



## THE ROLE OF TEACHER EFFICACY OVER ENGLISH LANGUAGE TEACHING

## ÖĞRETMEN ÖZ YETERLİĞİNİN İNGİLİZCE ÖĞRETİMİNDEKİ ROLÜ

Esen Aslan YAZICI<sup>1</sup>**Abstract**

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

**Keywords:** teacher, teacher efficacy, English as a foreign language, English language teaching, English proficiency

**Özet**

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

**Anahtar Kelimeler:** öğretmen, öğretmen öz yeterliliği, yabancı dil olarak İngilizce, İngilizce dili öğretimi, İngilizce yeterliliği

## **1. Introduction**

English language plays an important role as a global language. The number of English learners for various aims is increasing day by day. Due to this reason, any components and effects related to teaching English have been investigated. Williams and Burden (1997) stated that there exists high influence showing strong impact of teachers' beliefs on teaching. Recently, it has been realized that teachers and their beliefs have an important role on teachers' instructional strategies, classroom behaviors (Yılmaz, 2011) and student achievement (Carey, 2004). It is argued that teachers' perceptions of their teaching competence should be investigated to help teachers understand their own limitations, strengths, and weaknesses regarding classroom management strategies and the teaching approaches they employ in the classroom (Chason, 2005). According to Social Cognitive Theory, self-efficacy is the belief in one's ability (Bandura, 1977).

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

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

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

Therefore, finding out teacher efficacy level and indicating which category they would be involved may be one of the keys to evaluate teachers' performance. Also, it may be helpful to make them aware of their beliefs, perceptions and self-efficacy. If it is not high, it is very significant to increase teachers' efficacy level so that they can develop practices to train quality and successful teachers (Ozder, 2011). This study seeks to find answers to the following research question:

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

More specifically, it investigates the following questions:

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

## **2. Methodology**

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

### **2.1. Participants**

The purpose of this study is to find out if teacher efficacy has an impact on teaching English. 28 English language teachers who are working state high schools around Çukurova region attended the study. English language teachers are from various types of high schools such as vocational high schools, Anatolian high schools, general high schools. Among the teachers working in these schools only voluntary teachers participated in the study. The teachers were chosen from different rural and urban schools in Çukurova region. While selecting the participants, the convenience sampling was used as they were the easiest to reach. Castillo (2009) defines the convenience sampling as a "non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher"

### **2.2. Data Collection Tools**

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

### 3. Data Analysis and Results

This chapter presents the data analysis and the findings of the study obtained through Teacher Efficacy Scales, Self-Reported English Proficiency Scales and Use of Pedagogical Strategies Scales.

#### 3.1. The Results of Teacher Efficacy Scale

This section describes the data collected through the Turkish version of Teacher Efficacy Scale (TTES), which was used to find out teachers' perceived efficacy levels. The descriptive statistics for Teacher Efficacy Scale were analyzed according to means (M). There are three subscales. These are related to efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. The results are shown in Table 1 as in the following;

Table 1

##### *Teacher Efficacy Scale*

<b>Items</b>	<b>N</b>	<b>M</b>	<b>S.d.</b>
<b>Efficacy in Student Engagement</b>			
1. How much can you do to get through to the most difficult students?	28	3.36	0,87
2. How much can you do to help your students think critically?	28	3.71	0,66
4. How much can you do to motivate students who show low interest in school work?	28	3.86	0,85
6. How much can you do to get students to believe they can do well in school work?	28	3.86	0,89
9. How much can you do to help your students' value learning?	28	3.75	0,84
12. How much can you do to foster student creativity?	28	3.89	0,79
14. How much can you do to improve the understanding of a student who is failing?	28	3.61	0,88
22. How much can you assist families in helping their children do well in school?	28	3.32	1,19
Total	224	3.67	0,89
<b>Efficacy in Instructional Strategies</b>			
7. How well can you respond to difficult questions from your students?	28	4.32	0,61
10. How much can you gauge student comprehension of what you have taught?	28	4.04	0,79
11. To what extent can you craft good questions for your students?	28	4.21	0,63
17. How much can you do to adjust your lessons to the proper level for individual students?	28	3.36	0,99
18. How much can you use a variety of assessment strategies?	28	3.86	0,65
23. How well can you implement alternative strategies in your classroom?	28	3.89	0,69
24. How well can you provide appropriate challenges for very capable students?	28	3.43	1,07
Total	224	3.92	0,84
<b>Efficacy in Classroom Management</b>			
3. How much can you do to control disruptive behavior in the classroom?	28	4.07	0,66
5. To what extent can you make your expectations clear about student behavior?	28	4.46	0,64
8. How well can you establish routines to keep activities running	28	4.25	0,65

smoothly?			
13. How much can you do to get children to follow classroom rules?	28	3.89	0,79
15. How much can you do to calm a student who is disruptive or noisy?	28	3.86	1,01
16. How well can you establish a classroom management system with each group of student	28	3.50	1,07
19. How well can you keep a few problem students from ruining an entire lesson?	28	3.82	0,86
21. How well can you respond to defiant students?	28	3.86	0,93
Total	224	3.96	0,87

Total scores of three subscales showed that English language teachers' efficacy in classroom management is the highest ( $M = 3.96$ ). It means that they perceive themselves as the most successful in classroom management. So they suggested they had no big problems in classroom management. Item 16 in the classroom management subscale is related to establishing a classroom management system with each group of students. It indicates the lowest mean ( $M = 3.50$ ) in the efficacy in classroom management subscale. This means that English language teachers have difficulties in adapting their classroom management system according to different group of students.

However, they rated themselves the least efficacious in student engagement ( $M = 3.67$ ). In other words, English language teachers think that they do not perform well enough to get through students' needs. Item 22 in the engagement subscales related to assisting families in helping their children do well in school. It has the lowest mean ( $M = 3.32$ ) in efficacy in student engagement subscale. So, this suggests that they perceive themselves less capable in dealing with families.

In view of instructional strategies ( $M = 3.96$ ), English language teachers have higher efficacy than efficacy in student engagement ( $M = 3.92$ ). In other words, they believe in their ability that they use instructional strategies. Item 17 is related to adjusting lessons to the proper level for individual students. It indicates the lowest mean ( $M = 3.36$ ) in instructional strategies subscale. It means that English language teachers perceive themselves incapable in providing variety in the lessons.

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

### 3.2. Findings from Self-Reported English Proficiency Scale

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

Table 2

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

<b>English skills</b>	<i>N</i>	<i>M</i>	<i>S.d.</i>
<b>Speaking</b>			
1. In face-to-face interaction with an English Speaker, I can participate in a conversation at a normal speed.	28	4.25	0,84
2. I know the necessary strategies to help maintain a conversation with an English speaker.	28	4.07	0,77
3. I feel comfortable using English as the language of instruction in my English class.	28	4.25	0,89
Total	84	4.19	0,83
<b>Listening</b>			
4. I can watch English news (for example CNN) and/or English films without subtitles.	28	3.89	1,07
5. I understand the meaning of common idiomatic expressions used by English speakers.	28	3.68	1,06
6. I can understand when two native English speakers talk at a normal speed.	28	4.39	0,83
Total	84	3.99	1,02
<b>Reading</b>			
7. I can understand English magazines, newspapers, and popular novels.	28	4.46	0,74
8. I can draw inferences/conclusions from what I read in English.	28	4.64	0,62
9. I can figure out the meaning of unknown words in English from context.	28	4.54	0,51
Total	84	4.55	0,63
<b>Writing</b>			
10. I can easily write business and personal letters in English and can always find the right words to convey what I want to say.	28	3.96	1,04
11. I can fill in different kinds of application forms in English such as a bank account application.	28	4.14	0,80
12. I can write a short essay in English on a familiar topic of my knowledge	28	4.21	0,88
Total	84	4.11	0,91

Total mean shows that English language teachers believe that they are more talented at reading skill ( $M = 4.55$ ). This indicates the reason why they highly spend time on reading.

For speaking, their efficacy level is 4.19. So, according to English language teachers' beliefs they are aware of strategies to maintain a conversation ( $M = 4.07$ ). Also, it indicates that they perceive themselves as more efficacious to give instructions ( $M = 4.25$ ) and participate in a conversation in a normal speed with an English speaker ( $M = 4.25$ ).

It demonstrates that English language teachers believed their writing ability is enough ( $M = 4.11$ ) in order to write short essay. However, they judged themselves negatively while filling in bank application forms ( $M = 4.14$ ) or writing business letters ( $M = 3.96$ ). This means that they have high efficacy level while focusing on narrative or essay writing rather than focusing on real life situations.

As for listening, teachers' belief in their listening ability has the lowest mean ( $M = 3.99$ ). It means that they do not believe in their listening ability as much as other skills.



Because of this reason, it can be said that they avoid using listening activities including native speakers' conversation.

### 3.3. Findings from Use of Pedagogical Strategies Scale

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

As it is seen in Table 3 below, the means show that English language teachers perceived themselves as using communicatively oriented activities ( $M = 4.01$ ) rather than grammar oriented activities ( $M = 2.96$ ).

Table 3

#### English Language Teachers' Use of Pedagogical Strategies

Items	<i>N</i>	<i>M</i>	<i>S.d.</i>
<b>Grammatically Oriented</b>			
1. I use students' native language rather than English to explain terms or concepts that are difficult to understand.	28	3.50	1,14
2. I ask students to memorize new vocabulary or phrases without showing them how to use the words in context.	28	2.18	1,06
3. As a classroom exercise, I ask students to translate single sentences in the English text into their native language.	28	3.18	1,22
6. I use grammatical rules to explain complex English sentences to students.	28	3.43	0,96
8. I pay more attention to whether students can produce grammatically correct sentences than whether they can speak English with fluency.	28	2.54	1,20
<b>Communicatively Oriented</b>			
4. I give students the opportunity to get into groups and discuss answers to problem-solving activities.	28	4.00	0,90
5. I play audio tapes that feature native English speakers' conversation exchanges and ask students to answer questions related to the conversation.	28	4.11	1,10
7. I play English films and videos in class and ask students to engage in discussions about the films or videos.	28	3.50	1,23
9. I ask students to converse with one another in English and encourage.	28	4.18	0,94
10. I present students with real-life situations and ask them to come up with responses or answers in English that are appropriate to these situations.	28	4.25	0,80
Total	140	4.01	1,03

Among communicative oriented items (items 4, 5, 7, 9, 10), they report that they frequently use the activities that were presenting students with real-life situations ( $M = 4,25$ ). In other words, they believe in the necessity to prepare the student for real life situations. So they present real-life situations in classroom context. However, they perceived themselves less efficacious ( $M = 3.50$ ) while using video/films and asking students to engage in discussions about film/video. This is compatible with the results of teachers' listening proficiency which was the lowest ( $M = 3.99$ ).

As for use of grammar oriented strategies (items 1, 2, 3, 6, 8), English language teachers reported that they frequently used students' native language rather than English to explain terms or concepts that are difficult to understand ( $M = 3.50$ ). It means that they avoid using synonyms or acronyms or other strategies. However, according to the results, most of them do not use the strategy of asking students to memorize new vocabulary or phrases without showing them how to use the words in context ( $M = 2.18$ ). This shows their awareness about the importance of teaching English in context.

### 3.4. Correlation among Teacher Efficacy and Language Proficiency, Pedagogical Strategies

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

Table 4

*Correlations between Teacher Efficacy Scale and Other Variables*

Variables	Speaking	Listening	Reading	Writing	GOS	COS
Engagement	0.19	0.34**	0.27*	0.36**	-0.15	0.17*
Instructional Strategies	0.17	0.43**	0.20	0.26*	-0.09	0.08
Management	0.02	0.15	0.26*	0.15	-0.09	0.14

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

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

GOS=Grammatically oriented strategies

COS=Communicatively oriented strategies

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

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

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

## 4. Discussions and Conclusions

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

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



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

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

Research question 3: Teachers' use of pedagogical strategies was investigated. The results show that most of English language teachers use communicatively oriented strategies in the classrooms. Communicatively oriented strategies address communicative language teaching. Richards (2006) explains about communicative language teaching and its goals as in the following; perhaps the majority of language teachers today, when asked to identify the methodology they employ in their classrooms, mention "communicative" as the methodology of choice. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative language teaching sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge:

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

As a result, they reported that they would rather communicatively oriented strategies than grammar-oriented strategies. Very few of the English language teachers reported that they preferred using grammar oriented strategies. In fact, Grammar oriented strategies are related to grammar competence. According to Richards (2006), “Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence” (p. 2). In this study, teachers reported that they paid more attention to whether their students can speak English with fluency than whether students can produce grammatically correct sentences. In the same way, English language teachers reported that they presented students with real-life situations and ask students to come up with responses or answers in English that are appropriate to these situations. However, it was found in this study that teachers feel inefficacious about authentic materials and real life situations while listening and writing in English. In the previous researches related to teacher efficacy and use of pedagogical strategies, it was found that English language teachers mostly prefer using communicatively oriented strategies (Eslami & Fatahi, 2008; Yılmaz, 2011).

Research question 4: The relation between teacher efficacy and English language proficiency was investigated. The results showed that there is high correlation between language skills and teacher efficacy. Especially, it was found that there is relationship between three skills and teacher efficacy. These skills are listening, reading, and writing. It reveals that their beliefs in their capabilities increase if teachers perceive themselves efficient in reading, writing, and listening. However, it is remarkable that there is no relation between speaking and teachers’ beliefs in their ability. It means that they set up teaching process ignoring their beliefs in their ability. Considering the failure of speaking English in Turkey, teaching speaking in English might be problematic for other reasons. It is also clear in English Proficiency Index declined by Education First (2011), Turkey was at 43 among 44 countries. (as cited in Sak, 2011).

## **5. Suggestions**

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

### **5.1. Suggestions for the Researchers**

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

1. Studies investigating the impact of teacher efficacy on language tasks might be conducted.
2. Studies comparing teacher efficacy and student outcomes might be conducted.
3. Studies proving solutions to increase teacher efficacy might be conducted.

4. Studies the problems in teaching speaking in Turkey and its impact on teacher efficacy might be conducted.

## **5.2. Suggestions for English Language Teachers and Ministry of National Education**

In this study, we aimed to see the effect of teacher efficacy on English language teaching. The results showed that teacher efficacy affects teaching English. The suggestions developed for English language teachers are related to raising language teachers' awareness about their strengths and weaknesses about their beliefs at the beginning of each academic year. That is, English language teachers might be asked to answer the Teacher Efficacy Scale at the very beginning of the year before they start teaching. Then they might answer the scale before starting the second term so that they can see the difference and be aware of their efficacy levels. One step further, they might take cautions if it is necessary.

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

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