-efficacy dimensions

Student engagement			
	Self.efficacy.2	Self.efficacy.3	Self.efficacy.4	Self.efficacy.11
Self.efficacy.2	1.000			
Self.efficacy.3	.878	1.000		
Self.efficacy.4	.860	.918	1.000	
Self.efficacy.11	.806	.834	.840	1.000

Classroom management			
	Self.efficacy.1	Self.efficacy.6	Self.efficacy.7	elf.efficacy.8
Self.efficacy.1	1.000			
Self.efficacy.6	.915	1.000		
Self.efficacy.7	.920	.885	1.000	
Self.efficacy.8	.746	.812	.771	1.000

Instructional strategies			
	Self.efficacy.5	Self.efficacy.9	Self.efficacy.10	elf.efficacy.12
Self.efficacy.5	1.000			
Self.efficacy.9	.865	1.000		
Self.efficcy10	.838	.905	1.000	
Self.efficcy12	.833	.917	.935	1.000

Correlation among three subcategories of instructional strategy, classroom management and student engagement were also checked. The Cronbach alpha coefficient was .956 which can be considered as significant and high (Table 5).   Thus, it may be suggested that all the three sub-categories of self-efficacy are correlated and the whole test is reliable in measuring instructors' self-efficacy beliefs.

Table 5. Reliability statistics of self-efficacy beliefs

Cronbach's Alpha Items	Cronbach's Alpha Based on Standardized
.956	.960

Next, all three subcategories of self-efficacy were analyzed and high correlation was found among them. The highest correlation was found between self-efficacy and instructional strategy dimensions.

Table 6. Correlations among dimensions of self-efficacy

	SE	CM	IS
Student Engagement	1		
Classroom Management	.880**	1	
Instructional Strategies	.905**	.883**	1

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

With respect to the mentioned three dimensions, PCA results of this study showed that TSES factor structure was consistent with other studies which were conducted before. Although some small changes were made all of 12 items of the TSES were loaded on the same factors with previously conducted studies (Chacón, 2002, 2005; Lee, 2009; Tschannen-Moran & Woolfolk Hoy, 2001). Participants in this study evaluated their self-efficacy at a quite high level in every one of the three sub-categories of student engagement, classroom management and instructional strategies. This implied that instructors had a noteworthy effect in these three dimensions. While classroom management is the category in which instructors reported themselves more efficacious (M = 7.54), they felt least positive about using instructional strategies (M = 7.10)

As the next step, instructors' own evaluation on their language proficiency level is examined. Instrument developed by Chacon (2005) was adapted to fit into English language teaching context. The participants evaluated their language proficiency levels on a 6-point Likert scale range from "Strongly Agree" (6) to "Strongly Disagree" (1).

Table 7. Mean and standard deviation of English proficiency items

English Skills	Mean	SD
Listening:		
1. I can understand a message in English on a phone call.	5.11	1.02
2. In face-to-face conversation, I understand a native speaker who is speaking to me as quickly as he or she would do to another native speaker.	3.97	1.59
3. I understand movies without subtitles.	3.37	1.85
4. I understand news broadcasts on American television.	3.38	1.98
5. I understand two native speakers when they are talking rapidly with one another.	3.24	1.90
Speaking:		
6. I can talk about my favorite hobby at some length, using appropriate vocabulary.	5.63	0.48
7. I can talk about my present job or other major life activities accurately and in detail.	5.35	0.61
8. I can argue for a position on a controversial topic (for example, birth control, nuclear safety, environmental pollution).	4.45	1.02
9. I can express and support my opinions in English when speaking about general topics.	4.43	1.32
	3.50	1.68
10. In face-to-face interaction with an English-speaker, I can practice in a conversation at a normal speed.		
	3.10	1.81
11. I can give lectures to my students in English without any difficulty.		
Reading:		
12. I can read and understand magazine articles, such as Time and Newsweek, without using a dictionary.	4.70	0.99
	4.68	1.09
13. I can read and understand popular novels, without using a dictionary.		
	3.70	1.41

14.	I can read highly technical material in a particular academic or professional field with no use or only very infrequent use of a dictionary.	5.02	0.93
		5.02	1.03
15.	I can draw inferences/conclusions from what I read in English.		
16.	I can figure out the meaning of unknown words in English from the context.		

Writing:			
21.	Errors in my writing rarely disturb native speakers of English.	4.86	1.02
22.	I can fill in different kinds of applications in English (e.g., credit card applications).	5.44	0.76
		4.09	1.46
23.	I can write short research papers.	5.22	0.84
		5.19	0.94
24.	I can select proper words in writing.		
25.	I can write a short essay in English on a topic of my knowledge.		

Table 7 and Table 8 demonstrate that participants' score in listening skills is more mixed (SD = 8.11) which means that there are significant differences between participants' listening proficiency level. However, variety of scores is lower in reading (SD =5.03), writing (SD =4.0) and speaking (SD =6.40) and these results indicate that instructors are relatively more confident in these skills. In light of the Mean/Max value, it can be suggested that instructors have higher writing skills (.82) and lower listening skills (.63). These results are also supported by qualitative data. Thus, it may be possible to array participants' language skills from the strongest to the weakest as writing, reading, speaking and listening.

Table 8. Mean and standard deviation of English language proficiency

	Range	Minimum	Maximum	Mean	Mean/Max	Std. Deviation
Listening Score	22	8	30	19.06	0.63	8.118
Speaking Score	20	16	36	26.46	0.73	6.408
Reading Score	17	13	30	23.11	0.77	5.031
Writing Score	14	16	30	24.80	0.82	4.700

The second question in the study was what instructors' report on their usage of teaching strategies in the classroom. The questionnaire developed by Moe et al. (2010) was adapted by adding some items regarding instructional strategies in EFL context. Before the main study, a pilot study was conducted to check the reliability and 40 Likert type items were used. Strategies were divided into two categories as 'communicative strategies' and 'mechanical strategies. Table 9 presents means and standard deviations of the items in mechanical category of the instructional strategy part.

Table 9. Mechanical instructional strategies

Mechanical strategies	Mean	SD.
3. Draw a graph or outline on the blackboard the topics read in the book or explained	4.09	1.044
4. Summarize the content of a book orally. If necessary L1 will be used	3.94	.987
12. Draw an outline, graph or table before the lesson	3.98	1.189
14. At the end of an explanation, ask students to summarize the main concepts orally or in writing	3.65	1.313
16. Summarize the concepts taught. Use L1 to clarify the concepts	4.13	.676
17. Ask students to write down key words on the topic described	3.76	.979
23. Summarize previous topics before introducing new ones, in case of need will get the help of L1	3.98	.967
26. At the beginning of the lesson, list the topics that are to be taught	3.48	1.329
27. Provide a summary chart of the main concepts, written out by yourself	3.74	1.315
31. Ask students to point out the main concepts in their books	3.67	1.163
35. Give a brief explanation of the key concepts, and then read them in the book	4.19	.757
39. Read the book (teacher or students) and then explain	4.23	.715
40. Note rules, formulas or properties on the blackboard	4.53	.666
41. Provide summaries of topics to be taught, e.g., outline chart	3.85	1.026
Total (average)	3.94	1.01

Results show that most of participants have a tendency to write down rules and formulas on the blackboard (Mean = 4.53). It is surprising that most of the universities where the questionnaires were conducted provide smart board in classrooms but traditional board using is still the most frequent strategy. On the other hand, listing the topics that must be taught at the beginning of the lesson was the least frequent strategy (Mean = 3.48).

Results of communicative strategies part reveal that most of participants believe in the necessity of addressing students' real needs and basing on experiences for effective teaching (Mean= 4.47). They also tend to foster student interaction frequently. (Mean = 4.38). However, fostering students' talking about the experiences they have had that day in class is not preferred by instructors very often (Mean = 3.22).

Table 10. Communicative instructional strategies

Communicative strategies	Mean	SD
5. Invite students to ask questions during an explanation	3.86	1.260
7. Use a variety of educational games to let the students enjoy and learn simultaneously.	3.65	1.228
8. Students work together in groups of two or three	4.33	.908
10. Errors are tolerated and will be notified later	3.29	1.479
11. Summarize concepts already known on the topic and ask the students to discuss their ideas and/or what they know	3.65	1.369
13. Use drama or show experiments in the classroom or lab	4.11	1.136
15. Communicative situations will be provided to help the interaction among the students.	4.08	1.116
18. The students discuss what they have learned in the class.	3.69	1.414
19. Introduce a new topic using familiar examples	4.15	.861
20. Create links between different topics and subjects	4.21	.889
21. Education is most effective when it is experience-centered, when it relates to students' real needs.	4.47	.713
22. Activate students' learning through playing English games	3.58	1.265

24. Use multimedia, such as DVD, web navigation	4.04	1.239
25. Play music, songs to motivate the students' learning	3.96	1.307
28. Ask students if they are encountering any difficulties in studying the topic in question	3.75	1.434
30. Students are invited to talk about how they felt during the lesson.	3.28	1.315
32. Teacher will try to support students' confidence by not over correcting their mistakes	3.73	1.263
33. Use pictures to illustrate a theoretical topic (e.g. slides, drawings, charts)	4.34	.855
34. The teacher leads the class in discussing the problem, ending with students respond with solutions to the problem.	3.91	1.099
36. A student makes an error. The teacher and other students ignore it.	3.64	1.342
37. Build logical chains using temporal links	3.64	1.115
38. Give students a riddle and ask them to solve it in pairs	3.65	1.333
42. Discuss study topics during lessons	3.64	1.242
43. Students' interaction in their groups is emphasized.	4.38	.886
44. Give indications about the content of the following lesson, or ask questions about possible developments of a topic	3.78	.980
Total	3.85	1.16

Means of communicative and mechanical teaching strategies were compared to each other through paired Sample t-test in order to check whether there is any difference in the mean frequencies of them.

Table 11. Paired samples t-test

	Mean	Std. Deviation	Std. Error Mean	Mean Difference	t	Sig. (2-tailed)
Com.	3.8470	1.03687	.07582	-.09649		
Mech.	3.9435	.81782	.05980		-3.865	<.001

Table 11 demonstrates the mean differences of mechanical and communicative strategies and the difference is very significant (t = - 3.865; p < .001). When all the data examined, the mean of mechanical teaching strategies was (Mean = 3.94) higher than communicative teaching strategies (Mean = 3.84) which proves that teachers tend to use mechanical strategies more frequently. Qualitative results also show that employing communicative instructional strategies may be difficult especially at lower levels. Sometimes instructors insist on using these strategies graciously, but their efforts turned into disappointment, frustration and burnout. Thus, this situation may affect their self-efficacy in negative way.

University prep school instructors' evaluation on their current level of self-efficacy beliefs, proficiency levels and the way they use teaching strategies have been discussed so far. In the second phase of the study, relationship between prep school instructors' self- efficacy level and their English proficiency levels, their use of teaching strategies their background characteristics will be discussed based on the results of canonical analysis.   For this part, correlation r=.70 or higher will be considered as high, correlation between .50 and .69 will be considered as substantial correlation, correlation between .30 and .49 will be moderate and correlation from .10 to .29 will be considered as low, .01 to .09 will be negligible correlation (Lee, 2009).

The first analysis was performed in order to see the relationship between instructors' language proficiency, background and their self-efficacy level. The set of language proficiency and background involved listening, speaking, reading, writing, gender and experience while the self-efficacy set included

classroom management, instructional strategies and student engagement. The results indicated that gender had a loading below the cutoff value of.30 which implied that there was no significant relationship between instructors' gender and their self-efficacy level. However, during interview sessions, participant 4 who is an experience female instructor claimed that gender influences self-efficacy especially in terms of classroom management.
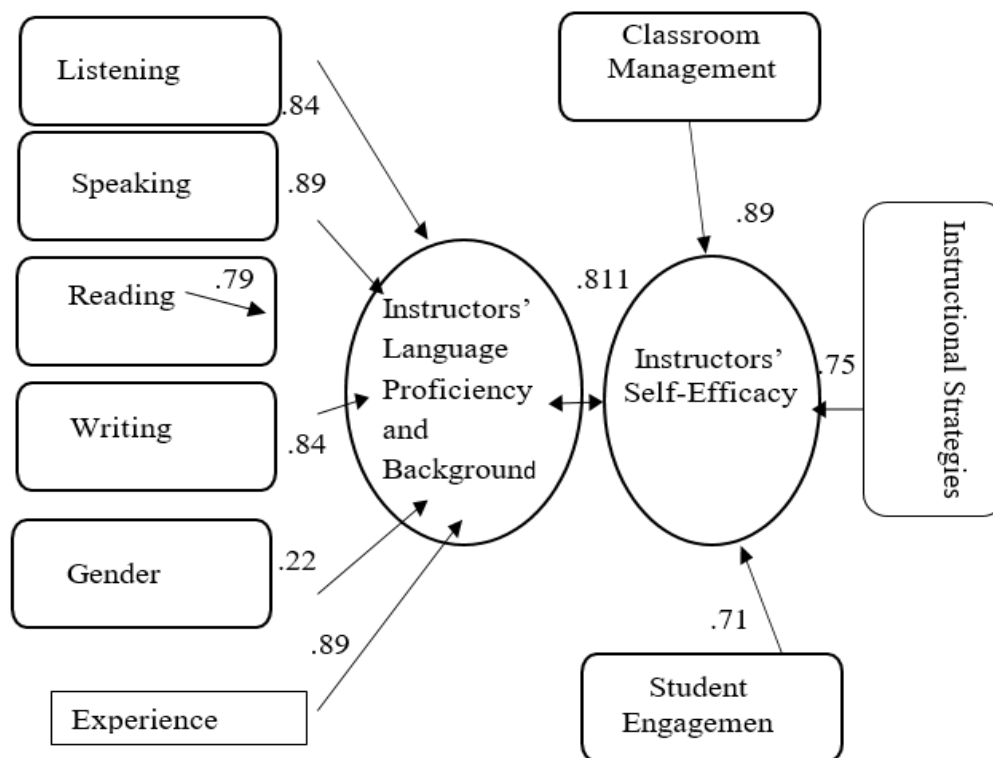

Figure 1. Canonical analysis of the relationship between instructors 'self-efficacy and their language proficiency and background

On the other hand, all categories of language proficiency and experience accounted for a meaningful overlapping variance which meant that they were all significantly associated with all three dimensions of self-efficacy. Figure 1 illustrates the loadings and canonical correlations for the first canonical variate pair between instructors' language proficiency, background and their self-efficacy level. Correlation tests were also conducted to see the detailed inter-relationships between each sub-category of variables (Table 12). The results indicated that among the three sub-categories of self-efficacy, there was a very strong relationship between four language skills and student engagement category of self-efficacy. Experience also showed a strong correlation with student engagement category again and gender did not have any significant relationship between any of self-efficacy categories. Regarding the relationship between four skills of language proficiency, it is obvious that all skills had a quite high correlation with each other, and the strongest correlation was found between listening and speaking.

Table 12. Inter-relationships among the variables of the study

	L	S	R	W	SE	CM	TS
Listening	1.000						
Speaking	.945	1.000					
Reading	.927	.947	1.000				
Writing	.924	.868	.913	1.000			
Gender	-243	.-201	. -231	. -298	. -273	-343	. -486
Experience	.865	.881	.793	.751	.834	.766	.757
Student Engagement	.842	.916	.811	.916	1.000		
Classroom Man.	.816	.826	.800	.880	.880	1.000	
Teaching Strategy	.798	.779	.815	.898	.905	.883	1.000

L = Listening, S = Speaking, R = Reading, W = Writing, SE = Student Engagement, CM = Classroom Management, TS = Instructional Strategies

Next, canonical correlation analysis was again performed to investigate the relationship between two set of variables including teaching strategies and self-efficacy.
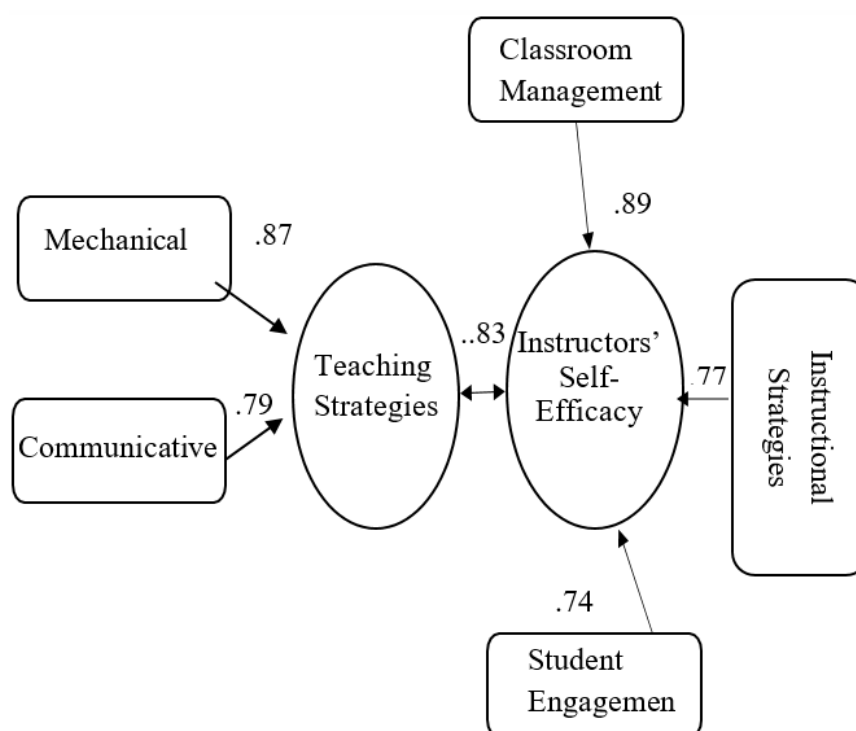
Figure 2. Relationship between self-efficacy and teaching strategies.

The first set of teaching strategies involved mechanical and communicative strategies while the second set self- efficacy included its three sub-categories of classroom management, student engagement and instructional strategies. The results indicated that the correlation between the variates in the first set accounted for a meaningful variance, which meant that both communicative and mechanical teaching strategies influence instructors' self-efficacy.

In addition, inter-relationships between subcategories of each variable were also examined in detail.

Table 13. Inter-relationships among the variables of the study

	ME	CO	SE	CM	TS
Mechanical	1.000				
Communicative	.960	1.000			
Student Engagement	.801	.830	1.000		
Classroom Management	.797	.816	.880	1.000	
Teaching Strategy	.791	.793	.905	.883	1.000

Results in Table 13 demonstrates that the highest correlation was between communicative teaching strategies and student engagement sub- category of self-efficacy. Results for correlation between instructional strategy and both mechanical and communicative teaching strategies were nearly same. These results implied that both mechanical and communicative teaching strategies influence instructional strategy dimension of self-efficacy. Although it was still very high, the weakest relationship was between mechanical teaching strategies and instructional strategy. This result is understandable since communicative strategies are supposed to be more effective in attracting students. In addition, there is a higher relationship between dimensions of instructional strategies with student engagement than with classroom management and instructional strategy.

4. Discussion

This study is based on the theoretical framework of Tschannen-Moran and Woolfolk Hoy's (2001) teachers' sense of efficacy and investigated university prep school instructors' self-efficacy beliefs in teaching English. Factors such as instructors' background, proficiency level and teaching strategies used in the classrooms were also examined in order to investigate how they can influence instructors' self-efficacy beliefs. In this part, findings regarding research questions will be provided and discussed within theoretical and practical perspective.

4.1. Instructors' evaluation on their current level of self-efficacy beliefs

In addition to self-efficacy scale in the questionnaire, participants were also asked to evaluate themselves on a scale from 1 to 9 and provide their reasons in semi-structured interview sessions. Results show that participants evaluated their self- efficacy at a quite high level. They reported themselves to be efficacious in all three dimensions of student engagement, instructional strategies and classroom management. Results reveal that instructors felt more efficacious in classroom management (M = 7.54) than in other dimensions. Although it was still not too low, they felt les confident in instructional strategies (M = 7.10) than in the other dimensions.

Qualitative results are also consistent with the quantitative results since almost all of the interviewees reported themselves as highly efficacious. Only one participant rated herself as 6 out of 9 and all of others rated themselves 7 and higher. Participants who rated themselves with a high level of self-efficacy often attributed this perception to being experienced, using variety of teaching strategies and having a high level of language proficiency. This can be an expected result since instructors working at university level are required to have higher level of teaching skills. There is a demanding and competitive atmosphere, and instructors are employed after a series of challenging exam processes

When compared with other studies which used the same scale, self- efficacy levels of participants of this study were higher. In Chacon's study (2005), Venezuelan middle school English teachers' self-efficacy was M = 6.59 for student engagement M = 7.13 for instructional strategies; M = 7.00 for

classroom management. Lee (2009) found lower results in correlation with the others. Participants in her study rated their self-efficacy at the "some influence" level (M = 5.53 for student engagement; M = 5.70 for classroom management; M = 5.36 for instructional strategies). Furthermore, in their non – subject specific approach, Tschannen-Moran and Woolfolk Hoy (2007) have reported similar degrees with Chacon's (2005) and Lee's (2009) studies of self-efficacy beliefs.

When three dimensions of self-efficacy considered in detail, instructors evaluated themselves more efficacious in classroom management whereas they feel less efficient in students' engagement. Especially with lower-level students, it is often difficult to make students participate in the lessons and this causes loss of confidence for instructors. Findings of classroom management dimension of this study are also parallel with previous studies carried out by Taşer (2015), Solar-Şekerci (2011) and Yavuz (2005). They also found that instructors' self-efficacy level in all three dimensions is high, but classroom management is the highest. Yavuz (2007) carried out a study with 234 instructors working at university prep schools and found low values for student engagement dimension of self-efficacy. Taşer (2015) conducted a similar study with 434 participants working at preparatory schools of private and state universities of Turkey and also found the same results. She argues that this could be the result of tight schedules, standardized test and diverse student levels as it was also mentioned in the qualitative part of this study.

However, in Chacon's (2005) study, teachers reported themselves more efficacious in instructional strategies than classroom management and student engagement. The reason of this inconsistency could be related to contextual factors since Chacon's (2005) study was conducted among middle school teachers in Venezuela. However, there is still one common point in all the mentioned studies that student engagement dimension of self-efficacy ranked the lowest among all three dimensions. This low ranking can be explained with the perception that student engagement is a more difficult task for instructors and there is a need to a process in which strategies are discovered to improve this skill.

Interview sessions conducted with the participants could provide some reasons why student engagement is the most problematic dimension of instructors' self-efficacy. During interviews, participants often complained about students' low motivation and unwillingness to participate.

It can be implied that student engagement is problematic because it is the most student-based dimension of self- efficacy. Classroom management and instructional strategy dimensions are more related to instructors themselves; however, factors such as student participation and motivation are more directly related to students' attitudes and this may be the reason of fragility of instructors' self- efficacy in terms student engagement. As Tschannen Moran & Hoy (2007) assert, student engagement is a more advanced task for teachers, and it develops gradually through the discovery of strategies that may improve this skill.

4.2. Instructors' evaluation on their proficiency level

Self-assessment survey was conducted to investigate instructors' proficiency levels and results reveal that instructors' writing proficiency levels were higher comparatively. Results revealed that instructors' language skills can be ranged from the strongest to the weakest as writing (.82), reading (.77), speaking (.73) and listening (.63).

This outcome is consistent with Cummins' (1980) Cognitive Academic Language Proficiency (CALP) which can be defined as a type of language proficiency necessary for participating in a dialogue or debate, responding to writing texts and reading textbooks. CALP is based on oral explanation of abstract or decontextualized ideas such as textbook reading assignments or classroom lectures.

In the same way, Chacon (2002) also found that teachers' evaluation of themselves were lower in listening and speaking comparatively. Moreover, she found a positive correlation between personal teaching efficacy and speaking and listening which meant that teachers with higher level of proficiency skills had also higher sense of efficacy. On the other hand, when Lee's (2009) findings are not totally consistent with it. She found that teachers' proficiency levels in receptive skills of listening and reading were higher than productive skills of speaking and writing. In addition, Park (2006) also investigated Korean secondary English teachers' proficiency and found that their receptive skills were higher than their productive skills.

Qualitative results also concur with the quantitative results since many participants complained about their inadequacy especially in listening and speaking skills. During interview sessions, participants often reported that reading and writing are the skills that they did not have any difficulty in teaching. However, many of them denied that they had serious problems in fluency, accuracy and pronunciation. Some participants claimed that they have improved these skills in during their classroom practices.

One potential reason for why instructors have lower proficiency level in listening and speaking skills can be instructors' educational background. Although they had intensive courses on listening and speaking during their university education, they came to university level with low levels of listening and speaking skills. In spite of recent progress in language teaching practices in Turkey, there is still dominance of grammar and reading comprehension. It is not an easy task to improve speaking and listening skills dramatically after a certain point in language learning journey. Furthermore, in EFL setting, both students and instructors have too limited opportunities to practice and improve their listening and speaking skills out of the classroom.

4.3. Instructors' evaluation on their using teaching strategies

After comparing mechanical and communicative teaching strategies, a significant difference between both types were found. While the mean of mechanical strategies was 3.94, the mean of communicative strategies was 3.83 which indicated that instructors tend to employ mechanical strategies more frequently in their classrooms. On the other hand, when qualitative data results are examined, it is not possible to observe such a difference between mechanical and communicative strategies. In other words, in quantitative data collection tools, instructors reported themselves have a tendency to use mechanical strategies more frequently; whereas they did not confirm it in interview sessions and they claimed that they try to use communicative strategies as much as possible. The reason behind this could be the ideal teaching in participants' minds and the reality that they had to face off in classrooms. As it was mentioned before, university settings are competitive working environments and there may be pressure on instructors. In quantitative part, they could feel safer but it might be more difficult and riskier to express their real classroom experiences orally. Moreover, most of participants complained about students' insufficient proficiency level and motivation in classroom and this could prevent them from employing communicative strategies in the classroom.

4.4. Instructors' self-efficacy and their language proficiency level

It can be deduced from the results that all dimensions of instructors' self-efficacy were highly related to their English proficiency. This result is consistent with the literature which sees perceived language proficiency as significant for nonnative teachers and it has an important effect on their self-efficacy (Chacón, 2002, 2005; Kim, 2001; Lee, 2009; Shim, 2001).

Although all of the relationships are significant, the strongest relationship was found between English proficiency level and student engagement dimension of self-efficacy. The relationship between

proficiency level and classroom management dimension was r=.810 to 880 and lowest relationship was between proficiency level instructional strategy= .780 to .896. Results indicate that instructors having sufficient proficiency level believed they managed to achieve tasks related to student engagement more than tasks related to classroom management and instructional strategy.

These findings are understandable for the context of this study since tasks on student engagement are language specific as is the case with instructional strategies. Qualitative results also showed that in some institutions, prep school instructors are strictly warned about not using native language in classrooms and instructors may not be able to increase student motivation without using native language or deal with disruptive student behaviors. In brief, results of the research show significant relationship with previous studies on English teacher efficacy and high level of English proficiency is supposed to result in high level of teacher efficacy in teaching English.

4.5. Instructors' self-efficacy and their use of teaching strategies

Results of the study showed that there was a significant relationship between three sub-dimensions of self-efficacy and two dimensions of teaching strategies. This result is also consistent with Bandura's self-efficacy theory which claims that feeling of self-efficacy is correspondingly determined for it influences instructors' behavior and pedagogical actions as well as their sense of the consequences of such actions.

The strongest relationship was found between communicative teaching strategies and student engagement (r=.830). Although it was still high, the weakest relationship was between mechanical teaching strategies and instructional strategy (r=.790). In other words, instructors who are more successful in engaging students employed communicative strategies more frequently than mechanical strategies. It is also suggested in the literature that communicative strategies could be more efficient in engaging students.

Moreover, there was a stronger relationship between teaching strategy and student engagement dimensions (r=.802, .830) than classroom management (r=.790 to .796) and instructional strategy (r=.797 to 816). Qualitative results also show that instructors who can apply either mechanical or communicative teaching strategies are able to achieve tasks related to student engagement more than instructional strategy and classroom management. In brief, there were high correlations between the two dimensions of teaching strategies and three dimensions of self-efficacy.

4.6. Instructors' self-efficacy and their background characteristics

Quantitative results showed that the relationship between gender and self-efficacy is not significant. On the other hand, in interview sessions male instructors reported themselves more efficacious in all three categories of self-efficacy and felt more confident in classroom management than female instructors. However, Chacon's (2002) and Lee's (2009) studies did not find a significant correlation between gender and self-efficacy. Nevertheless, Lee's study was conducted in Korean public elementary schools and Chacon's study was conducted in middle schools in Venezuela. Thus, contextual factors may be the reason of this difference.

Teaching experience had also very high and positive relationships with all three dimensions of self-efficacy which implied that experienced instructors reported themselves to be more confident in student engagement ($r = .834$, $p < .001$); in applying instructional strategies ($r = .834$, $p < .001$) and in classroom management ($r = .844$, $p < .001$). Although Lee did not find any significant relationship, Chacon's (2005) findings were consistent with the results above. Qualitative results also confirm that experience is the best teacher for instructors since they may be able to learn how to use put their theoretical

knowledge into practice though experience. Some participants often emphasized that they could not do anything without looking the answer key or coursebook in initial years of their career but now they have a map in their minds which provides them everything necessary to conduct a successful class.

5. Conclusions

This study presents evidence for Bandura's self-efficacy theory, Gagne's theory of instruction, and Canale and Swain's (1980) Communicative competence theory and their point of view to teacher's self-efficacy in teaching English in EFL setting which asserts teaching strategies and language proficiency have important impact on teacher's self-efficacy beliefs. The participants of the study evaluated their self-efficacy at a very high level. Their perception of efficacy in classroom management and student engagement was higher than for instructional strategies. Participants' relatively low confidence in applying teaching tasks regarding instructional strategies in an English class shows that instructors should be supported in improvement.

The results also show that instructors' efficacy levels were higher than the previous well-known studies in this field such as Tschannen-Moran and Woolfolk Hoy's TSES (2001). It may be implied that instructors feel more efficacious in EFL university setting. As it was suggested in the social cognitive theory (Bandura, 1997; Pajares, 2002), the beliefs that individuals have in order to achieve a task can influence how they perform much better than what they really accomplish. This has also been confirmed in the field of education based on the research on teacher self-efficacy and it was suggested that teacher's self-efficacy had strong effect on various aspects of language teaching and learning (Tschannen-Moran et al., 1998; Woolfolk Hoy et al., 2006).

This study suggests that instructors' English proficiency level and teaching strategies used in the classrooms (mechanical and communicative) have strong influence on their self-efficacy beliefs. Therefore, instructors' confidence in teaching English may be improved by improving their language proficiency and by helping them to apply various teaching strategies more effectively. This also confirms the theoretical framework of this study, which presupposed that teaching strategy and language proficiency would have strong influence on instructors' self-efficacy beliefs. Thus, if instructors' language proficiency and use of teaching strategies are improved, their self-efficacy beliefs in teaching English may also increase. Based on all these results on self-efficacy, it is necessary to help instructors to have positive beliefs about their ability to teach English in the EFL university prep school settings. Instructors' high self-efficacy levels in this study is worthy but there may still be a need for more improvements.

6. Ethics Committee Approval

The authors confirm that ethical approval was obtained from Middle East Technical University (Approval Date: 12/07/2013).

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Üniversite öğretim elemanarının öz yeterlilik algıları

Özet

Bu çalışmanın amacı, üniversitede İngilizceyi yabancı dil olarak öğreten hazırlık okullarında çalışan öğretim elemanlarının özyeterlilik inançlarını ve bunun öğretim elemanlarının dil yeterliği, öğretim stratejisi ve kişisel özellikleriyle ilişkisini incelemektir. Bu amaca ulaşmak için, iki aşamadan oluşan çoklu araştırma yöntemi kullanılmıştır. İlk aşamada, dört bölümden oluşan 374 adet anket 8 ayrı üniversitede İngilizceyi yabancı dil olarak öğreten öğretim elemanlarına dağıtılmıştır. İkinci aşamada, anketteki maddelerle ilgili daha derin bir bakış açısı elde etmek için 25 öğretim elemanıyla mülakat yapılmıştır. Nicel ve nitel analizlerin sonucuna göre öğretim elemanlarının özyeterlilik inançlarının oldukça yüksek seviyede olduğu, özellikle de sınıf yönetimi ve öğretim stratejisi alanlarında kendilerini oldukça yeterli gördükleri ortaya çıkmıştır. Bu çalışmanın bir başka önemli bulgusu ise öğretim elemanlarının özyeterlilik inançları ile dil yeterliliği arasında önemli ilişki olmasıdır. Ayrıca, özyeterlilik ile öğretim tecrübesi arasında önemli bir ilişki olduğu görülmüştür.

Anahtar sözcükler: özyeterlilik; İngilizce öğretim elemanları; dil yeterliliği; öğretim stratejileri

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