Pre-service and In-service English Teachers' Efficacy Beliefs about Teaching English at Primary Schools

Hizmet öncesi ve Hizmet içi İngilizce Öğretmenlerinin İlkokullarda İngilizce öğretmeye İlişkin Öz Yeterlik İnançları

Mehmet Sercan Uztosun, *Çanakkale Onsekiz Mart University, Faculty of Education, English language teaching department, sercanuztosun@gmail.com*

ABSTRACT. This study investigated pre-service and in-service English teachers' efficacy beliefs about teaching English at primary schools in Turkey by revealing the teaching aspects that they felt most and least efficacious. The study also attempted to understand pre-service teachers' views about the effectiveness of pre-service teacher education and explore which major problems in-service teachers encountered while teaching English at primary schools. The quantitative and qualitative data were collected from 170 pre-service and 129 in-service teachers through a questionnaire. The quantitative and qualitative data were analysed using descriptive statistics and content analysis, respectively. According to the findings, both groups held similar positive or negative efficacy beliefs about most teaching aspects: while they reported feeling most efficacious in 'using visual materials', 'giving simple instructions', and 'using gestures, facial expressions and body language effectively', they reported feeling least efficacious in 'using mainly kinaesthetic activities', 'managing class time effectively', and 'knowing how each language skill can be developed'. Pre-service teachers agreed that the 'teaching practicum' was the most ineffective aspect of the programme, followed by 'lack of practice-based courses', 'inadequate number of teaching English to young learners courses', and 'language courses'. In-service teachers reported having problems because of 'limited class hours', 'poor textbooks', 'lack of technological resources', 'lack of learner preparedness', 'lack of learner motivation', and 'large classes'. In the light of these findings, implications were generated to improve the effectiveness of pre-service and in-service teacher education, which could increase the quality of education for English language students at primary schools.
Keywords: Teacher self-efficacy, Teacher competence, Teaching English to young learners, English as a foreign language, Pre-service and in-service teacher education

ÖZ. Bu çalışma hizmet öncesi ve hizmet içi İngilizce öğretmenlerinin kendilerini yeterli ve yetersiz gördükleri öğretim alanlarını tespit ederek bu öğretmenlerin Türkiye'de İlkokullarda İngilizce öğretmeye ilişkin öz yeterlik inançlarını araştırmıştır. Bu çalışma ayrıca hizmet öncesi öğretmenlerin hizmet öncesi öğretmen yetiştirme programının etkililiği hakkındaki görüşlerini anlamayı ve hizmet içi öğretmenlerinin ilkokullarda İngilizce öğretirken karşılaştıkları temel sorunları belirlemeyi hedeflemiştir. 170 hizmet öncesi ve 129 hizmet içi öğretmenden sormaca yoluyla nitel ve nicel veri toplanmıştır. Nicel ve nitel veri sırasıyla betimsel analiz ve içerik analizi kullanılarak analiz edilmiştir. Bulgulara göre, her iki grup da olumlu ve olumsuz öz yeterlik alanları açısından benzer inançlara sahiptir: 'görsel materyaller kullanma', 'basit yönergeler verme' ve 'jest, mimik ve beden dilini etkili bir şekilde kullanma' en yetkin olunan alanlar olarak bildirilmişken; 'daha çok bedensel aktiviteler kullanma', 'zamanı etkili yönetme' ve 'her bir dil becerisinin nasıl geliştirileceğini bilme' alanları en az yetkin olunan alanlar olarak tespit edilmiştir. Hizmet öncesi öğretmenler 'öğretmenlik uygulamasının' öğretim programının en etkisiz yönü olduğuna dair fikir birliğinde olmuşlar ve programın diğer etkisiz yönlerinin 'uygulama odaklı derslerin azlığı', 'çocuklara yabancı dil öğretimi ders sayısının yetersizliği' ve 'temel dil dersleri' olduğunu bildirmişlerdir. Hizmet içi öğretmenler ise 'ders saatinin azlığı', 'yetersiz ders kitapları', 'teknolojik kaynakların azlığı', 'öğrencinin hazır bulunuşluk eksikliği', 'öğrencinin motivasyon eksikliği' ve 'kalabalık sınıflar' gibi nedenlerden kaynaklı sorunlar yaşadıklarını belirtmişlerdir. Bu bulguların ışığında, öğrencilerin ilkokullarda aldıkları İngilizce eğitiminin kalitesini arttırmak adına hizmet öncesi ve hizmet içi öğretmen yetiştirme programlarını geliştirmek için çıkarımlarda bulunulmuştur.
Anahtar Kelimeler. Öğretmen öz yeterliliği, Öğretmen yeterliliği, Çocuklara yabancı dil öğretimi, Yabancı dil olarak İngilizce, Hizmet öncesi ve hizmet içi öğretmen yetiştirme

INTRODUCTION

There is little doubt that providing effective English language teaching (ELT) education is critical in young learners' classes as this experience could result in developing positive or negative attitudes towards learning English. Teaching English to young learners (TEYL) requires developing competencies that are essential to provide age-appropriate teaching (Copland & Garton, 2014), and therefore, could be considered as a specialised area of teaching English. Therefore, it is essential that teachers are specifically trained to TEYL. The lack of appropriately qualified teachers has become one of the major issues in several countries where English classes have been included in early years of primary education such as Croatia, Netherlands, Italy (Enever, 2014), Mexico (Sayer & Ban, 2014), China (Jin et al., 2014), Greece (Karavas, 2014), Taiwan (Cheng, 2015), and Turkey (Gürsoy, Korkmaz, & Damar, 2013).

In the Turkish context, in 2012, the Ministry of National Education (MoNE) established a new educational structure called the 4+4+4 educational system that has changed the profiles of learners of English by offering English classes from the second year, rather than the fourth year of primary school. This has changed the profiles of learners of English as students aged 7-9 have characteristics which are distinct from students aged 10-12 years old (Ersöz, 2007). Considering that most teachers of English in Turkey are not specifically trained to teach English to students aged 7-9, they might have instructional problems or difficulties in classrooms.

The present study was designed to address the problem mentioned above. It mainly aimed to explore pre-service and in-service teachers' efficacy beliefs regarding teaching English to young learners. The study also attempted to understand pre-service English teachers' views of the effectiveness of the pre-service teacher education programme and reveal major problems that in-service teachers of English encounter while teaching English at primary schools. The research was guided by the following research questions:

1. What are pre-service and in-service English teachers' efficacy beliefs regarding teaching English at primary schools?
2. What are pre-service English teachers' views of the effectiveness of the pre-service teacher education programme in terms of equipping them with competencies necessary to teach English at primary schools?
3. What major problems do in-service teachers encounter while teaching English at primary schools?

Teacher self-efficacy

Self-efficacy is a concept underpinned by Bandura's social cognitive theory (Bandura, 1977) and refers to "beliefs in one's capacity to organise and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). Self-efficacy beliefs play a role in an individual's decisions to cope with challenging situations as it influences the extent to which they exert effort to overcome negative issues such as failures, problems, and stress (Bandura, 1977). From an educational perspective, self-efficacy informed the concept of teacher self-efficacy which is defined as "teachers' beliefs in their ability to have a positive effect on student learning" (Ashton, 1984, p. 142, cited in Guskey & Passaro, 1994). Similar to self-efficacy, teacher self-efficacy is about teachers' beliefs of their capabilities to cope with educational challenges such as teaching difficult and unmotivated students (Bandura, 1977; Guskey & Passaro, 1994; Tschannen-Moran, Hoy, & Hoy, 1998).

Teacher self-efficacy is determined by perceived teaching competence and perceived requirements of the task in a particular teaching situation (Tschannen-Moran, Hoy, & Hoy, 1998). Goddard, Hoy and Hoy (2000) argue that teachers consider their personal capabilities (i. e. skills, knowledge, strategies), personality traits, personal weakness or liabilities in developing self-efficacy beliefs. Teacher self-efficacy is considered to be one of the central concepts that affects instructional effectiveness. For this reason, a great deal of research has been carried out to reveal the role of teacher self-efficacy in providing effective teaching practice. These studies provided empirical evidence on the impact of teacher self-efficacy on student achievement (Ashton & Webb,

1986; Ross, 1992; Tschannen-Moran, Hoy, & Hoy, 1998), students' expectations and perceived performance (Midgley, Feldlaufer, & Eccles, 1989), motivation (Ashton & Webb, 1986), and students' sense of efficacy (Ross, 1998; Ross, Hogaboam-Gray, & Hannay, 2001). Additionally, highly efficacious teachers are believed to exhibit greater enthusiasm for teaching (Guskey, 1984) and to be more eager to implement new practices (Berman et al., 1977; Cousins & Walker, 2000; Guskey, 1988). These findings provide support for the assumption that several significant issues in good teaching practices are influenced by the extent to which teachers feel efficacious.

There is agreement in the literature that teacher self-efficacy is context-specific (Goddard, Hoy, & Hoy, 2000). Several authors define teacher self-efficacy by underlining that it is specific to particular situations or contexts (e.g. Dellinger et al., 2008; Heneman, Kimball, & Milanowski, 2006; Tschannen-Moran, Hoy, & Hoy, 1998). In other words, teachers might possess different levels of self-efficacy beliefs in different settings or teaching situations (Goddard, Hoy, & Hoy, 2000), in that they re-evaluate their sense of self-efficacy when they experience new challenges such as teaching a new grade, working in a new setting, or adopting a new curriculum (Ross, 1998). For this reason, considering the recent educational reform in Turkey, it is worth investigating teacher efficacy regarding teaching English to younger learners.

Teaching English to young learners in Turkey

In Turkey, the concept of TEYL goes back to 1997 when MoNE implemented an educational reform which increased the duration of compulsory education from five to eight years. English classes were included in the fourth year of primary school and this lowered the starting age for learning English from twelve to ten. This change was followed by curricular changes made by the Council of Higher Education (CoHE) to the pre-service teacher education programme in 1998. A TEYL course was added to the programme. In 2006, this course was spread over two terms and its class hours were extended to four hours a week.

The recent education reform which established the 4+4+4 educational system extended compulsory education from eight to twelve years, comprising of four years of education at three levels: primary, secondary, and high school. This system lowered the starting age for learning English from ten to eight. In the primary school English curriculum, it is emphasised that the main objective of ELT is to improve learners' communicative competence. According to curriculum designers, in ELT classes, basically, the focus should be on listening and speaking, students should be exposed to written and spoken language as much as possible, communication should be carried out in English, and students should enjoy learning English through activities such as arts and crafts, total physical response, and drama (see MoNE, 2013).

CoHE has not made any curricular change in the pre-service English teacher education programme since the introduction of the 4+4+4 educational system. At present, TEYL courses are offered in the winter and spring terms of the third year and are the only courses that specifically focus on how to teach English to young learners. According to COHE (2006), these courses cover subject areas including the distinctions of young learners (aged between 5-12) in terms of language learning skills, learning styles and strategies, appropriate activities and materials to teach vocabulary, language skills and structures. These are practical courses in which students are asked to give presentations and do micro-teaching with particular attention to classroom management, presentation of language, and practice (CoHE, 2006).

Despite the curricular innovations with particular emphasis on teaching English communicatively and providing English education at earlier ages, there are concerns in Turkey about the quality of English teaching provided in primary schools. Several research studies revealed that TEYL is teacher-centred, involves explicit grammar instruction and relies on translation, repetition and question and answer (Gürsoy, Korkmaz, & Damar, 2013; Haznedar & Uysal, 2010; Haznedar, 2012; Kırkgöz, 2008; Uztosun, 2013a), which indicated a disconnection between policy and practice. These problems were the main preoccupation of the present study which attempted to contribute to our knowledge by revealing the efficacy beliefs of pre-service and in-service teachers with regard to TEYL, pre-service teachers' perceptions of their readiness to teach English at primary schools, and the main problems that in-service teachers experience while teaching English at primary schools.

METHODOLOGY

This exploratory study employed a survey methodology because surveys allow for collecting a good deal of information from participants in different contexts (Cohen, Manion, & Morrison, 2007; Dörnyei, 2003). Pre-service teachers were recruited by using convenience sampling, in that the data were collected from universities that the researcher can easily access (Mackey & Gass, 2005). In-service teachers, on the other hand, were recruited through volunteer sampling (Cohen, Manion, & Morrisson, 2007). The questionnaire was made available online and participants were invited to complete the questionnaire using social media.

Participants

170 pre-service teachers (132 female, 38 male) who were fourth year ELT Department students at three universities participated in the study. 30 of them studied at university 1, 54 of them at university 2, and 86 of them at university 3. Their average age was 22 (age range 21-32). When they were asked whether they wanted to work as a teacher after they graduated, 136 participants responded positively, 31 participants were neutral, and one of them responded negatively. The data were collected in May 2015 when participants had almost completed the graduation requirements, which was essential to evaluate the effectiveness of their pre-service teacher education thoroughly.

129 in-service English teachers (101 female, 28 male) working at primary schools participated in the study. Their average age was 29 (age range 22-50) and their average year of teaching experience was 6 with a minimum of 1 and a maximum of 27 years. 117 of them reported holding a bachelor degree and 11 of them held a Master's degree at the time of data collection. They were working in 40 different cities located in all seven regions of Turkey.

Ethical issues

Participation was on a voluntarily basis. Participants were assured that the data they provided would only be used for research purposes and would not be shared by third parties. The data were collected anonymously in order to protect the identities of the participants.

Data collection instrument and data analysis

Data were collected through a questionnaire that was in Turkish. The questionnaire included 30 closed-ended and three open-ended items. The closed-ended items were based on the findings of the author's earlier research which is reported in an article that is currently in review. In that research, the author employed a Delphi technique in which teachers and teacher educators created a list of competencies that were essential to teach English at primary schools. In the present study, these competencies were itemised using a 5-point Likert-type scale, ranging from strongly agree to strongly disagree. The reliability analysis of the closed-ended items yielded high reliability (α = .96). In the open-ended items, while pre-service teachers were asked to evaluate their pre-service education in terms of providing competencies for TEYL, in-service teachers were asked to mention the problems they encountered while TEYL.

The quantitative data analysis was carried out through descriptive analysis by using SPSS v. 16. The qualitative data were analysed using inductive content analysis as it enables researchers to generate a theory by identifying the emergent themes in the data (Cohen, Manion, & Morrison, 2007). As suggested by Ezzy (2002), content analysis was implemented in three steps: the data were coded and categorised, the categories were compared, and conclusions were drawn regarding the relevant research questions. To check inter-rater reliability, an expert colleague coded 10% of the data. The comparison of the codes of the two raters yielded 92% consistency.

Efficacy beliefs regarding teaching English at primary schools

The descriptive analysis of the data showed that both groups had positive efficacy beliefs: the overall mean score of pre-service teachers was 4.14 (SD = .55) and of in-service teachers was 4.09 (SD = .68). To further understand the aspects that pre-service and in-service teachers considered more or less efficacious, the mean scores of each item were examined. Table 1 displays the aspects that pre-service and in-service teachers reported feeling most efficacious.

Table 1. *Ten competencies that pre-service teachers and in-service teachers reported feeling most efficacious*

Ranking	Item	N	Mean	SD
	Pre-service teachers			
1.	Use mostly visual materials	170	4.48	.78
2.	Give simple instructions while teaching young learners.	170	4.43	.71
3.	Use games in teaching.	167	4.36	.76
4.	Use gestures, facial expressions and body language effectively in instruction	169	4.31	.86
5.	Teach English appropriate to language level of students	170	4.30	.72
6.	Focus on the teaching of listening and speaking English	170	4.30	.70
7.	Supplement textbooks with different materials	151	4.28	.84
8.	Alter the content of lesson according to children's wants and needs.	170	4.21	.78
9.	Implement their teaching taking into account the characteristics of children's development (physical and cognitive).	169	4.19	.74
10.	Implement methods to teach English to young learners (CLT, Audio-lingual, Total Physical Response etc.)	169	4.19	.84
	In-service teachers			
1.	Use gestures, facial expressions and body language effectively in instruction	126	4.54	.77
2.	Use mostly visual materials	126	4.43	.86
3.	Supplement textbooks with different materials	127	4.38	.86
4.	Give simple instructions while teaching young learners.	127	4.36	.89
5.	Teach English appropriate to language level of students	124	4.30	.93
6.	Implement teaching actively and energetically	125	4.30	.85
7.	Use games in teaching.	129	4.25	1.03
8.	Possess a high level of competence in English (reading, writing, speaking, listening)	126	4.25	.79
9.	Manage the classroom by gaining the attention of the class	126	4.23	.90
10.	Alter the content of lesson according to children's wants and needs.	127	4.18	.92

As seen in Table 1, pre-service teachers reported feeling most efficacious in 'using mostly visual materials' (M = 4.48; SD = 0.78). This was followed by 'giving simple instructions' (M = 4.43; SD = 0.71) and 'using games in teaching' (M = 4.36; SD = 0.76). In-service teachers, on the other hand, reported feeling most efficacious in 'using gestures, facial expressions, and body language effectively' (M = 4.54; SD = 0.77), 'use mostly visual materials' (M = 4.43; SD = 0.86), and 'supplement textbook with different materials' (M = 4.38; SD = 0.86).

When the items that are displayed in Table 1 are compared, it is seen that seven of them are common to both groups of respondents. Most of these common competencies (e.g. 'using visual materials', 'giving simple instructions', 'using games in teaching') seem relevant to the 'knowledge of learners and their characteristics' which is one of the sub-categories of Schulman's (1987) classification of teacher knowledge. This is because these aspects refer to the characteristics of young learners and the principles of TEYL that involve such issues as 'illustrating

language by pictures and gestures', 'designing simple tasks so that children can understand what to do', and 'presenting a variety of activities' (Haznedar & Uysal, 2010). Feeling efficacious in these issues is positive because knowledge of learners and their characteristics is critical to provide a learning environment appropriate to young learners' needs and expectations.

Besides the competencies that pre-service and in-service teachers felt more efficacious, it is important to identify the competencies that they felt least efficacious. Table 2 presents the ten competencies that pre-service and in-service teachers reported feeling least efficacious.

Table 2. *Ten competencies that pre-service teachers and in-service teachers reported feeling least efficacious*

Pre-service teachers				
Ranking	**Item**	**N**	**Mean**	**SD**
21.	Use effective materials appropriate for young learners	170	4.09	.89
22.	Differentiate children who have different developmental features	169	4.08	.81
23.	Know the stages of children's language learning	170	4.07	.80
24.	Know how English language errors of children should be corrected	169	4.02	.83
25.	Use mainly kinaesthetic activities	170	3.92	.97
26.	Know child psychology.	169	3.90	.86
27.	Know how each language skill (reading, writing, listening, speaking) can be developed in young learners.	170	3.89	.85
28.	Know the characteristics of children's first language development	169	3.89	.87
29.	Have good English pronunciation skills	169	3.82	.76
30.	Manage class time effectively	170	3.77	.90
In-service teachers				
Ranking	**Item**	**N**	**Mean**	**SD**
21.	Differentiate children who have different developmental features	125	4.00	.88
22.	Manage class time effectively	127	3.96	1.01
23.	Know child psychology.	127	3.96	.97
24.	Adapt textbooks according to the class.	126	3.92	1.04
25.	Know how English language errors of children should be corrected	125	3.90	.89
26.	Know the characteristics of children's first language development	126	3.89	1.01
27.	Implement methods to teach English to young learners (CLT, Audio-lingual, Total Physical Response etc.)	125	3.89	1.03
28.	Use mainly kinaesthetic activities	127	3.88	1.06
29.	Focus on the teaching of listening and speaking English	126	3.79	.97
30.	Know how each language skill (reading, writing, listening, speaking) can be developed in young learners.	129	3.79	1.00

As displayed in Table 2, pre-service teachers reported feeling least efficacious in 'managing class time effectively' (M = 3.77; SD = 0.90), 'having good English pronunciation skills' (M = 3.82; SD = 0.76), and 'knowing the characteristics of children's first language development' (M = 3.89; SD = 0.87). In-service teachers, on the other hand, reported feeling least efficacious in 'knowing how each language skill can be developed in young learners' (M = 3.79; SD = 1.0), which was followed by 'focusing on the teaching of listening and speaking English' (M = 3.79; SD = 0.97), and 'using mainly kinaesthetic activities' (M = 3.88; SD = 1.06).

Similar to the aspects that they felt most efficacious, there were several common items in which both pre-service and in-service teachers felt least efficacious. These aspects indicate that both groups reported feeling less efficacious in some teaching aspects that require theoretical knowledge of TEYL. These findings are in line with Haznedar's (2012) study in which primary school English teachers were found to have limited knowledge of first and second language development of children and the characteristics of child development. This theoretical knowledge is important because teachers need to understand relevant theories to provide effective teaching to young learners (Cameron, 2001) so that they can provide theoretical basis on their instructional decisions.

The major differences between pre-service and in-service teachers were about their efficacy beliefs in 'focusing on the teaching of listening and speaking in English', and

'implementing methods to teaching English to young learners (CLT, Audio-lingual, Total Physical Response, etc.)'. While pre-service teachers rated these aspects among the items with the highest self-efficacy beliefs, these were among the competencies about which in-service teachers felt least efficacious. This might indicate that teachers' relevant self-efficacy beliefs decrease when they start teaching at state schools. The reason could be the focus of ELT in Turkey where little attention is paid to developing students' listening and speaking abilities (e.g. Arslan, 2013; Demirtaş & Sert 2010; Uztosun, 2011). There are several previous studies which revealed that teachers focus on grammar, reading and vocabulary while teaching English, although they believe that improving students' communication skills should be the main objective of language teaching (e.g. Gürsoy, Korkmaz, & Damar, 2013; Seban, 2008; Uztosun, 2013b). This finding provides support for the argument that the teaching context is a factor influencing teaching self-efficacy, in that teachers take into consideration constraints that make teaching difficult while developing self-efficacy beliefs (Goddard, Hoy, & Hoy, 2000).

Views about the effectiveness of pre-service teacher education

To evaluate the pre-service teacher education programme, pre-service teachers were asked to comment on their perceived readiness to teach at primary schools and suggest curricular changes that could improve the effectiveness of the programme.

Out of 170 pre-service teacher participants, 157 of them commented on their perceived readiness to teach English at primary schools. Most of them (93 out of 157) were positive and maintained that their pre-service teacher education programme equipped them with "necessary theoretical and practical knowledge" (Participant 9):

> "I believe that I learned a lot from TEYL courses. I am knowledgeable about the developmental stages of young learners and their language acquisition procedures." (P27)

> "In TEYL courses, we learned how to present activities that are appropriate to children's cognitive development and that will gain their attention." (P78)

A small number of participants (14 out of 157) were neutral. They underlined that they "feel strong in theoretical knowledge but weak in teaching practice" (P34). According to them, the reason for this, as stated by P40, was because "the focus of the programme was not on how to teach English to young learners". As one participant said:

> "We only took one course on TEYL and most of us do not have any experience of teaching students of these ages." (P37)

Another agreed:

> "Our university education trains us mostly academically and therefore I don't think the courses we took on teaching English at primary schools were enough." (P63)

Some participants (50 out of 157) reported negative feelings about the effectiveness of their pre-service education programme. Similar to the neutral participants, they addressed the theoretical focus of the programme where "little opportunity was provided for putting theoretical knowledge into practice" (P23). As one participant stated, "we did not experience teaching students of these ages. We learned techniques by referring to potential problems. I do not think the problems in real classes will be similar to these potential problems" (P18).

The concerns summarised above parallel the findings of İnal and Büyükyavuz's (2013) survey study in which pre-service EFL teachers' opinions about the effectiveness of pre-service education were investigated. The majority of their participants believed that the pre-service education programme was not effective in terms of providing the opportunity to implement their skills and knowledge in real teaching environments.

Four major themes emerged regarding the changes that should be made in the pre-service teacher education programme, which referred to: a) the lack of importance given to the teaching

practicum, b) a lack of practice-based courses, c) an inadequate number of courses that focus on TEYL, and d) an inadequate number of language courses.

The majority of the participants mentioned that the teaching practicum was not enough. In the present pre-service teacher education programme the teaching practicum is carried out in two courses offered in the fall and spring terms of the final year. In the fall term, students take a school experience course in which they observe classes at state schools and in the spring term they take a teaching practicum course where they practise teaching in real classes. The participants considered this aspect as the main problem of the pre-service teacher education programme, in that they found it "insufficient to do a practicum in the final year only" (P38). Participants justified this issue by referring to the fact that "teaching experience is important" (P52) and "no matter how knowledgeable you are in theory, the first important thing is practice" (P4). The participants argued that "making presentations to classmates does not provide experience" (P18), and therefore "students should be involved in real teaching environments more often" (R38) so that "every teacher candidate perceives a primary school classroom environment" (P39):

> *"I think there is a problem if we start teaching primary school students when we become teachers." (R170)*

The teaching practicum is one of the most critical aspects of pre-service teacher education. This is because the teaching practicum is the phase in which pre-service teachers experience teaching in authentic classroom environments (Ashton, 1984; Atay, 2007). Pre-service teacher education programmes should provide an effective teaching practicum so that prospective teachers experience how to instruct and manage students in different teaching contexts (Tschannen-Moran, Hoy, & Hoy, 1998). The teaching practicum influences teacher's self-efficacy beliefs (Tschannen-Moran & Hoy, 2001) as it allows for gaining mastery experience (Tschannen-Moran, Hoy, & Hoy, 1998). Therefore, an ineffective practicum will possibly lead to negative teaching self-efficacy beliefs. Despite this critical role of the teaching practicum, previous studies conducted in Turkey are in line with the findings of the present study as they concluded that the teaching practicum is a problematic issue (e.g. Kavas & Bugay, 2009; İnal & Büyükyavuz, 2013; Seferoğlu, 2006).

Another recurrent theme was the need for more practical courses. Several participants commented that they were not happy with the theoretical emphasis of the courses they took: "the courses were based on theory only with no reference to practice" (P54). They suggested that "students should be provided with more opportunities to practise" (P170). This is in keeping with the findings of some previous studies which concluded that practice-based courses in the programme were not sufficient (e.g. İnal & Büyükyavuz, 2013; Karakaş, 2012).

Several participants found TEYL courses insufficient, stating that the focus of the programme was on older and upper-level learners. P10 gave an example of this concern: "In our writing courses, we only learned how to teach writing to students at upper levels". To avoid this, as mentioned by P16, "students in this age range should be considered more while designing lesson plans and teaching materials". Participants suggested that "more weight should be given to TEYL courses" (P161) so that prospective teachers better know "how to involve young individuals in classes and how to use more practical techniques" (P135). In providing support for this suggestion, P80 referred to the distinctive nature of TEYL:

> *"Young learners are not similar to any other groups of learners and TEYL requires extra attention and expertise. By adding elective courses on TEYL, students who are interested in young learners can better develop themselves and gain experience."*

The final problem reported by several participants was the lack of courses that focus on developing their English language competence. While some of them mentioned a need for "more speaking courses" (P2) and "more listening and speaking courses" (P158), others stated that "more speaking and writing courses" (P130) are required. This problem was the concern of P108 who asserted that "definitely, the students who cannot speak English should not graduate from

the programme". Several researchers agreed that English language competence is one of the areas that constitutes English language teacher competence (e.g. Demirel, 1989; Richards, 1998; Saville-Troike, 1976; Thomas, 1987). As found in Chacón's (2005) study, English competence is related to teacher's self-efficacy beliefs, in that teachers with positive perceived English competence have positive teaching self-efficacy beliefs. Despite this critical role of English language competence, several research studies conducted in Turkey and other countries supported the findings of the present study, in that teachers have negative perceived competence in English (e.g. Arslan, 2013; Coşkun & Daloğlu, 2010; Enever, 2014; İnal & Büyükyavuz, 2013; Şallı-Çopur, 2008). In a study conducted by Gürbüz (2006) to investigate the strengths and weaknesses of pre-service teachers in language teaching practice, both supervisors and mentors agreed that inaccurate pronunciation, grammar, and lack of fluency are among the major weaknesses of pre-service teachers. In essence, the teachers' need for language development is a universal issue. In a large-scale research study that was conducted by Garton, Copland and Burns (2011) to investigate global practices in TEYL, the data collected from 144 countries showed that it is necessary to develop teachers' language competence.

Problems encountered by in-service teachers in primary schools

According to the content analysis of the data collected from in-service teachers, there were six main problems encountered while TEYL at primary schools: a) limited class hours, b) poor textbooks, c) lack of technological resources, d) lack of learner preparedness, e) lack of learner motivation, and f) large classes.

The majority of in-service teachers mentioned limited class hours as the main problem. Currently, English classes are two hours a week in primary schools. This was mentioned as a factor that hindered such issues as "the teaching of different language skills" (P51), and "the inclusion of a variety of activities" (P74). According to P106, limited class hours are the main issue that underlies the problem of improving students' speaking ability: "the class time is too limited to develop students' speaking ability. Only the textbook is completed in two hours a week". In this respect, some participants underlined the link between limited class hours and an intense curriculum and made similar comments to P99 who stated that the main problem was "the lack of time allowed for revisions and consolidations due to lots of topics to be covered in the textbook". This was also mentioned by P56 who voiced concerns about "the lack of time to revise the topics", which "makes it difficult for students to remember what they have learned" (P85).

In the literature, limited class hours and an intense curriculum are considered among the sources of problems that teachers experience. Several studies conducted in different contexts found that these two factors hinder the provision of effective ELT (e.g. Feryok, 2008; Gándara, Maxwell-Jolly, & Driscoll, 2005; Gahin, 2001; Uztosun, 2013b), in that having limited class hours leads teachers to focus on completing the textbook and makes it difficult to use different materials and implement a variety of activities (Garton, Copland, & Burns, 2011).

The second recurring theme was poor textbooks. In state schools, teachers have to use textbooks selected by MoNE without using any other extra written materials. Most participants were not happy with the quality of the textbooks because "they do not include activities that can engage students' interest" (P72), "the topics do not address daily life" (P122), and "textbooks are not appropriate to the levels of learners" (P130). Two participants further detailed the gap between learners' levels and the content of the textbook:

> "I don't think that textbooks are designed appropriately to the language levels of students. Students cannot understand what is being said in listening activities. Every time, I read aloud the scripts." (P125)

> "Textbooks are not appropriate to the levels of children. Second year students are taught the word 'xylophone'. I've heard this word for the first time." (P93)

Although it seems reasonable that the textbook is the major resource for teaching EFL (Crookes & Chaudron, 1991; Hutchinson & Torres, 1994), in Turkey, and probably in many countries, there is an overdependence on textbooks. This is mainly because of an intense

curriculum where teachers cannot find time to use different activities and materials as they have to cover the whole textbook. In these contexts, textbooks become the curriculum (Lamie, 1999) and the only source of teaching. This makes it critical to have a high-quality textbook as this directly influences the quality of the ELT provided. However, previous studies carried out in Turkey revealed that the textbook is one of the major factors that hinder the quality of ELT (e.g. Kırkgöz, 2008; Uztosun, 2013b).

Several participants reported the lack of technological resources as a major problem. They mentioned that the schools do not have sufficient technology: "unless we have financial support from parents, we cannot have audio-visual learning materials" (P70). Some of them referred to the limited access to the Internet in class where teachers "for example cannot use youtube, a very efficient website" (P10) and "cannot play videos although the internet connection is available" (P75).

In Garton, Copland and Burns' (2011) research, many teachers in several countries mentioned a lack of suitable materials as one of the major factors that hinder the effectiveness of ELT. There is agreement in the literature that using the Internet in class promotes the quality of language teaching and learning (Young, 2003) as it enables teachers to reach a great number of authentic materials for different language skills (Kitao & Kitao, 1996; Teeler & Gray, 2000). Using the Internet has several advantages such as increasing student motivation, creating an interactive teaching and learning environment, and enabling students to be actively involved in the learning process (see Martins, Steil, & Todecso, 2004 for details). These assumptions confirm the findings of the present study in which the lack of technological resources to use the Internet was found to be one of the major problems that decrease the quality of ELT.

Other recurring themes were about the characteristics of young learners and affective issues, including a short attention span, unpreparedness, and lack of motivation. Some participants reported children's short attention span as the major problem. As maintained by P122, this characteristic makes it essential to "revise the topics constantly and provide visual and practical aids very frequently". Another problem was seen to be a lack of learner preparedness, in that participants reported that "children do not know their mother tongue" (P94) and "there are students who cannot read and write even in the fourth year" (P113). Some participants considered the lack of student motivation as one of the problems encountered. The main source of this problem was mentioned to be the perceived difficulty of learning English, which makes children "biased with regard to English learning" (P61), and hence, they "become uninterested in the lesson when they cannot understand the spoken English" (P106), and this leads to "the feeling that they will not be successful" (P30).

Lack of student motivation and interest was mentioned as one of the problems teachers encounter while TEYL in many countries (Garton, Copland, & Burns, 2011). These affective issues play a critical role in learning English and are relevant to the issue of generating initial motivations proposed by Dörnyei (2007) as a factor that determines students' prospective attitudes towards learning a language. This was also maintained by Enever (2014) who argued that the early years of education are critical for children to be socialised and develop attitudes towards learning. Therefore, the primary objective of TEYL should be promoting children's affective issues, because negative feelings developed in the initial stages of learning English could decrease children's motivation to learn English in the following years (Schindler, 2006).

The final recurring theme was large classes. In this respect, one participant commented that "it is very difficult to learn a language in a class of forty in two hours a week" (P37). P20 maintained that large classes hinder the effectiveness of English language teaching practice because "in large classes, it could be very annoying when it is necessary to do physical activities such as games, songs, and drama".

These comments parallel the findings of Kırkgöz's (2008) study which revealed that large class size is one of the significant factors that obstructs the implementation of communicative oriented curriculum while TEYL in Turkey. This was found to be relevant to other countries as well where large classes were reported to obstruct the implementation of a communicative language teaching (e.g. Chang & Goswami, 2011; Garton, Copland, & Burns, 2011; Li, 1998). This is mainly because in large classes it is difficult to use communicative approaches (Criper, 1986,

cited in Jin & Cortazzi, 1998) since students cannot be provided with the opportunity of using the target language communicatively and teachers have little control on the spoken and written language used by students. Locastro (1989) listed a number of pedagogical, management, and affective problems that could be encountered in large classes, such as difficulty in carrying out speaking, reading, and writing tasks; difficulty in attending to all students during class time; and the impossibility of establishing good rapport with students.

Limitations of the study

This study has a number of limitations. Firstly, the convenience sampling used in selecting pre-service teachers makes it difficult to generalise the findings to pre-service teachers studying at different universities. Secondly, participants may not have provided true answers especially in closed-ended items because of social desirability and acquiescence biases which are the weaknesses of questionnaires (Dörnyei, 2003). Finally, the data collected from the questionnaire were not triangulated by using different data collection methods.

CONCLUSIONS AND IMPLICATIONS

The objectives of the present study were threefold: a) exploring self-efficacy beliefs of pre-service and in-service teachers regarding teaching English at primary schools, b) understanding pre-service teachers' views about the effectiveness of the pre-service teacher education programme in terms of providing competencies to teach English at primary schools, and c) revealing major problems that in-service teachers experience while teaching English at primary schools.

According to the findings, in general, both pre-service and in-service teachers had positive self-efficacy beliefs. Many teaching aspects about which pre-service and in-service teachers felt most and least efficacious were common. While both groups reported feeling most efficacious in aspects such as 'using mostly visual materials', 'giving simple instructions', 'using games in teaching', and 'using gestures, facial expressions, and body language effectively'; they felt least efficacious in such aspects as 'managing class time effectively', 'knowing how English language errors of children should be corrected', 'using mainly kinaesthetic activities', and 'knowing child psychology'. These indicated that participants felt competent in aspects that are essential for providing appropriate teaching to young learners. However, they reported lack of knowledge in some theoretical issues. Therefore, as concluded in Gürsoy, Korkmaz and Damar's (2013) study, it could be useful to address these issues in pre-service and in-service teacher education programmes.

An interesting finding which is worth highlighting is that, in contrast to pre-service teachers, in-service teachers reported feeling least efficacious in focusing on listening and speaking while TEYL. This might indicate a disconnection between curriculum and practice because it is stated in the primary school curriculum that the main objective of ELT should be developing students' listening and speaking skills (MoNE, 2013). This supports Goddard, Hoy and Hoy's (2000) assertion that contextual constraints affect teachers' senses of self-efficacy and indicates a gap between theory and practice, which is also mentioned in several previous studies (e.g. Gürsoy, Korkmaz, & Damar, 2013; Haznedar & Uysal, 2010; Haznedar, 2012; Uztosun, 2013b). To avoid this disconnection, curriculum designers and policy makers should consider the issues that lead to a gap between curriculum and practice and thus obstruct the development of students' speaking and listening skills.

With regard to the evaluation of the pre-service teacher education programme, the main weakness was reported to be the teaching practicum. The majority of the participants agreed that the teaching practicum phase failed to provide enough opportunity to experience young learners' classes. This aspect is critical for pre-service teacher education programmes as providing opportunities for actual teaching experience is one of the primary functions of these programmes (Tschannen-Moran, Hoy, & Hoy, 1998). This probably influenced the self-efficacy beliefs of pre-service teachers as they did not gain mastery experience, which is one of the sources of efficacy expectations (Bandura, 1997). To avoid this, the teaching practicum phase should be restructured with a focus on providing experience in young learners' classes.

Another weakness of the pre-service teacher education programme was reported to be the limited number of practice-based courses. The participants agreed that the programme depended on theory and therefore they had little opportunity to put theoretical knowledge into teaching practice. They also called for more courses that focus on how to teach English to young learners, which could shift the focus of the programme from older and upper-level learners to young learners. This weakness could be avoided by including more practice-based courses and TEYL courses in the pre-service teacher education programme.

Pre-service teacher participants found the programme ineffective in terms of developing their English language competence. This need shows that pre-service teachers in Turkey do not feel competent in English (Arslan, 2013; İnal & Büyükyavuz, 2013; Uztosun, 2013a; Uztosun, 2016). Feeling competent in English is important to provide effective ELT (Richards, 1998; Thomas, 1987) and perceived proficiency in English leads to the development of positive self-efficacy beliefs (Chacón, 2005). For this reason, it could be useful to increase the number of courses in the programme that focus on developing pre-service teachers' English language competence.

Regarding the major problems experienced by in-service teachers, the most popular theme was limited class hours. The majority of the participants agreed that they would provide more effective ELT if they had more class hours. Most participants mentioned that they could only taught the textbook in two hours a week and could not use any supplementary materials or activities. These problems could be avoided by increasing English class hours at primary schools and designing a flexible curriculum which allows teachers more freedom to supplement their teaching according to the needs and wants of their learners.

Most of the participants were not happy with the quality of the textbooks in which the activities were reported to be beyond the levels of students. They reported that students did not find the activities interesting. This indicates that textbooks are among the sources of problems experienced in ELT in Turkey (Kırkgöz, 2008). To avoid this, policy makers working at MoNE should be concerned about the quality of textbooks used at primary schools and should consider the problems experienced because of poor textbooks.

Another recurring theme was the lack of technological resources. These included the absence of audio-visual materials and limited access to the internet. These factors were mentioned as the main problems that especially hinder doing listening activities. These problems could make it difficult to provide effective ELT, in that students cannot be provided with visual materials and authentic language. Therefore, young learners cannot be offered age-appropriate teaching, which is critical in TEYL (Copland & Garton, 2014). Considering these findings, initiatives should be undertaken to make technological resources sufficient and accessible in English classes at primary schools.

In-service teachers reported having problems with children who were not prepared and motivated to learn English. They stated that students found learning English demanding and boring. Learner preparedness could be connected to the comments that the textbook activities were beyond the level of students. Therefore, adjusting the level of activities could solve the issue of learned helplessness of some children. The findings of the present study showed that participants had difficulties in motivating children to learn English. This might indicate that they need training on how to motivate children to learn English.

Another problem that in-service teachers experienced was large classes. They stated that they cannot teach English effectively because of high numbers of students in class. This seems reasonable because there is an agreement in the literature that it is difficult to teach communicative aspects of English in large classes (Criper, 1986, cited in Jin & Cortazzi, 1998; Kırkgöz, 2008; Locastro, 1989). To overcome this problem, MoNE should be concerned with large classes at primary schools.

The conclusions drawn from the present study show that listening to the voices of practitioners could provide valuable information about practical teaching issues. The findings seem to indicate some possible solutions to problems which could be taken into account in future educational changes. It is essential to conduct further studies, especially after any educational change in order to understand how practitioners deal with these changes. Therefore, more

research is needed to fully understand the practice of TEYL as this will probably provide some empirical evidence on how to improve the quality of TEYL.

Acknowledgements

References

Arslan, R. Ş. (2013). Non-native pre-service English language teachers achieving intelligibility in English: Focus on lexical and sentential stress. *Procedia – Social and Behavioral Sciences,* 70, 370-374

Ashton, P. (1984). Teacher efficacy: A motivational paradigm for effective teacher education. *Journal of Teacher Education*, *35*, 28-32.

Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teachers' sense of efficacy and student achievement*. Longman Publishing Group.

Atay, D. (2007). Beginning teacher efficacy and the practicum in an EFL context. *Teacher Development*, *11*, 203-219.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, *84*, 191-215.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

Berman, P., McLaughlin, M., Bass, G., Pauly, E., & Zellman, G. (1977). Federal programs supporting educational change: Vol. VII. Factors affecting implementation and continuation (Rep. No. R-1589/7-HEW). Santa Monica, CA: RAND. (ERIC Document Reproduction Service No. 140 432)

Cameron, L. (2001). *Teaching Languages to young learners.* Cambridge University Press.

Chacón, C. T. (2005). Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela. *Teaching and Teacher Education*, *21*, 257-272.

Chang, M., & Goswami, J. S. (2011). Factors affecting the implementation of communicative language teaching in Taiwanese college English classes. *English Language Teaching*, *4*(2), p3.

Cheng, H. F. (2015). The relationships between Taiwanese elementary English teachers' qualification, teaching experiences and teacher's efficacy beliefs. *International Journal of Education and Social Science, 2,* 29-40.

Council of Higher Education. (2006). *Eğitim fakültesi öğretmen yetiştirme lisans programları* [Undergraduate programme of teacher education at faculty of education]. Meteksan: Ankara.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.) Great Britain: Routledge.

Crookes, G., & Chaudron, C. (1991). Principles of classroom language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (2nd ed.), 46-67. New York: Newbury House.

Copland, F., & Garton, S. (2014). Key themes and future directions in teaching English to young learners: Introduction to the special issue. *ELT Journal*, *68*, 223-230.

Coskun, A., & Daloglu, A. (2010). Evaluating an English language teacher education program through Peacock's model. *Australian Journal of Teacher Education*, *35*, 24-42.

Cousins, J. B., & Walker, C. A. (2000). Predictors of educators' valuing of systematic inquiry in schools. *Canadian Journal of Program Evaluation*, 25-52.

Dellinger, A. B., Bobbett, J. J., Olivier, D. F., & Ellett, C. D. (2008). Measuring teachers' self-efficacy beliefs: Development and use of the TEBS-Self.*Teaching and Teacher Education*, *24*, 751-766.

Demirel, Ö. (1989). Yabancı dil öğretmenlerinin yeterlikleri [Competencies of foreign language teachers]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi [Hacettepe University Journal of Faculty of Education], 4,* 5-26.

Demirtaş, İ., & Sert, N. (2010). English education at university level: Who is at the centre of the learning process? *Novitas-ROYAL (Research on Youth and Language), 4*, 159-172.

Dörnyei, Z. (2007). Creating a motivating classroom environment. In J. Cummins, & C. Davison (Eds.), *International handbook of English language teaching* (Vol. 2) (pp. 719-731). New York: Springer.

Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Mahwah, NJ: Erlbaum.

Enever, J. (2014). Primary English teacher education in Europe. *ELT Journal*, *68*, 231-242.

Ersöz, A. (2007). *Teaching English to young learners*. Ankara: Kozan Ofset.

Ezzy, D. (2002). *Qualitative analysis: Practice and innovation.* Crows Nest, Australia: Allen & Unwin.

Feryok, A. (2008). An Armenian English language teacher's practical theory of communicative language teaching. *System*, *36*, 227-240.

Gahin, G. H. (2001*). An investigation into EFL teachers' beliefs and practices in Egypt: An exploratory study* (Unpublised PhD thesis). University of Exeter, UK.

Garton, S., Copland, F., & Burns, A. (2011). Investigating global practices in teaching English to young learners. *British Council ELT*, *11*, 1-29.

Gándara, P., Maxwell-Jolly, J., & Driscoll, A. (2005). Listening to teachers of English language learners: A survey of california teachers' challenges, experiences, and professional development needs. *The Center for the Future of Teaching and Learning*.

Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, *37*, 479-507.

Guskey, T. R. (1984). The influence of change in instructional effectiveness upon the affective characteristics of teachers. *American Educational Research Journal*, *21*, 245-259.

Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education*, *4*, 63-69.

Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal*, *31*, 627-643.

Gürbüz, N. (2006). Different perceptions of pre-service English teachers' strengths and weaknesses in the practicum: A case study in Turkey. *English Language Teacher Education and Development*, *9*, 39-46.

Gürsoy, E., Korkmaz, Ş. Ç., & Damar, E. A. (2013). Foreign language teaching within 4+4+4 education system in Turkey: Language teachers' voice. *Eurasion Journal of Educational Research, 53,* 59-74.

Haznedar, B. (2012). Perspectives on preservice education of English language teachers in Turkish primary schools. In Y. Bayyurt & Y. Bektaş-Çetinkaya (Eds.), *Research Perspectives on teaching and learning: Policies and practices* (pp. 39-58). Berlin: Peter Lang.

Haznedar, B., & Uysal, H. H. (2010). Introduction: embracing theory and practice in teaching languages to young learners. In B. Haznedar & H. H. Uysal (Eds.), *Handbook for teaching foreign language to young learners in primary schools* (pp. 1-20). Ankara: Ani Yayincilik.

Heneman, H. G., Kimball, S., & Milanowski, A. (2006). *The teacher sense of efficacy scale: Validation evidence and behavioural prediction* (WCER Working Paper No. 2007-7). Madison, WI: Wisconsin Center for Education Research.

Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, *48*, 315-328.

İnal, S., & Büyükyavuz, O. (2013). English trainees' opinions on professional development and pre-service education. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi [Hacettepe University Journal of Faculty of Education*, *28,* 221-233.

Jin, L., & Cortazzi, M. (1998). Dimensions of dialogue: Large classes in China. *International Journal of Educational Research*, *29*, 739-761.

Jin, L., Liang, X., Jiang, C., Zhang, J., Yuan, Y., & Xie, Q. (2014). Studying the motivations of Chinese young EFL learners through metaphor analysis. *ELT Journal*, *68*, 286-298.

Karakaş, A. (2012). Evaluation of the English language teacher education program in Turkey. *ELT Weekly*, *4*, 1-16.

Karavas, E. (2014). Implementing innovation in primary EFL: A case study in Greece. *ELT Journal*, *68*, 243-253.

Kavas, A. B., & Bugay, A. (2009). Öğretmen Adaylarının Hizmet Öncesi Eğitimlerinde Gördükleri Eksiklikler ve Çözüm Önerileri [Perceptions of prospective teachers about deficiencies of Pre-Service teacher education and suggestions]. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi [Pamukkale University Journal of Faculty of Education]*, *25*, 13-21.

Kırkgöz, Y. (2008). A case of teachers' implementation of curriculum innovation in English language teaching in Turkish primary education. *Teaching and Teacher Education, 24,* 1859-1875.

Kitao, K., & Kitao, S. K. (1996). Using the Internet for teaching English.(ERIC Document Reproduction Service No. ED397645)

Locastro, V. (1989). *Large Size Classes: The Situation in Japan.* (Project Report No. 5). Leeds, England: Lancaster-Leeds Language Learning in Large Classes Research Project.

Lamie, J. M. (1999). Making the textbook more communicative. *The Internet TESL Journal*, *5*.

Mackey, A. & Gass, S. M. (2005). *Second language research: Methodology and design.* New Jersey: Lawrence Erlbaum Associates.

Martins, C. B., Steil, A. V., & Todesco, J. L. (2004). Factors influencing the adoption of the Internet as a teaching tool at foreign language schools. *Computers & Education*, *42*, 353-374.

Midgley, C., Feldlaufer, H., & Eccles, J. S. (1989). Change in teacher efficacy and student self-and task-related beliefs in mathematics during the transition to junior high school. *Journal of Educational Psychology*, *81*, 247-258.

Ministry of National Education (MONE). (2013). Teaching programme for English lessons at primary schools. Ankara. Retrieved on 19 December 2015 from http://ttkb.meb.gov.tr/program2.aspx?islem=1&kno=214

Richards, J. C. (1998). *Beyond training*. New York: Cambridge University Press.

Ross, J. A. (1992). Teacher efficacy and the effects of coaching on student achievement. *Canadian Journal of Education*, *17*, 51-65.

Ross, J. A. (1998). Antecedents and consequences of teacher efficacy. In J. Brophy (Ed.), *Advances in research on teaching* (Vol. 7, pp. 49-74). Greenwich, CT: JAI Press.

Ross, J. A., Hogaboam-Gray, A., & Hannay, L. (2001). Effects of teacher efficacy on computer skills and computer cognitions of Canadian students in grades K-3. *The Elementary School Journal*, *102,* 141-156.

Saville-Troike, M. (1976). *Foundations for teaching English as a second Language*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Sayer, P., & Ban, R. (2014). Young EFL students' engagements with English outside the classroom. *ELT Journal*, *68*, 321-329.

Schulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*, 1-22.

Schindler, A. (2006). Channeling children" s energy through vocabulary activities. In *English Teaching Forum, 44*, 8-12.

Seban, D. (2008). Öğretmenlerin yazılı öğretimi hakkındaki inanç ve uygulamalarına durum çalışmaları üzerinden bir bakış [A Look within Individual Cases into Elementary Teachers' Beliefs and Practices of Writing Instruction]. *Elementary Education Online, 7,* 512-521

Seferoğlu, G. (2006). Teacher candidates' reflections on some components of a pre-service English teacher education programme in Turkey. *Journal of Education for Teaching*, *32*, 369-378.

Şallı-Çopur, D. (2008). *Teacher effectiveness in initial years of service: a case study on the graduates of METU foreign language education program* (Unpublished PhD Thesis). Middle East Technical University, Turkey.

Teeler, D., & Gray, E. (2000). *How to use the Internet in ELT*. Harlow: Longman.

Thomas, A. L. (1987). Language teacher competence and language teacher education. In R. Bowers (Ed.) *Language teacher education: An integrated programme for ELT teacher training* (pp.33-42). ELT Documents 125 London: Modern English Publications/The British Council.

Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and teacher education*, *17*, 783-805.

Tschannen-Moran, M. Hoy, A. W., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of educational research*, *68*, 202-248.

Uztosun, M. S. (2011). A qualitative study into English language teachers' and students' beliefs and practices in Turkey. *The International Journal of Research in Education,* 2, 16-34.

Uztosun, M. S. (2013a). *The role of student negotiation in improving the speaking ability of Turkish university EFL students: An action research study* (Unpublished EdD Thesis). University of Exeter, UK.

Uztosun, M. S. (2013b). An interpretive study into elementary school English teachers' beliefs and practices in Turkey. *Turkish Online Journal of Qualitative Inquiry*, *4*, 20-33.

Uztosun, M. S. (2016). Profiles of Turkish pre-service teachers of English in terms of language learning background. *Journal of Further and Higher Education.* DOI:10.1080/0309877X.2015.1135883.

Young, S. S. C. (2003). Integrating ICT into second language education in a vocational high school. *Journal of Computer Assisted Learning*, *19*, 447-461.