



ISTANBUL MEDENİYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION

**English Language Teaching Self- Efficacy Beliefs and
Reflective Teaching Practices of Turkish EFL
Instructors**

Master's Thesis

Ayşegül İnce

January 2023



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THESIS JURY APPROVAL

This Master's thesis titled "English Language Teaching Self- Efficacy Beliefs and Reflective Teaching Practices of Turkish EFL Instructors" written by Ayşegül İnce at the Department of Foreign Language Education was accepted by our jury.

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STATEMENTS

Style and Reference Manual Statement

Having reviewed this thesis written under my supervision, I confirm that it has been written in accordance with APA (7th Edition) Manual of Style and used its [footnote/in text] reference format consistently throughout the entire text.

Signature

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Declaration of Originality

I hereby declare that all information in this thesis has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conducts, I have fully cited and referenced all material and results that are not original to this work.

Signature

Ayşegül İnce

GENİŞ ÖZET

Türkiye’de İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin İngilizce Öğretmedeki Öz-Yeterlik İnançları ve Yansıtıcı Öğretim Uygulamaları

İnce, Ayşegül

Yüksek Lisans Tezi, Yabancı Diller Eğitimi Anabilim Dalı

Danışman: Dr. Öğr. Üyesi Ferdane Denkci Akkaş

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İnançlar insanların kapasitelerini ve limitlerini belirleyen ana faktörler arasında oldukları için insan hayatında büyük bir öneme sahiptirler. Öyle ki, davranışlarımızın yetenek ve becerilerimizden ziyade yeteneklerimize olan inancımız sonucu ortaya çıkabileceği birçok kez gösterilmiştir. Bu bağlamda, öz-yeterlik inançlarının insanların hayat boyu yaptığı seçimlere ve bu seçimlerle bağlantılı olarak ortaya çıkan sonuçlara etki ettiğine inanılmaktadır. Genellikle kişinin kendi yeteneklerine ve kapasitesine olan inancı olarak tanımlanan öz-yeterlik kavramı, insani fonksiyonları bilişsel, duygusal ve motivasyonel süreçler bakımından etkileyen psikolojik etmenlerden bir tanesidir. Üçlü Karşılıklı Belirlemecilik kuramına göre, kişinin belli bir konudaki performansı yeterlik inançları, davranışsal ve çevresel faktörlerden ve bu üçünün arasındaki karşılıklı ilişkiden etkilenmektedir. İster olumlu ister olumsuz olsunlar, kişilerin kendilerine dair beklentilerinin doğası öz-yeterlik inançlarının seviyesine ve gücüne bağlıdır.

Yabancı dil olarak İngilizce öğretiminin önemi arttıkça öğretmen öz-yeterlik inancı da öğretmen niteliğini etkileyen önemli faktörlerden biri olarak ortaya çıkmıştır. Öğretmen öz-yeterliği, kişinin öğretmenliğin gerektirdiği görev ve sorumlulukları gerçekleştirebilmek için sahip olunması gereken bilgi, anlayış, beceri, ve tutumlara ne derece sahip olduğuna dair inancını ifade eder. Diğer bir tanıma göre ise öğretmen öz-yeterliği öğretmenlerin öğrenci performansını

etkileme kapasitelerine olan inancıdır. Bu doğrultuda, yabancı dil olarak İngilizce öğretimi konusunda da öz-yeterlik çalışmaları yapılmaya başlanmıştır. Bir öğretim elemanının daha etkili bir öğrenme- öğretme ortamı yaratabilmesi için, alan bilgisi ve pedagojik formasyona ek olarak İngilizce öğretimi becerisi ile ilgili olumlu inançlara sahip olması gerektiği alan yazında belirtilmiştir.

Öğretmenlik mesleğindeki değişimin bir parçası olarak son zamanlarda önem kazanan diğer bir kavram ise yansıtıcı öğretimdir. Yansıtıcı öğretim birçok ülkedeki öğretmen eğitimi programlarında etkin bir öğretmenin kritik bir özelliği olarak kabul edilmeye başlanmıştır, dolayısıyla günümüzde öğretmen eğitiminde çok önemli bir rol oynamaktadır. Birçok ülkede artık öğretim standartlarından biri olarak kabul edilen yansıtıcı öğretim becerisi, yansıtıcı düşünme kabiliyetinin bir parçasıdır. Yansıtıcı öğretim, öğretmenlerin öğretimi önceden belirlenmiş eylemlerin rutin bir dizimi gibi değil, her benzersiz durumda sorunların aktif olarak düşünüldüğü ve çözüm arandığı, bağlam duyarlı bir yaratıcı aktivite olarak görmesini ifade eder. Bu tanımdan hareketle birçok yansıtıcı öğretim modelleri önerilmiş ve öğretmenler yansıtıcı-uygulayıcı bireyler olarak tanımlanmıştır. Öğretmenlerin salt belli kuralların ve kalıpların uygulayıcısı olarak görüldüğü yaklaşımların aksine, yansıtıcı öğretim modelinde öğretmenler kendi ortamlarında bilgi üreten, yorumlayan, gelişim sağlayan ve sorun çözen kişiler olarak görülmektedirler. Bu bağlamda, bu çalışmada İstanbul'da yükseköğretim seviyesinde ders veren İngilizce öğretim görevlilerinin öz-yeterlik inançlarının ve yansıtıcı öğretim pratiklerinin ortaya konması ve eğer varsa bu iki değişken arasındaki ilişkinin belirlenmesi amaçlanmıştır. Buna ek olarak, öğretim görevlilerinin öz-yeterlik inançları ve yansıtıcı öğretim uygulamaları konusunda derinlemesine bir incelemenin yapılması da hedefler arasındadır.

Nitel ve nicel veri toplama teknikleri bir arada kullanıldığı için, bu çalışma karma desende planlanmış betimsel bir araştırma olarak tanımlanabilir. Çalışmanın nicel boyutu için, öğretim görevlilerinin İngilizce öğretme

konusundaki öz-yeterlik inançlarını ölçmek amacıyla Karas (2019) tarafından geliştirilen “İngilizce Öğretmenleri Öz-Yeterlik İnançları Ölçeği” ve öğretim görevlilerinin yansıtıcı öğretim uygulamalarını ortaya koymak amacıyla Akbari, Behzadpoor ve Dadvand (2010) tarafından geliştirilen “İngilizce Öğretiminde Yansıtıcı Öğretim Envanteri” kullanılmıştır. Covid-19 pandemisi nedeni ile yüz yüze veri toplanamadığı için ölçekler İstanbul ilinde yer alan ve İngilizce hazırlık okulu bulunan tüm devlet ve vakıf üniversitelerinde çalışan İngilizce öğretim görevlileri ile isimlerine özel yazılan e-postalar yoluyla tek tek paylaşılmış ve araştırmaya gönüllü katılım sağlayan öğretim görevlilerinden veri toplanmıştır. Bu çalışmada nicel veriler kişisel bilgi formu, İngilizce Öğretmenleri Öz-Yeterlik İnançları Ölçeği ve İngilizce Öğretiminde Yansıtıcı Öğretim Envanteri ile Google Forms kullanılarak toplanmıştır. Sonuç olarak nicel veriler İstanbul’da üniversite seviyesinde ders veren 301 İngilizce öğretim görevlisinden toplanmışken, çalışmanın nitel boyutu için ise 82 gönüllü katılımcı arasından seçilen 11 İngilizce öğretim görevlisi ile çevrimiçi ortamda görüşmeler düzenlenmiştir. Nitel veri elde etmek için yapılan bu görüşmeler yarı yapılandırılmış görüşme formu kullanılarak çeşitli online platformlar (Zoom, Teams vb.) aracılığıyla gerçekleştirilmiştir. Çalışma İngilizce öğretim görevlileri ile yapıldığı için, kullanılmış olan tüm nitel ve nicel veri toplama araçları İngilizce dilindedir. Elde edilen nicel veriler SPSS yazılımına aktarıldıktan sonra, Pearson korelasyon testi, Mann Whitney-U testi, Kruskal Wallis-H testi, bağımsız örneklem t testi ve tek yönlü ANOVA yardımıyla analizler yapılmıştır. Çevrimiçi görüşmelerden elde edilen nitel veriler ise betimsel içerik analizi yöntemi ile incelenmiştir.

Bu çalışmanın sonuçlarına göre, İstanbul’da üniversitelerde çalışan İngilizce öğretim görevlileri tüm alt boyutlarda güçlü öz-yeterlik inançlarına sahiptirler. Alt boyutların öz-yeterlik inançları bakımından sıralaması ise sınıf içi öz-yeterliği, materyal öz-yeterliği, değerlendirme öz-yeterliği, kültür öz-yeterliği, dil öğretimi öz-yeterliği, ve öğrenci odaklı öğretim öz-yeterliği olarak şekillenmiştir. Yansıtıcı öğretim ile ilgili sonuçlar dikkate alındığında ise, katılımcıların üstbilişsel yansıtma ve duyuşsal yansıtma alt boyutlarını

yüksek seviyede uygulayabilirken, eleştirel yansıtma, uygulamalı yansıtma ve bilişsel yansıtma alt boyutlarını daha düşük ancak yine de ortalama üstü seviyede uyguladıkları görülmüştür. Buna ek olarak, bu çalışma İstanbul'da üniversite seviyesinde görev yapan İngilizce öğretim görevlilerinin öz-yeterlik inançları ve yansıtıcı öğretim uygulamaları arasında anlamlı ve olumlu bir ilişki olduğunu ortaya koymuştur. Diğer bir deyişle, İstanbul'da üniversitelerde görev yapan İngilizce öğretim görevlilerinin İngilizce öğretmeye dair öz-yeterlikleri ve yansıtıcı öğretim uygulamaları birbirlerini anlamlı ölçüde olumlu etkileyen iki faktördür. Yansıtıcı öğretim ile öz-yeterlik inançlarının alt boyutları arasındaki ilişki incelendiğinde ise, yansıtıcı öğretim ile en güçlü olumlu ilişkiye sahip olan alt boyutun materyal öz-yeterliği olduğu ve bu alt boyutun kültür öz-yeterliği, öğrenci odaklı öğretim öz-yeterliği, değerlendirme öz-yeterliği, ve dil öğretimi öz-yeterliği tarafından takip edildiği görülmüştür. Öz-yeterlik inançları ile yansıtıcı öğretim uygulamalarının alt boyutları arasındaki ilişkiler incelendiğinde ise, öz-yeterlik inançları ile en güçlü olumlu ilişkiye sahip olan yansıtıcı öğretim alt boyutunun bilişsel yansıtma olduğu ve bu alt boyutun uygulamalı yansıtma, üstbilişsel yansıtma, duyuşsal yansıtma, ve eleştirel yansıtma tarafından takip edildiği görülmüştür. Dahası bu çalışma İstanbul'da üniversitelerde görev yapan İngilizce öğretim görevlilerinin İngilizce öğretme konusundaki öz-yeterlik inançlarının eğitim geçmişleri, sınıf-içi araştırma yapıp yapmadıkları, sınıf veya okul gözlemlerinde bulunup bulunmadıkları, kurumlarından mesleki gelişim anlamında destek alıp almadıkları ve kurumlarında yerine getirdikleri görevlere göre anlamlı farklılıklar gösterdiğini ortaya koymuştur. Post hoc testler ise İngilizce öğretim görevlilerinin kurumlarında yerine getirdikleri görevler konusundaki anlamlı farkın danışmanlık görevi olan veya olmayan aktif olarak ders veren hocalar ile yalnızca idari veya akademik görevi olan, aktif olarak ders vermeyen hocalar arasındaki farktan kaynaklandığını ortaya koymuştur. Bunun yanında, İngilizce öğretim görevlilerinin yansıtıcı öğretim uygulamaları, cinsiyetlerine ve sınıf-içi araştırma yapıp yapmadıklarına göre anlamlı farklılıklar göstermektedir.

Ayrıca, nitel verilerden elde edilen sonuçlar da katılımcıların İngilizce öğretmeye bakışının zamanla değişebildiğini ve katılımcılar için öz-yeterlik inançlarının güçlü olduğu alanların birbirinden farklı olduğunu göstermiştir. Bunun yanı sıra, katılımcıların kendilerini geliştirmeye ihtiyaç duyduklarını belirttikleri alanlar da birbirinden farklıdır. Katılımcıların bir kısmı kurumlarından mesleki gelişim konusunda yeterli destek aldığını belirtirken, bir kısmı bu konuda kurumlarını yetersiz bulmaktadır. Buna ek olarak katılımcılar zaman zaman belli konu ve etkinlikleri atlayarak işlemediklerini belirtmişlerdir, ancak ilgili konu ve etkinliklere kara verme süreçleri ve gerekçeleri farklılık göstermektedir. Dahası katılımcıların yarıdan fazlasının yansıtıcı öğretim ile ilgili yeterli bilgiye sahip olmadığı belirlenmiştir. Buna ek olarak, bazı katılımcıların mesleki gelişim fırsatlarına erişiminin diğerlerinden farklı olabildiği gözlemlenmiştir. COVID pandemisi bazı katılımcıların mesleki gelişim aktivitelerine katılımını olumlu etkilerken, bazılarını olumsuz etkilemiştir. Katılımcıların yarıdan fazlası faydalı ve kendi sınıflarına uyarlanabilir mesleki gelişim aktivitelerini değerli bulduklarını belirtirken, bir kısmı kurumlarının mesleki gelişim ofisleri tarafından düzenlenen mesleki gelişim aktivitelerini tercih ettiklerini belirtmişlerdir. Öte yandan, bazı katılımcılar kurumları tarafından dikte edilen mesleki gelişim aktivitelerine katılmaktan hoşnut olmadıklarını belirtmişlerdir. Diğer bir bulgu ise İstanbul’da üniversite seviyesinde ders veren İngilizce öğretim görevlilerinin farklı nedenler ile de olsa meslektaşları ve öğrencileri ile iletişim halinde kalmaya, onlardan geri bildirim almaya ve işbirliği halinde olmaya değer verdiğidir. Bunun yanı sıra katılımcıların çoğu, meslektaşlarından veya öğrencilerinden aldıkları geri bildirimi kullanarak sınıf içi uygulamalarında eğer mümkünse değişiklik yapabildiklerini belirtmişlerdir. Uygulamalarında değişiklik yapamadığını belirten katılımcılar ise, bunun sebebi olarak kurumlarındaki uygulamaların standart olmasını ve esnekliğe izin verilmemesini göstermişlerdir. Buna ek olarak, nitel verilerin işaret ettiği başka bir sonuç ise katılımcıların yarıya yakınının düzenli olarak yansıtıcı öğretim teknikleri uyguladıklarını belirtmiş olmalarıdır. Bazı katılımcılar ise

aktif olarak çok az ders vermeleri veya çoğu uygulamanın kendileri için otomatikleşmiş olması gibi sebeplerin yansıtıcı öğretim uygulamalarını olumsuz etkilediğini belirtmişlerdir. Katılımcıların yarıya yakını yansıtıcı öğretimi öğretmenliğin çok önemli bir parçası olarak görmektedir. Ancak, yansıtıcı öğretime dair anlayışları ve yansıtıcı öğretim uygulamalarında odaklandıkları unsurlar farklılık göstermektedir.

Bu çalışmadan elde edilen nicel ve nitel bulgular birbirleriyle karşılaştırılıp alan yazındaki çalışmalar ışığında incelendiğinde bulgular açısından birçok benzerlik gözlemlenmiştir. Örneğin bu çalışmada öz-yeterlik inançları ve yansıtıcı öğretim uygulamaları arasında var olduğu gösterilen anlamlı ve olumlu ilişki, İran'da yapılan bazı benzer çalışmalarda da ortaya konmuştur. Bunun yanında nicel ve nitel bulgular ve alan yazındaki benzer çalışmalardan elde edilen sonuçlar açısından bazı farklılıklar da bulunduğu gözlemlenmiştir. Bu farklılıkların çalışmaların gerçekleştirildiği bağlam, katılımcı profili, katılımcı sayısı ve kültürel farklılıklar gibi faktörlerden kaynaklanabileceği öngörülmüştür.

Bu çalışmanın sonuçlarına dayanarak uygulayıcılara, karar vericilere ve gelecekte bu konularda araştırma yürütecek kişilere bazı tavsiyelerde bulunulmuştur. Örneğin uygulayıcılara mesleki gelişim aktivitelerine mümkün olduğunca sık katılmaları, öz-yeterlik inançlarının zayıf olduğu alanları belirleyip bu inançların sebeplerini sorgulamaları ve çözüm yolları aramaları, mesleki gelişim desteği konusunda kurumlarından talepte bulunmaları ve uzmanı oldukları alanlarda meslektaşları ile bilgi paylaşımında bulunmaları önerilmiştir. Buna ek olarak kurumların öğretim görevlilerinin mesleki gelişim ihtiyaçlarını yakından takip etmesi ve bu ihtiyaçları gidermeye yönelik adımlar atması gerektiği belirtilmiş, bu aktivitelere katılımın isteğe bağlı olması gerektiği de eklenmiştir. Karar vericilere gelindiğinde ise hizmet öncesi öğretmen eğitimi programlarının yansıtıcı öğretim ve faydaları konusuna daha çok odaklanması gerektiği belirtilmiş ve yansıtıcı öğretim tekniklerinin kullanımının hem hizmet öncesi

hem hizmet içi öğretmenlerde teşvik edilmesi gerekliliği vurgulanmıştır. Hem Yükseköğretim Kurulu'nun hem de kurumların mesleki gelişim ofislerinin yansıtıcı öğretim kavramı ve uygulamaları ile ilgili İngilizce öğretim görevlilerinin ihtiyaçlarına yönelik eğitimler düzenlemesi önerilmiştir. Bunun yanı sıra, üniversitelerin öğretim görevlilerinin iş yüklerini mesleki gelişim için vakit ayırmaya olanak sağlayacak şekilde düzenlemesi tavsiye edilmiştir. Buna ek olarak, üniversitelerin İngilizce öğretim görevlileri arası ve öğretim görevlileriyle öğrenciler arası bilgi ve görüş alışverişini teşvik etmesi gerektiği belirtilmiştir. Ayrıca, karar vericilerin İngilizce öğretim görevlilerinin öz-yeterlik inançlarının zayıf olduğu alanları belirlemek adına öğretim görevlilerinden düzenli geri bildirim alması gerektiği vurgulanmış ve öğretim görevlilerine kolay ulaşılabilir ve maddi olarak karşılanabilir mesleki gelişim seçenekleri sunulmasının önemi üzerinde durulmuştur. Yükseköğretim Kurulu'nun üniversiteler arasında öz-yeterlik inançlarının ve yansıtıcı öğretim uygulamalarının artırılması adına yapılacak çalışmalar açısından sağlanan imkânlar bakımından büyük farklılıklar olmaması konusunda çalışmalar yapması önerilmiştir. Gelecekte bu çalışmada işlenen konularla ilgili yürütülecek araştırmalar için ise yansıtıcı öğretim ve öz-yeterlik değişkenlerinin farklı seviyelerdeki veya farklı bölgelerdeki eğitim kurumlarında incelenmesi ve bu iki değişkenin daha farklı demografik faktörlerle arasındaki ilişkilerin ortaya konması önerilmiştir. Bunun yanı sıra, yansıtıcı öğretim ve öz-yeterlik inançlarını inceleyen deneysel çalışmaların yapılması ve bu çalışma bu iki değişkenin ilişkisini Türkiye'de yükseköğretim bağlamında inceleyen ilk çalışma olduğu için Türkiye'de bu konuda başka çalışmalar da yapılması önerilmiştir.

Anahtar Kelimeler: Öz-yeterlik, Öğretmen Öz-yeterliği, Yansıtma, Yansıtıcı öğretim, Yansıtıcı öğretim uygulamaları

ABSTRACT

English Language Teaching Self- Efficacy Beliefs and Reflective Teaching Practices of Turkish EFL Instructors

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Master's Thesis, Department of Foreign Language Education

Asst. Prof. Ferdane Denkci Akkaş

January 2023

This study aims to examine the self-efficacy beliefs and reflective teaching practices of Turkish EFL instructors working at universities in İstanbul and to reveal any possible correlations between the two constructs. As both qualitative and quantitative data collection techniques have been used, this study can be defined as a descriptive study with a mixed-method approach. While quantitative data was collected from 301 EFL instructors working at universities in İstanbul, qualitative data were collected from 11 EFL instructors chosen among 82 volunteer participants. The results from the current study revealed that Turkish EFL instructors employed at universities in İstanbul had strong self-efficacy beliefs. In addition, the participants reported applying reflective teaching practices commonly. Furthermore, this study demonstrated a significant positive correlation between these two constructs. Moreover, some factors such as educational background, classroom research, classroom or school visitation, institutional support for professional development, current responsibilities at institutions, and gender were found to significantly affect either the self-efficacy beliefs or the reflective teaching practices of the participants. Next, qualitative data showed that the participants' approach towards teaching English could change over time, and they felt self-efficacious in a variety of different areas. In addition, it was revealed that some of the participants did not have a comprehensive understanding of reflective teaching. Moreover, it was demonstrated that the

participants had varying degrees of access to professional development opportunities, and EFL instructors valued getting feedback from their students and colleagues.

Keywords: Self-efficacy, Teacher self-efficacy, Reflection, Reflective teaching, Reflective Teaching Practices

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Ayşegül İNCE

DEDICATION

Dedicated to my beloved family.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

BA: Bachelor of Arts

MA: Master of Arts

Ph.D.: Doctor of Philosophy

CELTA: Certificate in Teaching English to Speakers of Other Languages

DELTA: Diploma in Teaching English to Speakers of Other Languages

TESOL: Teaching English to Speakers of Other Languages

EL-TSES: English Language Teacher Self-Efficacy Scale

ELTRI: English Language Teaching Reflection Inventory

GTE: General Teaching Efficacy

PTE: Personal Teaching Efficacy

TSE: Task-Specific Self-Efficacy

GSE: Global Self-Efficacy

TSES: Teachers' Sense of Efficacy Scale

SEQ: Self-Efficacy Questionnaire

PLC: Professional Learning Community

EI: Emotional Intelligence

EIS: Emotional Intelligence Scale

TEBS-SELF: Teachers' Efficacy Beliefs System-Self

MBI: Maslach Burnout Inventory

TSRS: Teacher Self-Regulation Scale

CI: Classroom Interaction

CIC: Classroom Interactional Competence

RTD: Reflective Teacher Development

TES: Teacher Efficacy Scale

SPSS: Statistical Package for the Social Sciences

PD: Professional Development

PDU: Professional Development Unit

CPD: Continuous Professional Development

1. INTRODUCTION

The aim of this study is to investigate the self-efficacy perceptions and reflective teaching practices of Turkish EFL instructors employed at universities in İstanbul and to reveal any possible correlations between these two constructs. Furthermore, another aim is to pinpoint specific experiences that Turkish EFL instructors have regarding the reflective teaching strategies they employ and their self-efficacy beliefs. In accordance with the aims summarized above, an overview of the study is provided in this chapter. To begin with, the terms self-efficacy and reflective teaching are described by dwelling on the related literature. Next, an explanation of the problem is provided followed by a section summarizing the purpose of the current study. After that, the research questions that have been addressed in the current study are presented. Moreover, the limitations of this study are discussed in the following section. Finally, the key concepts mentioned in the study are defined, and the commonly used abbreviations are explained.

1.1 Background of the Study

Humans are known to possess many dynamic and interrelated beliefs that are known to affect their everyday decisions and practices. This also applies to the educational field, and both teachers and learners have been shown to have certain beliefs regarding their competence to attain goals in their learning and teaching journeys (Horwitz, 1985; Pajares, 1992). In the case of EFL instructors, it was demonstrated that the beliefs teachers possess in teaching and learning English shape the particular approach they adopt while teaching the language. Furthermore, beliefs

have been shown to assist instructors while trying to decide on their teaching principles; in other words, the main guidelines that they follow in the interactions with their learners and in their teaching processes (Li, 2013; Victori & Lockhart, 1995). A commonly investigated notion in relation to the beliefs of EFL instructors is “sense of self-efficacy”, which was defined as “people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (Bandura, 1997, p. 2). In other words, teachers’ sense of self-efficacy demonstrates how self-confident they feel in terms of planning and executing the necessary actions in the classroom that will help them achieve certain performance goals (Tschannen-Moran & Hoy, 2001). Bandura (1997) also explains how instructional efficacy perceptions might influence how teachers plan, organize, and conduct their classroom practices. In light of these, it might be suggested that self-efficacy emerged as a construct that exerts great influence on a teachers’ classroom practices.

Being a term that was coined based on the social-cognitive theory, self-efficacy has been a commonly investigated construct since the 1960s. Defined as one of the fundamental facets of human agency, self-efficacy has been shown to affect various aspects of an individual’s life such as the challenges they are willing to take on, the goals they have, how much motivation and effort they display, and the feelings they have towards the task in question (Bandura, 2006). In a similar vein, self-efficacy was defined as one of the factors determining one’s enthusiasm towards doing a task, and how content they feel while attempting it (Pajares, 2002). Bandura (1986) also mentions self-efficacy beliefs as perceptions that depend both on the goal that is to be achieved by an individual, and the contextual factors that may play a part in the successful completion of the task.

When the background of self-efficacy beliefs that an individual possesses were investigated, four main sources of self-efficacy were determined (Bandura, 1997). These were enactive mastery experiences, vicarious experiences, verbal persuasion, and affective state. In other words, past experiences, especially those that were achieved successfully with minimal support from outside resources, strengthened one's self-efficacy perceptions. Furthermore, vicarious experiences, or modelling and observing other individuals that take on a similar challenge to one's own, can possibly influence one's perceptions of self-efficacy (Labone, 2004). In addition, verbal persuasion, when it includes realistic and positive comments from those around an individual, also has been observed to boost one's self-confidence in their ability to achieve a task (Hodges, 2008). Finally, physiological and affective states, or the emotional conditions that individuals find themselves in at a certain point in their lives, have also been demonstrated to significantly affect their perceptions of self-efficacy (Bandura & Wood, 1989).

Self-efficacy beliefs of instructors have been shown to greatly influence the practices and strategies employed during the learning and teaching process (Bandura, 1997). It was suggested by Pajares (2002) that the self-efficacy beliefs of a teacher may even play a bigger role in their accomplishment of a given task than their knowledge or skill as self-efficacy determines how much effort and motivation will be displayed throughout the process. Tschannen-Moran et al. (1998) further identified self-efficacy as a concept that depends on contextual factors and is cyclical. In other words, one's perceptions of their skill level and the teaching context are believed to shape their efficacy perceptions, which in turn is reflected in one's practice, goals, motivation, effort level, and ultimate performance. This resulting performance, in the end, will form the basis of an enhanced or decreased confidence level regarding one's

capabilities, shaping the self-efficacy the individual feels at the end of this process, which will, in turn, be reflected in the next task they attempt.

Thus, based on the perceived significance of self-efficacy in shaping teachers' practice, it is not surprising that self-efficacy has been a commonly investigated notion in EFL contexts. While some studies revealed how self-efficacy promotes job satisfaction (Alibakhshi et al., 2020; Caprara et al., 2003), others demonstrated that it could make instructors less likely to experience burnout (Khani & Mirzaee, 2015; Motallebzadeh et al., 2014; Skaalvik & Skaalvik, 2007). In addition, stronger beliefs of self-efficacy were shown to enhance student success (Herman et al., 2018) and promote collegiality among EFL instructors (Friedman & Kass, 2002). Many studies also demonstrated the significance of empowering pre-service EFL instructors and increasing their self-efficacy levels (Balcı et al., 2019; Çankaya, 2018; Güngör & Yaylı, 2012). In addition, self-efficacy was found to be positively correlated with perceived target language proficiency (Choi & Lee, 2016; Yılmaz, 2011), student-centeredness (Choi & Lee, 2018), level of participation in professional development activities (Karimi, 2011; Zonoubi et al., 2017), emotional intelligence (Rastegar & Memarpour, 2009) and teaching experience (Karimvand, 2011). Furthermore, increased levels of self-efficacy were found to positively affect pedagogical and emotional support, job satisfaction, classroom management skills, learner autonomy and motivation, and learner achievement (Alibakhshi et al., 2020).

Another notion that has started to be commonly investigated in relation to EFL instructors is reflective teaching. A definition of the notion of reflection was first created by Dewey (1933), who defined it as “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it tends” (p. 9). Dewey (1933) further

described reflective action as the action that results from actively investigating and questioning one's pre-existing assumptions at every step. Thus, it was stated that reflective individuals show persistence and effort to solve any problems they face in the process of achieving a goal rather than strictly following pre-determined guidelines (Xie et al., 2008). Furthermore, Dewey (1933) identified the qualities of open-mindedness, responsibility, and whole-heartedness as antecedents of reflective behaviour. The notion of reflection was further studied by Schön (1984), who identified two types of reflection: reflection in action and reflection on action. While reflection in action can simply be defined as an immediate reflection that is carried out while trying to accomplish a certain task by dwelling on past examples and experiences (Griffiths, 2000), reflection on action refers to reflection that is carried out after the completion of a certain action. Thus, individuals who carry out reflection on action look back on previous performances with a critical eye and think of what could have been done differently, which may act as a guide for their future practices (Akbari et al., 2010; Pill, 2005).

Borg (2011) stated that reflection started to be examined in relation to educational contexts as a result of the shift to constructivist approaches to teacher training. Such approaches promoted the conception of teachers as individuals who actively think and make decisions with regards to their practice rather than individuals who simply practice and act on pre-conceived action plans (Farrell, 2015). It was further suggested that reflective teachers frequently questioned their pre-existing belief systems and assumptions and how these were reflected in their classroom practice and teaching style (Calderhead & Gates, 1993; Zeichner & Liston, 2013). Such self-inquiries were believed to lead to analyses and evaluations regarding practice, which were believed to form the basis for the application of necessary

changes and improvements, if any, to one's teaching practice (Loughran, 2002; Qing, 2009; Tsui, 2003). Further, a continuous cycle of reflective teaching was defined as an indispensable part of the continuous professional development of teachers, and a significant factor that could increase job satisfaction as well as motivation (Lysons, 1999; Zeichner & Liston, 2013).

Studies on reflective teaching also identified the tools that could be used by teachers for reflection practices. Even though a wide variety of tools have been shown to be effective for reflective teaching purposes, it was stressed by Farrell (2018) that a systematic application of such tools by teachers is a more significant factor in determining the effectiveness rather than the variety of tools used. A review of the relevant literature demonstrates that reflective diaries that help instructors keep track of good practices, problems, solutions, or feelings; and thus, encourage awareness of one's teaching have been proven to work well as teaching reflection tools (Hiemstra, 2001; Moore et al., 2007; Wallace, 1998). Furthermore, having critical friends who work collaboratively, observe one another, and carry out a feedback cycle in a safe and trusting environment is another reflective teaching strategy that was commonly found to promote teacher development and foster a sense of collegiality and mutual development (Bambino, 2002; Brookfield, 1995; Costa & Kallick, 1993). Next, making audio or video recordings of one's teaching was deemed an effective method of reflection that could help improve one's practice both through watching one's own performance as a way of reflection on action and watching another colleague's performance for the purposes of giving constructive feedback or learning from them (Chan & Lo, 2017; Grant & Zeichner, 1984; Gün, 2011). Finally, action research, which refers to research carried out in one's specific teaching context for the purpose of finding answers to a puzzle in mind, is accepted as an efficient teaching reflection

tool that integrates research into one's classroom practices (MacIntyre, 2012). Furthermore, it was suggested that action research helped teachers see the bigger picture with regards to their teaching context, increased their feelings of ownership in education, and enhanced their enthusiasm in terms of taking action to deal with issues emerging in their context (Hannay et al., 2003; Sowa, 2009).

Due to the rising popularity of the term in the field of education, many studies have been carried out on reflective teaching in EFL contexts both in Turkey and abroad. To begin with, many studies demonstrated the efficiency of reflective teaching practices in pre-service EFL instructors' professional development and the need for better integration of reflective teaching skills in pre-service teacher education programs (Kırmızı & Tosuncuoğlu, 2019; Loan, 2019; Yüksel, 2013; Zulfikar & Mujiburrahman, 2017). Furthermore, some studies carried out with in-service EFL instructors displayed the efficiency of certain reflection tools and strategies such as teaching journals and collaborative reflection (Genç, 2010; Mede, 2010). In addition, positive correlations have been shown to exist between the construct of teaching reflection and variables such as self-regulation (Pazhoman & Sarkhosh, 2019), reflective thinking (Afshar & Farahani, 2015), experience level (Afshar & Farahani, 2015), assessment literacy (Ashraf & Zolfaghari, 2018), professional success (Malmir & Mohammadi, 2018) and educational background (Gözüyeşil & Soylu, 2014). It was also found that in-service EFL instructors usually had a positive approach to using reflective teaching tools in their practice (Hung & Thuy, 2021). There were also some studies that investigated reflective teaching in relation to self-efficacy beliefs in the Iranian context and found a significant positive correlation between the two constructs (Babaei & Abednia, 2016; Kurosh et al., 2020; Moradkhani et al., 2017).

1.2 Statement of the Problem

Turkish EFL instructors go through challenging processes to be able to be employed at higher education institutions. Even after completing their undergraduate studies successfully and achieving a teaching certificate, they are expected to take language exams that show their proficiency in English and go through interviews and/or written exams (Official Gazette of the Republic of Turkey, 2018). Furthermore, they are also required to complete an MA degree in English Language Education or another language related department. As such, it is expected that they possess higher than average levels of self-efficacy in teaching. However, there are some challenges specific to teaching English at the tertiary level such as the expectation to teach students academic language skills, the smaller age gap between instructors and students, and the expectation from instructors to perform additional academic or administrative duties. In addition, as shown in the literature, there are many diverse factors that bear influence on the self-efficacy levels of EFL instructors. Furthermore, self-efficacy was shown to directly or indirectly affect many facets of the classroom practices carried out by EFL instructors. Thus, identifying the self-efficacy levels of EFL instructors, specifically for those employed at higher education institutions, might be the first step towards developing better understanding of the issue and may guide tertiary-level EFL practitioners to take steps necessary to improve their sense of self-efficacy. Participants of the current study were chosen among tertiary level EFL instructors in İstanbul as most of the biggest universities in Turkey are located in İstanbul, and thus the tertiary level EFL instructor population in İstanbul might be stated to be a good representative of the whole tertiary level EFL instructor population in Turkey.

Furthermore, although it was demonstrated by many studies in the literature that adoption of reflective teaching practices significantly affects many aspects of teaching practice, it was also found that some factors that prevent EFL instructors from making use of reflective teaching strategies such as lack of flexibility and excessive workload exist. As teaching reflection was consistently found to lead to positive changes in EFL instructors' teaching practice, it might be suggested that studies that reveal the reflective teaching practices of tertiary-level EFL instructors in Turkey in relation to some variables are needed. Such studies might help EFL instructors employed at universities in İstanbul critically evaluate their practice of reflective teaching strategies or lack of thereof. Furthermore, such studies may help raise awareness among tertiary-level EFL instructors in terms of the possible positive effects that teaching reflection might have on their teaching. As there are not many studies that focus on the practice of reflective teaching strategies by tertiary-level EFL instructors in Turkey and none that investigates the correlations between self-efficacy levels and reflective teaching practices of tertiary-level Turkish EFL instructors in İstanbul, it might be argued that such a study may help us understand how these two constructs affect one another. Hopefully, some valuable conclusions that will help guide the practices of EFL instructors, institutions, and policy makers can be made based on such a study. Hence, the current study addresses the aforementioned problem.

1.3 Purpose of the Study

In accordance with the problem stated above, the current study intends to demonstrate the self-efficacy perceptions of Turkish EFL instructors employed at universities in İstanbul as well as their practice of reflective teaching skills. Furthermore, any possible correlations between these two variables are addressed within the scope of this study. Moreover, another goal of the current study is to

disclose specific experiences of tertiary-level Turkish EFL instructors in İstanbul with regards to their self-efficacy levels and reflective teaching practices.

1.4 Research Questions

In line with the aims stated above, the current study intends to provide answers to the following research questions:

- 1) What are the self-efficacy beliefs of Turkish EFL instructors employed at universities?
- 2) To what extent do Turkish EFL instructors working at universities think that they apply reflective teaching practices?
- 3) What is the relationship between the self-efficacy beliefs and reflective teaching practices of Turkish EFL instructors employed at universities?
- 4) Do self-efficacy beliefs and reflective teaching practices of Turkish EFL instructors working at universities differ in relation to:
 - a. their age,
 - b. their gender,
 - c. the institution type they are employed at,
 - d. their teaching experience,
 - e. their employment status,
 - f. their weekly workload,
 - g. their educational background,
 - h. the BA program they completed,
 - i. the presence or absence of classroom research activities,
 - j. the completion of CELTA, DELTA, or TESOL programs
 - k. participation in classroom or school visitation activities,
 - l. their current responsibilities at their workplace,

- m. the presence or absence of institutional support for professional development activities, or
 - n. the type of institutional support for professional development activities they are provided?
- 5) What perceptions and experiences do Turkish EFL instructors have regarding their teaching self-efficacy and reflective teaching practices?

1.5 Significance of the Study

Many factors make the current study a significant one. To begin with, although the constructs of self-efficacy and reflective teaching have been the focus of a large number of studies, there are a small number of studies focusing on these constructs in the context of tertiary-level EFL instructors in Turkey. Furthermore, the correlations between self-efficacy beliefs and reflective teaching practices of tertiary-level Turkish EFL instructors have not been investigated before. Hence, it may be stated that a gap in the literature is aimed to be addressed with the current study. Next, it might be stated that not many studies investigating these variables in the context of university-level EFL instructors in İstanbul can be found in the related literature. Moreover, it might be observed that the current study is also distinct in the number of personal and demographic variables that it aims to examine in relation to self-efficacy beliefs and reflective teaching practices of Turkish EFL instructors. Finally, it might be noticed that many of the existing studies in the literature investigating these constructs are of a quantitative nature. However, the current study is designed to follow a mixed-method research model that brings together qualitative and quantitative data collection tools.

1.6 Limitations of the Study

Some limitations of the current study are explained next. To begin with, data was collected only from 301 participants who worked as EFL instructors at various state or private universities in İstanbul. Next, this study is limited in that it only encompasses data collected with the help of the English Language Teacher Self-Efficacy Scale (EL-TSES) and English Language Teaching Reflection Inventory (ELTRI). Finally, it is assumed that the participating instructors correctly understood and honestly answered the questions in the scales correctly and their answers to the interview questions were sincere.

1.7 Definitions of the Terms

The terms below are used in the current study, and thus defined below:

Self-efficacy: It refers to “people’s beliefs in their capabilities to attain certain performance results” (Bandura, 1997, p. 9).

Teacher self-efficacy: It is described as "teachers’ perceived capabilities to teach in a way that creates the desired results" (Chacón, 2005, p. 257).

Reflection: It is defined as “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it tends” (Dewey, 1933, p. 9).

Reflective teaching: It is defined as "being a reflective teacher at any stage in teacher development involves a constant, critical look at teaching and learning and at the work of you, the teacher" (Dymoke & Harrison, 2008, p. 8).

EFL teacher: In the Turkish context, the term “EFL teacher” is mostly used to refer to EFL professionals who work in primary, secondary, or high schools.

EFL instructor: In the Turkish context, the term “EFL instructor” is mostly used to refer to EFL professionals who work at higher education institutions.

Classroom or school visitation: Classroom or school visitation activities can be defined as practices when instructors at one institution visit another institution to observe their instructional practices or academic/ administrative processes for the purpose of making changes or improvements to practices at their own institutions.

2. THEORETICAL FRAMEWORK

In this section, a brief theoretical framework is provided concerning the two main themes in the current study: self-efficacy and reflective teaching. After a brief introduction to Bandura's Social Cognitive Theory which provides the basis, the concept of self-efficacy is presented in more detail. Next, the four sources of self-efficacy perceptions as conceptualized by Bandura (1997) are presented. Later, the idea of teacher self-efficacy is explored in a detailed way by referring to the relevant literature. Following this, Tschannen-Moran, Woolfolk-Hoy and Hoy's (1998) integrated model which presents a new perspective on teacher efficacy is explained. Finally, a brief section regarding the measurement of self-efficacy is included. In a similar fashion, the concept of reflection is presented in detail in the second part by focusing mainly on Dewey's (1933) conception of the term. Following that, how the term was adopted in the field of education and the emergence of the idea of reflective teaching is explained. After that, two types of reflection as conceptualized by Schön (1984) are presented in detail. Finally, the four most commonly used tools for teacher reflection are presented in the next section along with clarifications of how each would benefit a teacher's practice.

2.1 Emergence of Self-Efficacy

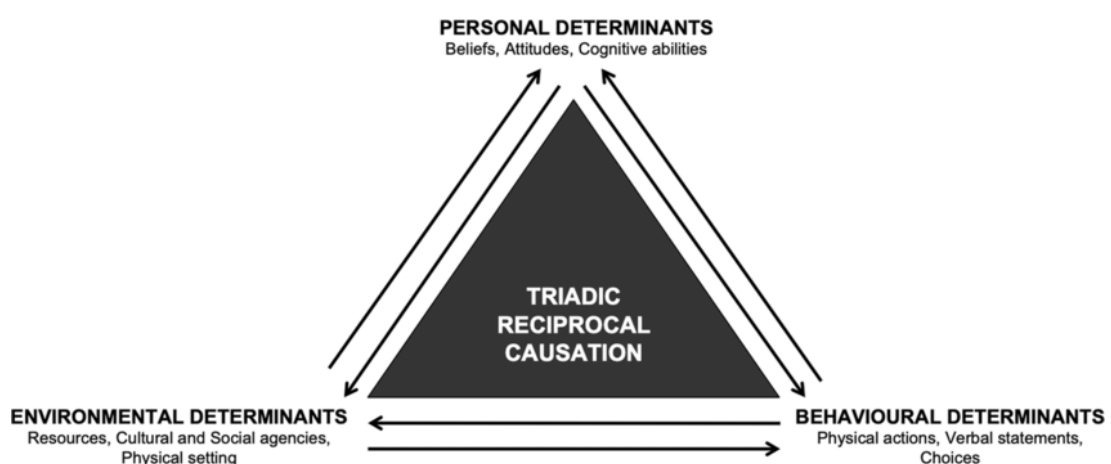
It might be suggested that the concept of self-efficacy emerged as a result of Albert Bandura's (1986; 1997) social cognitive theory. The emergence of the social cognitive theory that aims to explain behavioral changes in humans is perceived as a response to behaviorist notions which tend to explain human behavior as observable

actions stemming from stimulus-response type chains. In contrast, one characteristic of social cognitive theory is that it considers human agency as a central factor in human functioning, which means that individuals are believed to be actively contributing to shaping the circumstances they live in as opposed to solely being considered as products of those circumstances (Bandura, 2006).

Yet, human agency is not an independent factor that operates in and of itself. Rather, human agency is conceptualized as a force operating through an ongoing dynamic relationship among personal, behavioral, and environment-related factors. It is explained by Pajares (2002) that one factor that differentiates social cognitive theory from behaviorist views is that it also takes into account social and contextual elements rather than excessively focusing on the influence of biological elements while interpreting human behavioral patterns. As a result, Bandura's (1997) social cognitive theory suggests that human behavior stems from an ongoing interplay between individual, behavioral, and social factors. This notion is visualized in Bandura's (1986) model called the triadic reciprocal causation model (Figure 1).

Figure 1

Triadic Reciprocal Causation Model (See Bandura, 1997, p. 6)



In the model above, it is illustrated that there is a reciprocatory relationship among personal, behavioral, and environmental variables. In social cognitive theory, human functioning is believed to result from the dynamic interrelationship between these three elements (Pajares, 2002). It might be observed in the model that personal factors such as beliefs, attitudes, and abilities are strong antecedents for individuals' behavior, or as Bandura (1989) puts it, "what people think, believe, and feel affects how they behave" (p. 3). Moreover, individuals' behavioral factors, including actions, statements, and choices, also significantly shape their thinking and emotional responses. Moreover, Figure 1 clearly demonstrates the two-way relationship between behavioral factors and environment, further emphasizing that an individual's behaviors might be influential on the environmental conditions they live in and the environmental conditions affecting their behavior. Finally, Figure 1 also focuses on the interplay between personal and environmental determinants. Bandura (1989) suggests that individuals stimulate differing social responses from their environment based on their innate individual features. In other words, the innate personality traits that people possess may affect their environment without them needing to say or do anything. On the other hand, it is noted by Snyder (1981), the social responses to their environment are also powerful tools for changing individuals' personal characteristics. To summarize, it might be stated that an individual's behavioral patterns influence their internal cognitive traits and environment, internal cognitive characteristics affect the way they behave and the environment, and finally, the environment is also influential on the way people behave and their innate individual traits. Furthermore, this is a constant cycle that operates throughout our lifetime.

2.1.1 The Notion of Self-Efficacy

As a central element of Bandura's (1986) social cognitive theory, self-efficacy is believed to be a fundamental notion in the functioning of humans. It is defined as an individual's evaluation of their skill level in order to understand whether they can take the necessary actions to reach certain performance results (Bandura, 1997). Henson (2001) mentions that Bandura's (1977) social cognitive theory conceptualized self-efficacy as being directly influenced by human agency and the triadic reciprocal causation model. Clearly, it is common for every individual to make self-judgements before aiming to achieve any significant or insignificant task throughout their lives. Regarded as one of the bases of human agency, self-efficacy is believed to influence numerous facets of a human's functions such as the tasks they choose to be involved in, their goal-setting patterns, their level of motivation and effort, their affective conditions, and their attainments (Bandura, 2006). Similarly, Pajares (2002) states that self-efficacy is a strong antecedent affecting an individual's motivation, happiness, and personal accomplishments. Bandura (1997) notes that self-efficacy cannot be equated to the skills people possess, but it is rather people's beliefs regarding what they can accomplish using those skills in varying contexts. In other words, Bandura (1986) suggests that people's ideas of their self-efficacy vary depending on the task they are supposed to accomplish at a given point and the context i.e., external factors that might influence the outcome.

In addition to being specific to a given task or context, self-efficacy beliefs are also believed to depend on level, generality, and strength (Bandura, 1997). What is meant by level is the perceived difficulty of the task at hand while generality refers to whether a person finds themselves efficient in a diverse array of tasks or in some specific tasks. Finally, the aspect of strength is also believed to play an important role

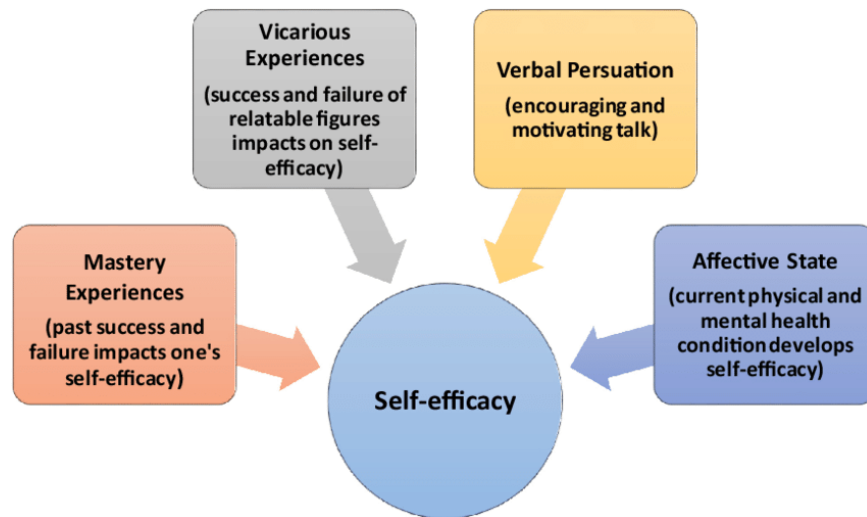
in self- efficacy beliefs as it is observed that weak beliefs in self-efficacy are quickly invalidated by individuals once they are faced with experiences that challenge their perceived self-efficacy. On the other hand, individuals who demonstrate stronger beliefs of self- efficacy tend not to give up on their efforts to accomplish a given task even after a disconcerting experience, which in turn means stronger tenacity that will increase the probability of the task being accomplished (Bandura, 1997). It is stated by Bandura (1997) that such individuals are “more likely to take up challenging tasks and display a stronger dedication to achieving goals by employing strategic thinking methods and closely focusing on tasks” (p. 39). Yet, Wyatt (2016) notes that a stronger sense of self-efficacy does not always result in higher levels of task accomplishment. Wyatt (2018) also argues that Bandura’s (1997) social cognitive theory-based understanding of self-efficacy highlights individuals’ beliefs in their capacity to complete given tasks rather than the aim of achieving certain performance outcomes. To delve deeper into the notion of self-efficacy, four sources of self-efficacy beliefs as suggested by Bandura (1997) are examined in detail in the following section.

2.1.2 Sources of Self-Efficacy Beliefs

In Bandura’s (1997) research, four predominant resources of information were mentioned as factors that make up an individual’s self-efficacy beliefs: enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. Figure 2 below provides a summary of these four sources of self-efficacy beliefs. Later, a brief explanation is provided for each of the items.

Figure 2

Sources of Self-Efficacy (See Bandura, 1997, p. 79)



2.1.2.1 Enactive Mastery Experiences. Commonly accepted as the strongest antecedent to self-efficacy perceptions, enactive mastery experiences relate to the degree to which individuals can use their past experiences in shaping their self-efficacy perceptions. As might be expected, past performances that ended in failure are thought to lead to weaker self-efficacy perceptions, while those that ended in success are found to positively affect one's sense of self-efficacy (Wood & Bandura, 1989). Pajares (2002) further posits that how individuals interpret the positive or negative results that they end up with might shape their beliefs in their competency, capacity, and skills to perform a task. Furthermore, Bandura (1997) states that failed attempts tend to decrease an individual's beliefs of personal efficacy, especially if they do not possess a firmly rooted confidence in their self-efficacy. Another point stressed by Bandura (1997) is that the experiences that promote an increase in one's sense of efficacy tend to be the ones that are challenging and are achieved with minimal support from outside resources. On the other hand, if an unchallenging task is completed with support from outside agents, it is not likely to promote a sense of self-efficacy.

2.1.2.2 Vicarious Experiences. The second antecedent to people's self-efficacy perceptions is called vicarious experiences, which refers to observing someone else who has undertaken the same task and comparing that person's performance with one's own (Wood & Bandura, 1989). It is noted by Bandura (1997) that vicarious experiences might lead to a stronger or weaker sense of self-efficacy. That is to say, if an individual sees someone else successfully reaching a goal which is similar to that of their own, their perceptions of self-efficacy tend to be influenced in a positive way. Similarly, Pajares (2002) states that "a significant model in one's life can help instill self-beliefs that will influence the course and direction that life will take" (p. 3). In a similar fashion, Labone (2004) notes that it is possible to foster perceptions of self-efficacy when individual models and incorporate successful results that they have observed in others or when they witness well-handled procedures, even if there are also difficulties to overcome. Because of these reasons, it is suggested by Tschannen-Moran et al. (1998) that modeling and observation practices must be included in teacher education programs as vicarious experiences have proven useful in enhancing self-efficacy perceptions.

2.1.2.3 Verbal Persuasion. Verbal persuasion, also called social persuasion, is another fundamental source shaping individuals' self-efficacy beliefs. Yet, it is noted by Labone (2004) that verbal persuasion is less commonly observed as compared to other sources since it relies upon the reactions and responses of other people. Furthermore, Hodges (2008) adds that verbal persuasion provides the biggest benefit if the work to be completed is just above the capacity level of the doer. Bandura (1997) also states that when individuals hear helpful and genuine evaluations from those around them, their self-confidence is boosted, which motivates them to display more dedication and diligence in completing the task and tackling any difficulties that might

arise. On the contrary, comments that criticize or discourage an individual might make them think that they won't be able to reach the desired performance level. In addition, Pajares (2002) states that enhancing an individual's sense of self-efficacy with positive social persuasion is more difficult than decreasing their sense of efficacy by using negative social persuasion. To put it another way, it is easier to negatively affect one's sense of self-efficacy by using verbal persuasion as compared to positively affecting it. Bandura (1977) also notes that positive verbal persuasion needs to be realistic at the same time, as unrealistic encouraging statements may lead to stronger feelings of defeat and disappointment if the goals are not reached. To summarize, it might be stated that how an individual perceives their level of self-efficacy is greatly correlated with the kind of feedback they get, how proficient they find themselves, and how sincere the feedback source is (Labone, 2004).

2.1.2.4 Physiological and Affective States. Being the fourth and last source of self-efficacy perceptions in Bandura's (1997) framework, physiological and affective states refer to an individual's sense of well-being and emotional conditions that might influence how they view their abilities (Bandura & Wood, 1989). As Hodges (2008) puts it, factors such as exhaustion, being overwhelmed, anxiety, or stress might negatively influence individuals' feelings and, thus, their sense of self-efficacy. Similarly, Bandura (1997) stresses the importance of handling such unfavorable feelings if one aims to have a stronger sense of self-efficacy and complete the task at hand successfully. Pajares (2002) notes that there is a two-way relationship between the sense of self-efficacy and physiological and affective states by stating that "... individuals have the capability to alter their own thinking and feeling, enhanced self-efficacy beliefs can, in turn, powerfully influence the physiological states themselves" (p. 4).

2.1.3 Teacher Self-Efficacy

Self-efficacy has been quite a notable concept concerning education as teachers and their self-efficacy perceptions highly influence their teaching practice, and self-efficacy might be regarded as a significant instrument in promoting an increase in the quality of teaching (Pajares, 2002). When the educational context is considered, self-efficacy possessed by instructors is regarded as dependent on their immediate teaching context, and it entails instructors' perceptions of themselves regarding their competence in teaching with regard to a given task (Chacon, 2005). In other words, what teachers do is to grasp the expectations from them in a given classroom by closely examining a teaching task and taking into account the teaching context, overall motivational level of learners, methods and strategies to be used, and any possible issues that might arise. In another definition of self-efficacy by Soodak and Podell (1996), it is stated that self-efficacy refers to instructors' perceived ability to enhance learner success. In other words, a teacher might determine their level of self-efficacy by observing the changes they can create in their students.

According to Bandura (1993), teachers' self-evaluations of their teaching capabilities strongly influence their self-efficacy perceptions as teachers carry out such evaluations by trying to determine if they are at a sufficient skill level to carry out a given teaching task successfully. However, it is important to note that a teacher might find themselves efficacious in one teaching context but not in another because self-efficacy beliefs are also influenced by whether a teacher's skills and competences are relevant and fitting to their teaching context. As a result, factors related to the teaching context such as the allocated resources or limitations in the immediate environment are also believed to strongly affect teachers' perceptions of teaching competence. With regards to environmental factors, Rotter's (1966) internal and external control theory

posits that if teachers tend to believe that external elements like student community or the resources provided bear a stronger influence on student success as compared to the teacher's effect, they are more likely to display lower levels of perceived self-efficacy. On the other hand, it is suggested that if teachers believe that internal factors such as quality of education are more effective in determining the students' success level, they are more likely to possess stronger self-efficacy beliefs.

Bandura (1997) also makes a clear distinction between teacher self-efficacy and self-esteem by stating that while self-esteem relates to an individual's beliefs about their self-worth, self-efficacy beliefs are correlated with an individual's idea of their capacity in relation to a certain task and context. In other words, an instructor's possibly negative view of themselves for performing a given task in a given context does not necessarily translate into low self-esteem. As opposed to self-esteem perceptions which relate to individuals' personal goals and competence, teachers' self-efficacy conceptions depend on their objectives and targeted accomplishments in relation to teaching tasks, teaching context, and difficulty level.

Another dimension of teacher self-efficacy is its future-focused nature which results from it is about one's own perceptions of their possible accomplishment as opposed to their actual level of accomplishment (Woolfolk-Hoy & Burke-Spero, 2005). The reason why researchers highlight this distinction is that it is quite common for individuals to underrate or overrate their abilities, which in turn influences the level of effort they show in achieving a task. Bandura (1997) also notes the importance of this by saying that "a capability is only as good as its execution. The self-assurance with which people approach and manage difficult tasks determines whether they make good or poor use of their capabilities. Insidious self-doubts can easily overrule the best of skills" (p. 35). With this point, both Bandura (1997) and Pajares (2002) mention

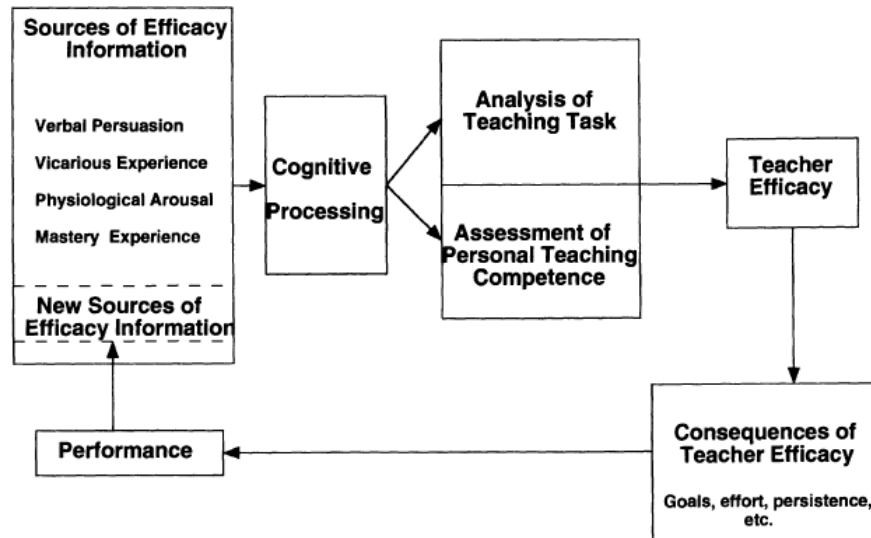
that individuals' beliefs might be more helpful in predicting the outcomes than their motivation level, emotional states, or actions. Pajares (2002) further posits that the actions individuals take are more successfully foreseen by reflecting on their perceptions of capability rather than what they can actually do. He adds that even when a disparity is observed between a teacher's self-perceptions and reality, self-perception plays the bigger role in motivating them to attempt a given goal. Therefore, it might be concluded that teachers' self-efficacy beliefs are accepted as better antecedents to their level of eagerness to take action compared to their level of knowledge or skill. This is also supported by Bandura's (1997) idea that "people's goals and aspirations, how well they motivate themselves and their perseverance in the face of difficulties and adversity" (p. 37) are strongly correlated with their self-efficacy perceptions. As a result, instructors' self-evaluations of efficacy affect how they interpret opportunity as well as difficulty. For instance, it is claimed that while teachers with a lower sense of self-efficacy are more inclined to stop showing effort in the face of difficulties, teachers with stronger beliefs of self-efficacy tend to view challenges as steps that can be taken through hard work and gaining required abilities (Pajares, 2002).

2.1.4 Integrated Model of Teacher Efficacy by Tschannen-Moran, Woolfolk- Hoy and Hoy (1998)

To be able to clarify the concept of teacher efficacy further and bring together Rotter's (1966) internal and external control theory and Bandura's (1986) social cognitive theory, a new integrated model was proposed by Tschannen-Moran, Woolfolk-Hoy and Hoy (1998). This integrated model is distinctive because it stresses the cyclical and context-dependent character of teachers' self-efficacy perceptions. Figure 3 below visualizes this integrated model of teacher efficacy.

Figure 3

The Cyclical Nature of Teacher Efficacy (See Tschannen-Moray, Woolfolk-Hoy, and Hoy, 1998, p. 228)



According to Tschannen-Moran et al.'s (1998) definition, teacher efficacy is conceptualized as a teacher's confidence in their expertise to be able to determine and apply the necessary practices to achieve a particular task in a particular setting. As illustrated by Figure 3 above, Tschannen-Moran et al. (1998) framework conceptualize teacher efficacy as resulting from a cyclical process in which a cognitive processing stage follows after individuals are subjected to the four sources of efficacy that are mastery experiences, verbal persuasion, vicarious experience, and physiological arousal (Bandura, 1997). During the cognitive processing period, the information gathered through these four resources of self-efficacy is interpreted in the individual's mind based on their past experiences, preconceived opinions, and beliefs. Individuals may also attribute bigger value to certain types of sources, which in turn is reflected in the cognitive processing stage as well (Tschannen-Moran et al., 1998). Once the cognitive processing stage is over, individuals evaluate the task and context at hand as well as the teaching skills they possess. In Rotter's (1966) framework, the

task and the context relate to general teaching efficacy (GTE) as compared to one's perception of their teaching skills which makes up personal teaching efficacy (PTE). In Tschannen-Moran et al.'s (1998) framework, teacher efficacy results from the interaction of general teaching efficacy and personal teaching efficacy. In other words, teacher efficacy beliefs are formed by individuals through a process by which they evaluate their individual teaching skills as well as the conditions of the teaching environment (e.g., level of student ability and motivation, performance results anticipated, how challenging the task is) they work at. As shown in Figure 3, the consequences of these self-efficacy beliefs will be reflected in the teachers' practice in the goals they set, the level of effort they show, and their level of persistence, which will all collectively affect the performance they show in the end. Finally, this performance or mastery experience, as we might call it, is expected to be a new source affecting teachers' self-efficacy perceptions, which is why Tschannen-Moran et al.'s (1998) framework is called 'cyclic' in nature (see Figure 3).

Tschannen-Moran et al. (1998) summarize some ways in which the cyclic nature of self-efficacy perceptions is reflected in a teacher's practice. When a teacher has a weak sense of self-efficacy, they are more inclined to have less confidence in their students' motivation, which results in a tendency for rigid control in the classroom and an environment that cannot be positive. On the other hand, teachers with a strong sense of self-efficacy are observed to be able to create a more encouraging teaching environment in which students are provided with appropriate guidance (Tschannen-Moran et al., 1998). Gibson and Dembo (1984) add that instructors with stronger perceptions of self-efficacy tend to struggle more to encourage weaker students and have higher performance expectations from their students while instructors with a weaker sense of self-efficacy are inclined to believe

that it isn't possible to reach and improve students who lack motivation as they think that this lack of motivation is caused by outside factors which cannot be changed. In the end, it is suggested that all these beliefs affect one another creating a cyclical framework which determines the self-efficacy perceptions of a teacher.

2.1.5 Measurement of Teacher Self-Efficacy

When it comes to the measurement of teachers' self-efficacy perceptions, Karas (2019) suggests that the task-based nature of Bandura's (1997) social cognitive view of self-efficacy is not usually thoroughly reflected in self-efficacy research, most of which are carried out using quantitative measures of data collection. Wheatley (2005) believes that although the individual items in these quantitative data collection tools might be able to reflect an instructor's confidence to perform a given task, these items are brought together to create wider, more obscure categories in the data analysis stage (as cited in Karas, 2019: 14). Tschannen-Moran and Woolfolk Hoy's (2001) Teacher's Sense of Efficacy Scale is considered the most commonly used tool in determining teachers' level of self-efficacy, and this tool is made up of the following three subdimensions: student engagement, classroom management, and instructional strategies. It is stated by Karas (2019) that researchers tend to calculate the averages of individual items to determine teachers' perceptions of self-efficacy for these subdimensions, or they sometimes take the average of all individual items to reach a figure that is believed to represent self-efficacy. Yet, researchers such as Wyatt (2014, 2018) purport that such data analysis procedures often fail to account for the task specificity of the self-efficacy model presented by Bandura (1997), and they result in more generalized scores. As a result, it is suggested by Wyatt (2014, 2018) that a distinction needs to be made between task-specific self-efficacy (TSE) and global self-efficacy (GSE). While GSE results are expected to reflect levels of global

confidence, TSE results are supposed to predict behavior more successfully due to being more context and task-specific. Yet, Wyatt (2016: 133) also notes that GSE results should be considered valuable data as they provide the basis for the confidence that enables teachers to attempt new challenges. It is stated by Karas (2019) that the differentiation between GSE and TSE is a rather new concept that is commonly discussed among researchers that mostly carry out qualitative research such as Wheatley (2015) and Wyatt (2018). The quantitative scale used for the purposes of the current research might be considered as a measure that reflects global self-efficacy beliefs (GSE) according to Wyatt's (2018) conceptualization, yet a qualitative data collection tool has also been used to reflect the participants' task-specific self-efficacy perceptions.

2.2 The Notion of Reflection

The most commonly used definition for the notion of reflection was created by Dewey (1933), who defined it as "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it tends" (p. 9). Dewey (1933) further clarifies the term by defining the distinctions between reflective action and impulsive and routine action. According to this conceptualization, what makes reflective action different is that it derives from hands-on and constant examination of one's assumptions and understandings. It is further stated by Dewey (1933) that reflective thinking involves a chain of events but not a simple list of them, in which each event is determined as the logical result of the previous one, and each result is closely linked to its antecedents. Thus, individuals who think reflectively do not always act upon prearranged guidelines or a set of techniques that they were given to follow. They rather bring their theoretical background and practice together, and employ their

problem-solving skills to deal with issues they encounter while at the same time considering the emotional aspects of the situation and finally taking any actions that they find necessary. Later, they once again think about these new practices they have adopted and thus continue the circle of reflection. Xie, Ke, and Sharma (2008) also purport this view by defining reflection as a circle of inquiry that aids individuals in dealing with difficult situations. In this sense, it might be accepted as a holistic approach.

When its antecedents are considered, reflective thinking is believed to emerge from a feeling of doubt or difficulty that an individual experiences, leading them to look for a solution that might help them deal with those difficulties (Trappes-Lomax & McGrath, 1999). According to Dewey (1933), there are three qualities that individuals with reflective minds possess: being open-minded, responsible, and wholehearted. The quality of open-mindedness is deemed critical when reflection is considered as an individual needs to be open-minded to admit their weaknesses as well as strengths and to accept and internalize others' viewpoints. In other words, the individual must be adaptable and receptive to different opinions and feelings. The second quality mentioned by Dewey (1933) is responsibility. Zeichner and Liston (1996) state that being responsible requires a meticulous examination of what kind of outcomes a decision might lead to. Thus, reflective individuals are expected to ask themselves why they are taking certain actions as well as how, why, and for whom these actions are useful. Finally, the attitude of whole-heartedness is part of being a reflective individual as it ensures that the effects of the decisions taken are carefully considered by taking into account all parties that might be affected by them and all different perspectives.

2.2.1 Reflective Teaching

It might be stated that reflective teaching became a notable term in education along with the shift from the transmission approach in teacher training to the constructivist approach in which teachers are viewed as “active, thinking decision makers” (Borg, 2011, p. 373). Reflective teaching, which refers to the process whereby an instructor regularly thinks and evaluates their teaching-related decisions and chooses instructional techniques as a result of this critical investigation, has become a prominent term in the literature (Farrell, 2015). It is purported that applying reflective teaching principles into one’s practice requires examining pre-existing judgments and ways of thinking under a critical lens, which in turn is believed to promote growth and increase one’s confidence. As Zeichner and Liston (1996) stated, reflective teaching does not refer to a simple analysis of instructional style. Instead, a reflective teacher is expected to think of the underlying beliefs and assumptions that they possess which motivate them to make use of certain teaching styles and methodologies. Calderhead and Gates (2003) stress the significance of such a comprehensive inquiry into underlying belief systems affecting teaching by saying that it may contribute greatly to the professional development of teachers through analysis, discussions, evaluations, and, when needed, alterations to practice. In a similar way, Loughran (2002) posits that reflection is a well-constructed process which, when executed well, helps teachers to greatly improve their practice while at the same time forming an indispensable part of their professional development. Similarly, Qing (2009) purported the idea that implementing reflective practices is necessary in classrooms, and continuous reflection might be a powerful tool in fostering teaching effectiveness. Further, it was stated by Qing (2009) that level of experience and reflective practice implementation are two significant antecedents to the professional development of EFL instructors. He

further stated that mechanical practice that is not reflected upon or adapted by spending time and effort to make necessary changes could not be deemed professional. Thus, Qing (2009) concluded that experience paired with continuous reflection is the most effective way of improving oneself professionally.

In a similar vein, Tsui (2003) mentions reflective teaching as an essential tool for consistent improvement and job satisfaction for teachers as teachers are supposed to deal with ever-changing conditions and learner profiles, possibly making them doubtful of their professional capabilities at times. In this sense, reflective teaching is believed to promote teacher self-confidence by promoting self-evaluation and making adapting to new teaching conditions and environments less of a challenge. Similarly, Valli (1997) defines reflective teaching as one's capability to look back on decisions with the intention of self-improvement, draw conclusions based on them, and make necessary changes to their practice considering these conclusions. Grayling (2003) stresses how significant reflective thought in education is by saying "the best thing any education can bequeath is the habit of reflection and questioning" (p. 179). Similarly, Lysons (1999) states that making reflection part of their routine will enable instructors to improve the quality of their teaching and their level of motivation and job satisfaction as well as make them better able to meet students' needs. Another quality of reflective teachers was stated by Dewey (1993), who noted that being a reflective teacher should not be equated with solving problems in the classroom as they occur. Instead, reflective teachers are individuals who do not only apply teaching techniques they learned previously in their context, but also connect to their profession on a deeper, more emotional level and act on a combination of "action, emotion, goals, and plans" (Zeichner & Liston, 1996, p. 43).

2.2.2 Reflection In and On Action

Donald Schön (1984) further elaborated on Dewey's definition of reflection and offered new perspectives. He posits that reflection is a necessary quality for practitioners of all professions, and he defines the term "practitioner" as someone who repeatedly experiences certain events and conditions. Thus, it is stated by Schön (1984) that individuals need to identify ways to handle these repeated and sometimes difficult events. Schön (1984) suggests reflection as the solution and defines it as "professional artistry to describe the kinds of competence practitioners display in unique, uncertain, and conflicted situations of practice" (p. 22). He views reflection as a tool that serves to make practitioners question even the most taken for granted understandings and to aid them in handling new and unexpected situations as well.

Schön (1984) further identifies two types of reflection: reflection in action and reflection on action. In his understanding, reflection in action refers to contemplating what we are doing while we are doing it. Thus, reflection in action can be defined as a reflection that is carried out starting at the moment when one has just encountered a challenge. In other words, it refers to "the making of decisions guided by tacit knowledge that occurs in the midst of acting" (Urzua & Vasquez, 2008, p. 193). Griffiths (2000) further posits that during reflection in action, practitioners employ their collection of examples and experiences to reexamine the situation at hand and possibly find some strategies that could work rather than making use of theory or prior knowledge. According to Schön (1984), a prerequisite for reflection in action is to treat each challenge as a unique one, and not to automatically try to use standard solutions and strategies. Yet, this does not mean that past experiences or understandings that might be relevant should be totally ignored. According to Schön

(1984), three key characteristics of reflection in action can be defined as “being conscious, critical, and immediate” (p. 54).

On the other hand, reflection on action refers to reflective practices that are carried out after the action in question is completed. In other words, reflection on action requires practitioners to look back on previous performance and evaluate its effectiveness while thinking about what may have been done in a different way (Akbari et al., 2010). Furthermore, reflection on the action also helps practitioners draw conclusions based on experience and plan for the future. Pickett (1996) believes that through reflection on action, practitioners can question underlying beliefs they possess and review them critically to reach a clearer awareness of roles, feelings, motivations, and actions of themselves and the students by being involved with past experience. Peel and Shortland (2004) refer to this type of reflection as “intellectual reflection” (p. 52), and state that reflection on action holds a more significant place in novice teachers’ practice. Pill (2005) stresses that reflection on action might help practitioners modify their future practice by focusing on the conclusions they draw from their experience, but it does not have any effect on the action being reflected upon since it has already passed.

2.2.3 Reflective Teaching Tools

There are many tools that can be employed by teachers in order to make informed decisions regarding their classroom practices and explore their beliefs, values, and emotions related to their profession in a systematic way (Farrell, 2015). Although there is considerable variety in terms of the reflective practices that instructors can choose from, diaries, critical friends, audio-video recordings, and action research might be accepted as the most commonly used ones. It is noted by

Farrell (2018) that these tools should be used systematically in order to create the most benefit.

2.2.3.1 Diaries. Keeping reflective diaries is one way of carrying out reflective teaching which requires teachers to note down student reactions to certain practices, problems, solutions, or unexpected situations that they face in the classroom. In this way, teachers are able to make reliable records of what goes on in the classroom and later look back on these records to reevaluate themselves from a different viewpoint. While Farrell (2018) believes diaries to be valuable tools to evaluate teaching styles, Moore, Walsh, and Risquez (2007) state that reflective diaries might greatly help teacher professional development since they encourage awareness and evaluation of one's beliefs and values systematically. Wallace (1998) adds that diary writing is not a limiting technique for teachers as there is no specific format or style they are supposed to follow, making it an appealing tool for teachers. Moreover, it is stated by Genç (2010) that a teacher's teaching style is not stagnant, and what a teacher learns in the pre-service stage and what they learn during their practices join together to form their teaching style. Thus, analyzing and examining one's teaching character through teaching diaries will help teachers avoid having a limited vision of teaching and will motivate them to incorporate new perspectives into their classroom practice (Farrell, 2013). In addition, Hiemstra (2001) states that journaling might be a way of keeping track of one's own development as a teacher in the face of the continually changing world and educational conditions while at the same time making one more aware of their possibly evolving feelings and opinions regarding their profession. Moreover, it is posited that diary keeping creates ambition and desire for professional development as one is able to look back on a concrete record of their improvement as a teacher in time. Richards and Farrell (2005) also stress a similar point by stating that journal-

keeping promotes a self-questioning attitude in teachers if carried out willingly and with achievable, realistic self-improvement goals in mind.

2.2.3.2 Critical Friends. Critical friends, as suggested by the name, are people who adopt a collaborative mindset and provide feedback to each other in a supportive manner. In the literature, critical friendship is also referred to as peer observation. Kuh (2016) states that critical friendship is valuable in the sense that it fosters the idea of shared responsibility rather than seeing teachers as individuals who work on their own. Furthermore, feedback cycles carried out via critical friendship are deemed indispensable parts of a professional teaching and learning community in which a common framework shapes the practices, and the rationale behind practices can be discussed in a non-threatening manner with the aim of improvement. Costa and Kallick (1993) describe a critical friend as a person who can be trusted to observe another practitioner's practice objectively, pose questions that arise in their mind, evaluate the answers provided to them from a different angle, and finally express any opinion they have in a friendly manner. It is also stated that for critical friendship to work effectively, mutual trust and a non-threatening attitude should be established between the individuals. The critical friend who is selected to observe another individual's performance should ideally possess the ability to listen effectively, foster creative and original ideas, and be open to new ideas rather than adopting a judgmental mindset. Yet, one drawback of critical friendship mentioned by Jones and Gallen (2016) is that individuals might feel less confident and more threatened with critical friends if a safe and non-judgmental space cannot be created. Their suggestion is that the tone of critical friendship might be established through pre-meetings and discussions between the two parties, which may lower the anxiety level for the rest of the process. In addition, Bambino (2002) posits that critical friendship might be an

effective method of reflection that helps individuals deal with misconceptions with regard to their teaching practices and pre-existing assumptions that might later be proven wrong. In addition, one strength of critical friends is that practitioners from different socio-cultural environments with different past experiences may come together to create a professional network in which they can find support and encouragement whenever needed (Kane et al., 2004). Similarly, Brookfield (2017) states that critical friends may help people discover qualities of their own teaching they do not realize even exist with the help of an outside look. Lomas and Nicholls (2005) note that peer observations carried out by critical friends should be focused on reflecting upon the positive sides of a practitioner's practice as well as what can be improved in order to keep being constructive.

2.2.3.3 Audio-Video Recordings. As stated by Gün (2011), making audio-video recordings of lessons provides teachers with the opportunity to look back at their teaching performance at a later time, and make evaluations and draw conclusions based on a previous teaching performance by taking into account aspects such as classroom management, level of motivation, language use, materials, learning objectives, and student- teacher interactions. Audio-video recordings are viewed as one way technology has advanced and contributed to teacher reflection. It is stated that such recordings provide teachers with data not only on their own teaching performance, but also on student behavior and responses that they may not realize during the lesson itself. Furthermore, the teacher is also provided with the opportunity to reevaluate their beliefs and assumptions about the classroom dynamic and individual students as well, which is defined as an eye-opening process (Chan, 2010). Used commonly both in teacher education programs and as part of professional development activities at institutions, recordings are believed to motivate teachers to

pursue further professional development goals and provide them with a vision regarding their goals and future plans as a teacher.

It is stated by Chan (2010) that recordings can be discussed in a small forum of colleagues, by the teacher themselves, or by an advisor in case of the teacher education programs. Yet, Chan (2010) notes that self-evaluating a recorded performance might be a more objective process as compared to assessing another practitioner's practice since the latter tends to focus on the shortcomings for the most part. Self-evaluations are deemed invaluable practices since they reflect what happens in the classroom in a crystal-clear way, in addition to making it possible to watch and rewatch certain teaching performances when required (Baecher & Connor, 2016). Star and Strickland (2008) state that even an experienced teacher might discover things about themselves that they have not realized before through observing their performance with a critical eye after it occurs in the classroom. Grant and Zeichner (1984) add that reflecting on one's own performance provides the basis for the motivation to make changes and improvements for the future. Yet, it is noted by them that making use of pre-determined codes or a checklist reflecting desired teaching behaviors while watching the recordings might provide more benefit as compared to simply watching performances without a guide. Quality teaching guidelines motivate instructors to approach their own performance more critically and detect areas that might require change.

2.2.3.4 Action Research. It is suggested by the proponents of action research that “change does not come about as a result of spontaneous acts, but through reflection on and understanding of specific problems within their social, political, and historical contexts” (Selener, 1992, p. 105), and one way of achieving such comprehensive understandings of the teaching context is believed to be action

research. Action research is defined by Corey (2022) as research that professionals in education conduct for the purpose of improving their ability to make good choices which will hopefully lead them to better teaching practices. Carr and Kemmis (2003), on the other hand, define action research as a kind of deep investigation attempted by practitioners in social settings in which they aim to understand better the reasonings and justifications underlying their practices, their self-conceptions regarding these practices, and also the context in which these practices are implemented. A more comprehensive definition of action research is provided by MacIntyre (2012), who states that action research refers to a meticulous examination of existing teaching practice with a puzzle to be solved in mind, and it takes into account variables that might affect the process such as the people involved, context-related factors, and expectations from the practitioner. Based on these, the researcher then works out an action plan, conducts it in the context in question, assesses the outcomes of the action plan, and finally makes decisions regarding future practice. Furthermore, it is also purported by MacIntyre (2012) that action research is believed to combine action and reflection through the merging of theory and practice, thus creating new possibilities for progress.

Sowa (2009) further clarifies how action research benefits educators by stating that it enables teachers to realize how complex but also rewarding their profession is by providing them with a more accurate picture of their learners and teaching context. In Hannay, Telford, and Seller's (2003) study, it was highlighted that action research promotes a feeling of ownership in teachers as they are the ones taking action to ensure consistent improvement and learning in their classrooms. Furthermore, they state that action research also benefits practitioners in other ways by promoting cooperation among the participants, creating more willingness to spend time and energy to deal

with issues, and creating settings where others hear teachers' voices. In contrast to all these benefits of action research, Nunan (1993) also mentions some challenges that teachers face during their endeavors of action research such as time restrictions, insufficient mastery of what action research is, insufficient assistance from their institutions, fear of looking incompetent, and anxiety caused by the expectation to share the results of their research with others. Yet, despite all the factors that might intimidate teachers from action research, it is accepted as one of the most efficient forms of reflective practice that increases teachers' job satisfaction, self-confidence, and self-awareness regarding professional identity.

2.3 Literature Review

A review of relevant literature is presented in this section to shed light on self-efficacy perceptions of EFL instructors and their practices of reflective teaching. To begin with, studies that investigate self-efficacy perceptions of EFL instructors in Turkey and abroad in relation to certain variables are discussed. The next section includes studies on reflective teaching practices of Turkish and foreign EFL instructors.

2.3.1 Self-Efficacy Perceptions of EFL Instructors

A close look at the related literature suggests that self-efficacy has been quite a prominent area of study. Many studies that investigate self-efficacy perceptions of in-service as well as practicing English language instructors in relation to many work-related factors and variables such as burnout can be found in the relevant literature.

An investigation of the related literature reveals that self-efficacy perceptions of pre-service EFL instructors have been studied extensively in relation to many variables with or without comparing their levels of self-efficacy with in-service

instructors. One such study was carried out by Balcı et al. (2019), who aimed to identify the self-efficacy perceptions of pre-service EFL instructors studying at a state university in Turkey. A total of 291 participants, composed of freshman, sophomore, junior, and senior students, took part in the study. The study was of a descriptive nature, and Balcı et al. (2019) made use of the Teachers' Sense of Efficacy Scale (TSES) which was developed by Tschannen-Moran & Woolfolk Hoy (2001). The researchers used the Turkish version of the scale which was adapted by Çapa et al. (2005). In order to identify the distinctions between the self-efficacy perceptions of different groups of pre-service EFL instructors, one-way ANOVA was utilized. In addition, the Tukey multiple comparison test was employed to find any possibly significant discrepancies among class levels. As a result, pre-service EFL instructors were found to possess comparatively stronger beliefs of self-efficacy regarding the sub-dimensions of student engagement, classroom management, and instructional strategies. Further, junior pre-service instructors were found to have higher levels of self-efficacy as compared to sophomores regarding the overall self-efficacy level as well as the student engagement sub-dimension, although the difference was not statistically significant. Yet, this finding was noted to be against the expectations, and Balcı et al. (2019) concluded that self-efficacy perceptions of pre-service instructors must be approached with greater attention in the field, and action must be taken to enhance the self-efficacy beliefs of senior pre-service EFL instructors.

Another study focusing on self-efficacy perceptions of pre-service instructors was conducted by Çankaya (2018), who investigated any possible distinctions between the self-efficacy levels of practicing EFL instructors and student teachers. The participant group was composed of 35 EFL instructors and 17 student teachers who were selected randomly. To collect data, Çankaya (2018) utilized the version of

Tschannen-Moran and Woolfolk Hoy's (2001) Teachers' Sense of Efficacy Scale (TSES) which was adapted to Turkish by Çapa et al. (2005) along with a survey of demographic information. Descriptive statistics were used to identify the self-efficacy perceptions of practicing and pre-service EFL instructors. The results suggested that while practicing instructors had the highest levels of self-efficacy in terms of classroom management, pre-service teachers felt the most efficacious regarding the sub-dimension of instructional efficacy. Furthermore, the sub dimension of efficacy engagement was identified as the item both pre-service and in-service EFL instructors had the lowest levels of self-efficacy for. Çankaya (2018) also analyzed the possible significant differences in self-efficacy among in-service and pre-service EFL instructors in relation to certain variables. The results regarding practicing EFL instructors suggested that females were found to possess higher levels of self-efficacy than males, doctorate degree holders as compared to BA or MA degree holders, less experienced instructors compared to more experienced instructors, and university-level instructors as compared to instructors at other institutions. The higher level of self-efficacy in less experienced teachers was attributed to their enthusiasm for showing effort in their profession and possibly higher levels of motivation for the job. Similarly, it was found that females felt more efficacious than males among pre-service instructors, although the difference was not statistically significant. In addition, pre-service instructors studying at one state school were observed to have higher levels of self-efficacy as compared to the students of two other institutions where data was collected, even though not statistically significant. Çankaya (2018) attributed this variation to pre-service instructors at one institution possibly getting more pedagogical assistance and individual help as part of their program, which might

lead to improved self-efficacy beliefs. However, it is important to note that none of these differences were found to be significant.

Furthermore, another study by Merç (2015) focused on the degree of language teaching anxiety and self-efficacy beliefs experienced by pre-service EFL instructors studying at a state school. There were 117 participants in total all of whom were going through the process of teaching practicum which was a requirement for graduation. The data collection tools that were utilized were the Foreign Language Student Teacher Anxiety Scale developed by Merç (2010) and an adapted version of the Self-Efficacy Questionnaire (SEQ) originally developed by El-Okda and Al-Humaidi (2003). Furthermore, semi-structured interviews were carried out to closely investigate the two variables. It was revealed by the research results that pre-service EFL instructors had comparatively low levels of anxiety in terms of language teaching whereas they were discovered to have strong self-efficacy beliefs. The sub-dimension of professional growth was found to be the area in which participants felt the most efficacious while classroom management was the sub-dimension regarding which they displayed the lowest levels of self-efficacy. When it came to the correlation between anxiety level and self-efficacy, it was discovered that a negative correlation, although not statistically significant, existed between the overall level of language teaching anxiety and self-efficacy perceptions.

Güngör and Yaylı (2012) also conducted a study to identify pre-service English instructors' levels of self-efficacy and anxiety and any possible correlations between these two variables. The participant group included 77 Turkish pre-service EFL instructors who completed ELT programs at three different state schools. To investigate the issue, the researchers made use of Tschannen-Moran and Woolfolk Hoy's (2001) Teachers' Sense of Efficacy Scale which was adapted into Turkish by

Çapa et al. (2005) and İpek's (2006) Foreign Language Teaching Anxiety Scale. The overall self-efficacy levels of the participants were found to be rather high. A more detailed analysis revealed that male pre-service instructors possessed higher self-efficacy levels in terms of classroom management as compared to female participants. Similarly, participants who went abroad were shown to feel more efficacious regarding classroom management issues. With regards to anxiety, it was shown that the participants' anxiety level was comparatively low, with male pre-service instructors, those who had experience abroad and the ones who attended professional development activities displaying lower levels of anxiety with regards to certain sub-dimensions. It was concluded at the end of the study that there was a rather low level of correlation between the variables of self-efficacy and language teaching anxiety.

In summary, a review of the literature demonstrated that pre-service EFL instructors displayed rather high levels of self-efficacy, although their level of self-efficacy may depend on factors such as the point at which they were in their university education, their gender, anxiety, the sub-dimension of self-efficacy in question, and factors such as experience abroad. While female pre-service EFL instructors were found to feel more self-efficacious than male EFL instructors overall both among pre-service and in-service instructors, male instructors were found to be more self-efficacious in terms of the sub-dimension of classroom management. In addition, the sub-dimension of classroom management was identified as the sub-dimension for which pre-service EFL instructors demonstrated the lowest levels of self-efficacy. Moreover, language teaching anxiety was consistently found to negatively correlate with perceived self-efficacy, and comparisons of pre-service and practicing EFL instructors revealed that the sub-dimensions they feel efficacious for differ.

Furthermore, many studies can be found in the literature that focus on the levels of self-efficacy experienced by EFL instructors in relation to certain work-related or personal factors such as stress at the workplace, target language proficiency, use of instructional strategies, classroom practices, participation in professional development activities, emotional intelligence, academic degree, work experience, and gender. To begin with, İpek et al. (2018) conducted a study to investigate the possible connections between workplace stress and self-efficacy perceptions of EFL instructors in Turkey. Data was collected with the participation of 84 EFL instructors employed at a state university. The researchers utilized an adapted version of Tschannen-Moran and Woolfolk Hoy's (2001) Teacher's Sense of Efficacy Scale and Boyle et al.'s (1995) Teacher Stress Inventory as data collection tools. Methods of correlational analysis were employed to shed light on how workplace stress and self-efficacy perceptions were correlated. The results of the study suggested that the participating instructors were dealing with moderate amounts of stress at workplace while they possessed comparatively higher levels of self-efficacy. Furthermore, no statistically significant correlation was discovered between self-efficacy perceptions and stress at workplace. Thus, İpek et al. (2018) made the conclusion that factors that determined the level of workplace stress were administrative policies and the teaching and learning context at the institution. Further, it was noted that workplace stress and self-efficacy perceptions depended heavily on the context.

Another study examining work-related factors in relation to self-efficacy was carried out by Yılmaz (2011), who investigated the relationships between instructors' self-efficacy, English proficiency levels, and their instructional strategy use. The participant group consisted of 54 EFL instructors who worked in primary or high schools. The researcher made use of a questionnaire that consisted of three sections

for the study. The first section included a self-efficacy scale adapted from Tschannen-Moran and Woolfolk-Hoy's (2001) scale, while the second section aimed to evaluate instructors' beliefs on English proficiency and was adapted from Butler (2005) and Chacon (2005). Finally, the third section aimed to assess the pedagogical strategy use of the instructors and was adapted from Eslami and Fatahi (2008). It was demonstrated in the study that a correlation existed between the self-efficacy perceptions of the participants and their perceived proficiency in English. Furthermore, participants' efficacy perceptions regarding instructional strategies were stronger than management or engagement. Yılmaz (2011) concluded by saying that teacher education programs must emphasize improving proficiency in the four skills in order to foster the perceived self-efficacy of EFL instructors.

Similarly, Choi and Lee (2016) conducted a study investigating the relationship between proficiency in the target language and self-efficacy perceptions of EFL instructors in Korea. The participants of the study were 167 nonnative secondary school English teachers from Korea who provided accounts of how proficient they felt in English, how efficacious they found themselves, and how frequently they made use of English in their English classes. Along with a background survey, the researchers devised an English Proficiency Survey to evaluate how participants felt about their proficiency in English. Furthermore, they made use of a scale to evaluate participants' self-efficacy perceptions which was developed by selecting and adapting 20 items from two previous studies (Dellinger et al., 2008; Tschannen-Moran & Woolfolk Hoy, 2001). It was revealed by Choi and Lee (2016) that instructors' self-efficacy beliefs and their perceptions regarding proficiency in the target language were in interaction with each other while influencing instructors' use of English. In other words, to what extent English use was affected by self-efficacy

perceptions was dependent on instructors' perceived proficiency. Likewise, to what extent perceived proficiency levels influenced English use depended on self-efficacy beliefs. Choi and Lee (2016) described a threshold beyond which these two factors seemed to influence teaching significantly. Moreover, it was stated that target language proficiency and self-efficacy enhanced each other's effect on the use of English. The researchers concluded by saying that as target language proficiency and self-efficacy beliefs seemed to be interdependent, studies that investigated only one of these variables to account for English teaching practices may fail to reach reliable results. Further, it was suggested by the researchers that pre-service and practicing EFL instructors must be provided opportunities to improve their pedagogic and linguistic proficiency so as to maximize the use of the target language in their teaching practice.

In another study, Choi and Lee (2018) examined the relationships between self-efficacy beliefs and classroom practices of 190 practicing EFL instructors who were employed at secondary schools. For data collection, a three-section questionnaire was utilized. The first section of the questionnaire aimed to collect demographic information, while the second subsection included a self-efficacy questionnaire which was adapted from Tschannen-Moran and Woolfolk Hoy's (2001) and Dellinger et al.'s (2008) studies to fit the context where the study was being carried out. The three sub-dimensions of this scale were identified as instructional strategies, student engagement, and classroom management. To determine the classroom practices of the participants, the researchers created a survey of pedagogical practices. Next, semi-structured interviews were used to shed light on the possible correlations between self-efficacy and classroom practices. The results from the study suggested that overall perceptions regarding teacher self-efficacy were significantly correlated with the

degree to which instructors adopted classroom practices that were centered around students and concentrated on interacting in the target language. When the three sub-dimensions of teacher self-efficacy were considered; however, it was revealed that stronger beliefs of efficacy in terms of classroom management meant that the instructors were more inclined to adopt communicative classroom practices as opposed to non-communicative ones, and this correlation was significant. Furthermore, the researchers also pointed out that the correlation between classroom practices and efficacy perceptions was circular in nature, meaning that the more communicative practices were carried out in the class, the more competent instructors felt in their teaching. Based on this improved sense of efficacy, it was stated that they were much more motivated and open to fruitful classroom practices. On the other hand, the further away they diverted from communicative practices, the less confident instructors got, leading to a weaker sense of self-efficacy. In addition to this, it was suggested that contextual factors such as sociocultural variables and instructors' perceptions of ideal teaching and learning outcomes also played a role in the practices adopted and levels of self-efficacy.

On the other hand, Karimi's (2011) study aimed to discover any possible relationships between professional development activities and teachers' sense of efficacy. 60 EFL instructors working at junior high schools in Iran participated in the study. The researcher made use of the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) and carried out a pre-test, a post-test, and a delayed post-test to reveal the differences in self-efficacy levels of instructors in the experimental group and control group. After it was shown that no significant variation in terms of the self-efficacy levels existed between the two groups with the help of the pre-test, instructors in the treatment group were provided with three professional

development courses, each of which included 16 sessions. The courses comprised of professional development activities such as in-service training, peer observations, mentoring, and study groups. When the post-test and delayed post-test were carried out, it was discovered that the instructors in the treatment group who were provided with intensive professional development courses scored significantly higher on the self-efficacy scale as compared to instructors in the control group in terms of overall sense of self-efficacy and the sub-dimensions of student engagement, instructional strategies, and classroom management. Therefore, it was suggested by Karimi (2011) that good quality professional development opportunities that aim to meet the professional needs of EFL instructors must be designed in order to improve the knowledge and skills of EFL instructors who could in turn increase their self-efficacy levels.

Another study that aimed to examine the relationship between professional development activities and self-efficacy was conducted by Zonoubi et al. (2017), whose study aimed to find out to what extent two stages of Professional Learning Community (PLC) interference each of which lasted for six months would affect self-efficacy perceptions of EFL instructors. The participant group included 10 EFL instructors who joined the PLC events in two separate classes divided as experienced and novice instructors. The PLC events included sessions where the participants shared good practices and difficulties they faced as well as reflective activities, discussions and peer observations, all of which took place in a non-threatening environment. The data collection methods used were interviews carried out before and after interventions, journals kept by the participants, and recordings of PLC events. When the data was analyzed, it was suggested that while experienced EFL instructors' self-efficacy with regards to adopting innovative classroom practices and target

language proficiency improved as a result of the intervention, novice instructors also displayed an increase of self-efficacy in some other areas such as being autonomous, perceptions of target language proficiency, and classroom management skills. In addition, both novice and experienced instructors were shown to possess stronger feelings of belonging to the professional network of EFL instructors at the end of the interventions. Zonoubi et al. (2017) concluded the study by stressing the dynamic nature of the construct of teacher efficacy which, if possible, should be enhanced through collaborative and reflective practices such as PLC interventions in order to enhance the overall efficiency of the teaching-learning process.

Next, Rastegar and Memarpour's (2009) study aimed to reveal any relationships between the emotional intelligence levels of EFL instructors in Iran and their self-efficacy perceptions. They hypothesized a positive correlation between these two variables. Moreover, they also investigated the emotional intelligence (EI) levels of EFL instructors, and their self-efficacy beliefs were also explored in relation to gender, age, and teaching experience. 72 EFL instructors employed at Iranian high schools participated in the study. The researchers made use of the Emotional Intelligence Scale (EIS) (Schutte et al., 1998) and the Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) to collect data. Later, they applied descriptive statistics to identify any correlations between EI and self-efficacy. As a result of this study, it was found that a significant positive correlation existed between EFL instructors' perceptions of EI and their perceptions regarding self-efficacy. On the other hand, the variables of gender, age, and teaching experience were not found to correlate significantly with the participants' levels of EI or self-efficacy beliefs. Thus, the researchers concluded that personal factors such as age, gender, or years of

experience did not play a crucial role in terms of determining the potential levels of EI or teaching self-efficacy EFL instructors might display.

In addition, Karimvand's (2011) study investigated to what extent gender and teaching experience in addition to their interaction effects played a significant role in the self-efficacy perceptions of Iranian EFL instructors. To answer this research question, the researcher used Teachers' Efficacy Beliefs System-Self (TEBS-Self) by Dellinger et al. (2008) to collect data from the participant group which was composed of 180 EFL instructors who were divided into two groups based on their level of experience. It was concluded at the end of the study that while the interaction effects of gender and teaching experience did not play a significant role in self-efficacy, the more experienced group of EFL instructors was found to possess stronger self-efficacy beliefs than the group with less teaching experience. Furthermore, female EFL instructors were revealed to hold stronger overall self-efficacy beliefs than male EFL instructors. The researcher attributed lower levels of self-efficacy among the less experienced group to those instructors probably frequently facing new challenges leading to increased stress levels and them facing classroom realities that they had not known existed. In addition, Karimvand (2011) suggested that female instructors in this study might have achieved higher scores of self-efficacy due to being more experienced than the male participants of the study, but any inferences to be made in this regard would not be conclusive.

Finally, Akbari and Moradkhani's (2010) study aimed to demonstrate any possible significant relationships between EFL instructors' self-efficacy beliefs and their level of experience, and the academic degrees they pursued. To this end, a total of 447 EFL instructors with varying levels of experience took part in the study, and they provided demographic information as well as completing Teacher Self-Efficacy

Scale (TSES) devised by Tschannen-Moran and Hoy (2001). The researchers grouped the participants as EFL instructors with three years or less experience and EFL instructors with more than three years of experience. In addition, participants were also divided according to their academic degrees into two groups as instructors who had completed English language related programs and instructors who had studied unrelated programs. As a result of this investigation, it was revealed that the participants in the more experienced group held significantly stronger beliefs of global self-efficacy in comparison to the instructors in the less experienced group. On the other hand, there was not a significant correlation between having completed an English-related academic degree and stronger perceptions of self-efficacy. Akbari and Moradkhani (2010) attributed the higher levels of self-efficacy observed among the more experienced group to them having mastery experiences which promoted self-efficacy perceptions as opposed to novice instructors. In addition, they believe that completion of English language related academic degrees did not have significant effects on teacher self-efficacy possibly because the amount of classroom practice in these programs was observed to be minimal. Since actual classroom practice opportunities such as practicum courses were shown to have positive effects on self-efficacy levels, the researchers found the insignificant effects resulting from their study unsurprising.

In brief, it might be understood that while no significant correlation was discovered between workplace stress and self-efficacy, perceived target language proficiency was found to strongly correlate with self-efficacy beliefs. Furthermore, it was revealed that stronger beliefs in English proficiency led to increased use of English in language instruction. In addition, self-efficacy beliefs were also found to strongly correlate with being more student-centered as well as more focus on

interaction in the target language, both of which were believed to be antecedents of communicative practices and a higher quality of instruction. Another significant conclusion is that participation in professional development activities and emotional intelligence were two variables that seemed to significantly affect instructors' self-efficacy level. On the other hand, teaching experience was identified as a variable that resulted in contradictory findings in terms of its correlations with self-efficacy. The same was true for gender as some studies revealed female EFL instructors to feel more self-efficacious while others did not find any significant correlations. Furthermore, age and the academic program EFL instructors studied were not identified as factors that led to significant variations in self-efficacy.

One variable that seems to be extensively investigated in relation to teachers' sense of efficacy seems to be teacher burnout when the related literature is investigated. One of the studies that focused on the correlation between teacher burnout and self-efficacy was carried out by Özkara (2019), who investigated the self-efficacy perceptions of EFL instructors in relation to their burnout level. Furthermore, the researcher also analyzed the possible relationships between self-efficacy beliefs and burnout levels and variables such as gender, age, level of experience, and the number of students. The participant group was made up of 118 Turkish EFL instructors who were employed in primary, secondary, and high schools or universities. Maslach Burnout Inventory (MBI) (Huang, 1988; Maslach & Jackson, 1981) and Language Teacher Self-Efficacy Beliefs Scale (Praver, 2014) were chosen as data collection tools. As a result of the research, Özkara (2019) concluded that the overall self-efficacy levels of Turkish EFL instructors were not significantly correlated with their burnout level. On the other hand, self-efficacy beliefs were positively correlated with the sub-dimension of personal accomplishment in a statistically

significant way. Furthermore, it was found that a negative correlation existed between emotional exhaustion and self-efficacy. In addition, the sub-dimensions of emotional exhaustion and depersonalization were found to correlate negatively with personal accomplishment. It was concluded that EFL instructors possessed high levels of self-efficacy and self-accomplishment perceptions while experiencing low levels of burnout. Furthermore, self-efficacy was discovered to be significantly affected by age, with instructors between the ages of 36-45 possessing higher levels of self-efficacy than instructors between the ages of 23-35 or 46-55. In addition, teaching experience was shown to affect personal accomplishment greatly.

Similarly, Khani and Mirzaee (2015) conducted a study to reveal the interrelationships between self-efficacy, context-related factors, stress factors, and teacher burnout. The participant group was comprised of 216 EFL instructors who were employed at private institutions in Iran. The researchers made use of four questionnaires in total: Skaalvik and Skaalvik's (2011) questionnaire on context-related factors, Tschannen-Moran and Woolfolk Hoy's (2001) Teacher Sense of Efficacy Scale, a teacher burnout questionnaire (Maslach et al., 1996), and a questionnaire on teacher stressors (Hui & Chan, 1996). Statistical analysis methods were used to interpret the resulting data. It was concluded at the end of the study that self-efficacy and teacher burnout were two variables that were negatively correlated. Also, it was stated that context-related factors had a direct influence on the level of burnout experienced by teachers. Furthermore, they could possibly influence burnout indirectly by increasing the number of stressors. In addition, self-efficacy was also identified as a factor that could directly or indirectly lead to lower levels of burnout. In other words, increased self-efficacy was demonstrated to be able to eliminate

unwanted effects created by context-related factors and stress factors, thus leading to a decrease in the amount of burnout experienced by EFL instructors.

In addition, another study on the relationship between self-efficacy beliefs and burnout levels of EFL instructors was carried out by Motallebzadeh, Ashraf, and Yazdi (2014). The data collection procedure was carried out by using a demographic information survey, the Maslach Burnout Inventory (Maslach & Jackson, 1981, 1986), and a questionnaire of self-efficacy prepared by the researchers based on three well-established self-efficacy scales in the literature. Data was collected with the help of 200 experienced EFL instructors and analyzed using correlational analysis methods. The analysis revealed that a significant negative correlation existed between the construct of self-efficacy and all its sub-dimensions and burnout. In other words, the more self-efficacious EFL instructors felt, the less inclined they were to feel negative emotions related to burnout. In addition, self-efficacy beliefs were also found to be negatively correlated with instructors' age. Furthermore, variables such as age and gender were also significantly correlated with levels of burnout instructors experienced. To put it another way, the level of burnout EFL instructors experienced was found to increase over time along with age. As for gender, it was revealed that male instructors experienced significantly higher burnout levels than female instructors.

To summarize, it can be concluded that self-efficacy and teacher burnout were two constructs that were negatively correlated with each other, although this correlation was not proven to be significant. Furthermore, self-efficacy beliefs were observed to correlate positively with the sub-dimension of personal accomplishment and negatively correlate with the sub-dimension of emotional exhaustion. While one study demonstrated the middle age group to possess the highest levels of self-efficacy,

another suggested that self-efficacy level was negatively correlated with the age of EFL instructors. Finally, it was found that whether directly or indirectly, higher levels of self-efficacy may contribute to decreasing burnout among EFL instructors.

Finally, another study that examined the topic of self-efficacy from a different angle was carried out by Alibakhshi et al. (2020), who investigated what kind of practical consequences different levels of self-efficacy may lead to in the practice of EFL instructors, which as they suggested was not a commonly investigated issue. Data was obtained through the Teachers' Sense of Efficacy Scale by Tschannen-Moran and Hoy (2007) and semi-structured interviews with 20 EFL teachers. As a result of the analysis of interview data, self-efficacy was found to have pedagogical, learner-related, and psychological effects on EFL instructors. In terms of pedagogical effects, Alibakhshi et al. (2020) noted that a high level of self-efficacy tended to positively affect pedagogical support and emotional support instructors could provide their students as well as their classroom management skills. With regards to effects on the learner, it was stated that teachers with higher levels of teacher self-efficacy promoted achievement, motivation, and autonomy of learners more effectively. As for the psychological effects on teachers, it was found that a higher self-efficacy level lowered the amount of burnout, and promoted work-related satisfaction and instructors' commitment to doing their job well as well as increasing teacher retention. Alibakhshi et al. (2020) concluded by saying that given the effects teacher self-efficacy seemed to have on many aspects of education, teacher education programs as well as in-service training courses needed to be designed in a way that could enhance stronger self-efficacy beliefs in EFL instructors.

All in all, it might be stated that all of the studies mentioned above investigated the issue of teacher self-efficacy from different viewpoints and in relation to different

variables both in the Turkish context and abroad. One thing that might be noted in relation to the studies summarized above is that the Teachers' Sense of Efficacy Scale (TSES) which was developed by Tschannen-Moran & Woolfolk Hoy (2001) was commonly preferred as a data collection tool. In addition, it might be suggested that more research is needed on the construct of self-efficacy as no studies were found that investigated the correlation between the self-efficacy perceptions and reflective teaching practices of Turkish EFL instructors.

2.3.2 Reflective Teaching Practices of EFL Instructors

A close investigation of the related literature demonstrates that reflective teaching has been studied in EFL contexts both in Turkey and abroad with pre-service or in-service EFL instructors in relation to many different variables. Furthermore, many studies aimed to identify how reflective teaching practices may benefit pre-service and practicing EFL instructors' teaching practices in different contexts.

To begin with, it might be observed that teaching reflection has been quite extensively studied among pre-service EFL instructors. Many studies that examined certain reflective teaching practices and tools of pre-service EFL instructors in relation to variables such as teaching-related attitudes, use of technology, the effectiveness of teacher education courses, and areas of reflection could be found in the literature. For instance, Zulfikar and Mujiburrahman (2017) conducted a study to investigate to what extent teaching journals were perceived as tools that could exert an influence on attitudes towards teaching by pre-service instructors studying at the Linguistics field of a university in the US. The participant group consisted of 10 pre-service instructors who were required to write one-page long entries in their teaching journals about the positive and negative aspects of their teaching and their overall experience every week of the teaching practicum. To collect data for the current study, the researchers

conducted in-depth interviews with each participant twice and made comparisons between the first and second interviews to ensure reliability. One interesting finding from the study was that most participants were inclined to write down the issues related to the classroom and their teaching in the journal, while only a few mentioned methods or materials that could be effective. A closer analysis revealed that eight of the ten participants perceived journal keeping as an activity that promoted professional development and improved classroom practice and awareness, while only two found it not to have any effects on their teaching. It was stated by Zulfikar and Mujiburrahman (2017) that these participants preferred to make use of other forms of teaching reflection such as video recordings or peer observations.

Furthermore, Yüksel (2013) carried out a study in Turkey that aimed to assess how technology use would contribute to reflective teaching practices of pre-service EFL instructors at the teaching practicum stage and how effectively they would meet three criteria of effective reflection while using technology. Twelve participants enrolled in the Turkish state university ELT program participated in the study and reflected on their teaching of public high school students that was carried out for two hours each week. The teacher of the classroom was also involved in the process and provided feedback. The data for the current study was composed of teaching diaries written by the pre-service instructor teaching on a given day and notes and feedback from two or three fellow pre-service instructors who observed them during the class as well as the teacher of the classroom. Technology was integrated into the process by creating a Facebook group that only the participants were allowed to join. The reflection process was carried out by the performing participant posting their teaching diary on the Facebook wall and the other participants and the teacher providing comments for the diary as well as the classroom practices of the performing pre-

service instructor. In addition, the participants were required to complete a survey at the end of the process to evaluate the effectiveness of technology integration into reflective practices. The results from the study demonstrated that while the student teachers were quite efficient in pointing out the issues they faced in the classroom, they were moderately good at coming up with solutions or recommendations for the problems. On the other hand, the participating instructors were not found to be effective in terms of self-evaluation or peer evaluation, as their comments regarding their performance were too general or vague. Yüksel (2013) suggested that this may result from the avoidance of negative feedback. As for the use of Facebook for teaching reflection, however, it was concluded from the exit survey that the participants were quite happy with it as it was a practical way to reflect on each other's performance without any restrictions regarding time and place.

On the other hand, Loan's (2019) study focused on how efficient the reflective teaching approach was for student teachers in Thailand who were taking an EFL class on teaching writing. During the research process, a total of 48 student teachers were guided by an experienced educator on how to teach writing more effectively by making use of reflective teaching practices throughout an EFL writing course lasting for 14 weeks. The course participants were divided into groups and after input was provided, they were required to teach demo lessons which were evaluated based on planning, classroom management, and teaching by their peers and the teacher educator with the help of written forms and discussions. Furthermore, the performing student teachers were also required to watch recordings of their performance for self-reflection. For data collection, Loan (2019) utilized a survey at the end of the course to evaluate the student teachers' perceptions regarding the course. Furthermore, the notes taken by the teacher-educator were also utilized. In addition, written feedback

provided by student teachers for their peers and self-reflections were also analyzed. Lastly, Loan (2019) conducted focus group interviews at the end of the process to further scrutinize the findings from the study. Data gathered through these tools seemed to point to a significant satisfaction on the part of the student teachers in improving their teaching of writing achieved through this approach. On the other hand, some areas for improvement were also identified after a closer investigation of feedback and self-reflections on the demo lessons such as improving the relevancy of classroom activities designed, focusing more on being student-centered, working on instruction-giving skills, time management, and creating a more democratic learning environment. Overall, it might be stated that the research aimed to shed light on the efforts to improve the teaching-related capabilities of student teachers in Thailand as well as demonstrate how a culture of reflective practice might be promoted in similar settings.

Finally, Kırmızı and Tosuncuoğlu's (2019) study examined which areas of reflection Turkish pre-service EFL instructors focused on during their practicum and which of these areas seemed to be the most prominent. Four pre-service EFL instructors took part in this case study, all of whom were English Language and Literature department students who had got teaching certificates. As the study adopted a qualitative approach, the data collection tools chosen were audio and video recording as well as observations and semi-structured interviews. During the study, every participating pre-service instructor was observed four times, and these lessons were video recorded. Furthermore, the researchers, the performing pre-service instructor, and the mentor teacher organized meetings after each of these lessons to reflect on the performance. Audio recordings were made during these meetings. Kırmızı and Tosuncuoğlu (2019) used the method of content analysis to examine the resulting data,

and they revealed that while most of the participants reported positive changes in their classroom performance as a result of this process, the main themes regarding areas requiring improvement that emerged in this study were L1 use, usage and planning of materials, pacing, getting to know students, how to correct student mistakes, lesson content and grading procedures, and classroom management. At the end of the process, the participants also stated that they found this experience valuable in terms of shaping their teacher identity and making them feel more self-efficacious. KIRMIZI and Tosuncuoğlu (2019) concluded by stating that one-on-one discussions carried out for reflection purposes were proven to be valuable and reflection must be made an integral part of pre-service teacher education programs. Further, they purported that this is not the case in reality, and pre-service EFL instructors were not equipped with the necessary tools to conduct different types of teaching reflection, which should be changed to improve the quality of teaching and learning experiences in EFL classrooms.

In summary, it can be deduced from a review of the literature that although reflective teaching was not as extensively studied as self-efficacy in the EFL context, it is possible to find studies that focused on reflective teaching practices of student teachers both in Turkey and abroad. Furthermore, these studies demonstrated the efficiency of some reflective tools such as teaching journals. In addition, studies carried out with pre-service EFL instructors were instrumental in highlighting the areas in which further improvement is needed such as pre-service instructors' self and peer evaluation skills, student-centeredness, time management, and pacing skills. Moreover, some practices such as technology integration into reflection and using reflective practices for pre-service teacher education courses were proven to work well. Finally, a common theme observed among studies on pre-service instructors'

reflective teaching practices was the need for better and more comprehensive teaching of reflective teaching skills and tools in pre-service teacher education programs.

Detailed examination of the literature suggests that reflective teaching was also studied commonly among in-service EFL instructors in relation to many variables such as the classroom practices they adopted, demographic variables such as gender, age, and experience, autonomy, and decision-making related skills, self-regulation, assessment literacy, and reflective thinking. One such study was carried out by Pazhoman and Sarkhosh (2019), who conducted an investigation into practicing EFL instructors' practice of reflection and their self-regulation. Furthermore, self-regulation was also examined in relation to teaching experience. The participant group included 103 EFL instructors from Iran from junior and high school levels. The two data collection tools used in the study were English Language Teaching Reflection Inventory (ELTRI) (Akbari et al., 2010) and the Teacher Self-Regulation Scale (TSRS) (Çapa- Aydın et al., 2009). The researchers examined the correlation between the participants' reflective practices and self-regulation as well as to what extent reflection and teaching experiences could predict the self-regulation levels of the participants. A significant positive correlation was revealed at the end of the study between adopting reflective practice and all of its sub-dimensions and self-regulation. Yet, no significant correlation was found to exist between the constructs of self-regulation and teaching experience, which the researchers defined as a surprising finding. Regardless, Pazhoman and Sarkhosh (2019) stressed the significance of improvement of self-regulatory skills with the help of teacher training programs offered to all instructors without taking into account the level of experience or type of institution. The researchers concluded by suggesting a number of techniques for

reflective teaching that could enhance the quality of teaching as well as the level of self-regulation practices among EFL instructors.

Another study on teaching reflection was carried out by Mede (2010), who focused on how reflective practices carried out collaboratively would influence the teaching practices of in-service EFL instructors. The study was carried out with the participation of two EFL instructors employed at the preparatory school of a private university in İstanbul. The participants were expected to observe one another's classes for a total of 10 hours in a 5-week period. As the study was of a qualitative nature, the researcher collected data by using field notes emerging from the observations, journals that were kept electronically, and notes taken based on dialogues among participants. Each observation was focused on a pre-determined area, and the participants were supposed to keep journals of their experience. Furthermore, the researcher came together with the participants every week of the process, and they discussed experiences, opinions, suggestions, and problems as well as reflected on how this ongoing dialogue was affecting their practice. An examination of the data collected using these three tools revealed that classroom practices and dialogues among teachers might be improved with the help of collaborative reflection. Mede (2010) made the conclusion that such collaborative reflection endeavors had the power to make EFL teaching and learning processes more enriching, creative, and enjoyable for EFL instructors.

In addition, Hung and Thuy (2021) conducted a study in which they aimed to examine the reflective teaching perceptions and practices of in-service EFL instructors working in Vietnam, where they stated that the construct had not been extensively studied before. The researchers utilized a questionnaire that they adapted using well-established tools from the literature and semi-structured interviews to collect data.

While 49 EFL instructors completed the questionnaire, interviews were conducted with six of these participants. The resulting data revealed that all of the participants held positive views regarding the significance of teaching reflection in professional development, and they reported making use of all three types of reflective practice which were reflection in-, on-, and for action. Analysis of interview data revealed that the participants found reflective teaching beneficial in four main areas: fostering experience, creating awareness regarding classroom practices, improving the ability to handle unexpected problems, and enhancing improvements to teaching practice. When the tools of reflection they preferred were closely analyzed, it was demonstrated that they favored getting feedback from students, classroom observations, and joining workshops and training. On the other hand, tools such as teaching journals and lesson recordings were not usually preferred by the participants, for which they reported a lack of time, exhaustion, and a lack of awareness regarding these teaching reflection tools as causes.

Similarly, Gözüyeşil and Soylu's (2014) study aimed to identify the reflective teaching skills of Turkish in-service EFL instructors and any relationships between these skills and some demographic variables such as gender and educational background. The study was descriptive in nature, and Akbari et al.'s (2010) English Language Teaching Reflection Inventory (ELTRI) was used to collect data from 112 EFL instructors employed at universities in Turkey. The participants were found to score the highest in the sub-dimensions of critical and cognitive reflection, thus leading to the conclusion that they were likely to conduct action research, attend conferences, or follow the relevant literature. When the results were analyzed in relation to gender, however, it was realized that there was no significant correlation between gender and the practice of teaching reflection. An investigation of reflection

with regard to educational background, however, revealed that significant correlations existed between the degree completed and some of the sub-dimensions of teaching reflection. For instance, it was revealed that instructors with a Ph.D. degree scored significantly higher on the sub-dimension of cognitive reflection, meaning that they were found more likely to attempt to be part of professional development activities. Similarly, participants holding a Ph.D. degree were also shown to possess significantly higher scores on the sub-dimension of practical reflection, which was interpreted as showing their likelihood to make an effort towards employing tools of reflection in their actual classroom practice.

Furthermore, Genç (2010) conducted a study to explore whether journal keeping might effectively improve the autonomy and decision-making skills of six in-service EFL instructors working at various state schools in Turkey. The researcher stressed that these instructors were bound by the requirements of the Ministry of Education, and the opportunities their teacher education provided. Yet, it was aimed to reveal if such limitations could be overcome with the help of teaching journals to create a more efficient teaching and learning environment. The participants created a total of 84 journal entries throughout a 14-week process by thinking about their classroom experience and challenges after reading some assigned publications and trying to link the two. Furthermore, they were also provided with some guiding questions that would guide them during reflection. The entries were closely examined using the content analysis method to discover the common themes in terms of professional development. It was demonstrated that journal-keeping made the participants more visionary by helping them critically analyze their teaching practice. The instructors were found to reflect on areas of classroom interaction and management, language teaching methods used, assessment, and lesson planning.

Further, the participants reported an increased level of awareness in terms the issues in their immediate teaching context. Genç (2010) concluded by stating that the reflective journal-keeping process made the participants more critical and fostered their sense of autonomy, thus resulting in teaching-related decisions that were informed rather than random.

Ashraf and Zolfaghari (2018) conducted a study to find out whether there were any correlations between assessment literacy levels and reflective teaching practices of Iranian EFL instructors. A total of 120 experienced EFL instructors participated in the study and were required to complete two questionnaires to collect data. One of the questionnaires was the Assessment Literacy Inventory by Zolfaghari and Ashraf (2015), while the other one was the Reflective Teaching Questionnaire developed by Behzadpour (2007). The results from the two questionnaires were analyzed, and it was found that a correlation existed between assessment literacy and teaching reflection practices of Iranian EFL instructors. The strongest correlation was observed between reflective teaching and the sub-dimension of performance in assessment, while no significant correlation was found between teaching reflection and the sub-dimension of disposition in terms of assessment. In addition, reflective teaching was identified as a factor that predicted the assessment literacy levels of instructors. When the sub-dimensions were more closely analyzed, teaching reflection was found to be a strong predictor of the sub-dimensions of knowledge about assessment and performance in assessment with statistically significant results, while it was not found to predict the sub-dimension of disposition in terms of assessment. Ashraf and Zolfaghari (2018) concluded by suggesting that further studies needed to be conducted on the construct of assessment literacy in relation to other variables in EFL classrooms.

Finally, Afshar and Farahani's (2015) research aimed to illustrate any possible correlations between reflective teaching as well as reflective thinking skills of Iranian EFL instructors by studying these variables in relation to gender and experience in teaching. A total of 233 EFL instructors participated in the study, and Akbari et al.'s (2010) English Language Teaching Reflection Inventory (ELTRI), and Choy and Oo's (2012) Teachers' Reflective Thinking Questionnaire were used to collect data. The results from the study indicated that a significant positive correlation existed between the variables of reflective teaching and reflective thinking. Furthermore, gender was shown to significantly affect teaching reflection practices and reflective thinking of Iranian EFL instructors with male EFL instructors scoring significantly higher than females in both scales. In addition, when teaching experience was analyzed, it was found that teaching reflection was significantly and positively correlated with experience with more experienced teachers demonstrating a higher level of adoption of reflective teaching practices compared to less experienced ones. Reflective thinking was also demonstrated to possess a significant correlation with experience in teaching among certain experience groups. While the group with the highest amount of experience displayed significantly higher levels of reflective thinking compared to the group with the lowest levels of experience, the group that was mid-experienced was not found to have a significant relationship with the other two groups in terms of reflective thinking. Afshar and Farahani (2015) suggested that better integration of reflective teaching and thinking skills into pre-service and in-service training programs curricula was needed to improve the overall quality of teaching and learning in EFL classrooms.

All in all, it might be suggested that the studies in the literature proved some reflective teaching strategies such as collaborative reflection and journal writing to be

effective in terms of empowering EFL instructors and creating better teaching and learning environments. Furthermore, teaching reflection was demonstrated to be significantly and positively correlated with many variables regarding in-service instructors' practice such as self-regulation, reflective thinking, level of experience, and some sub-dimensions of assessment literacy and educational background. On the other hand, contradictory findings existed in relation to the correlation between gender and reflective teaching with some studies showing a significant correlation between the two variables while others did not. Lastly, in-service EFL instructors were shown to possess positive attitudes towards the integration of reflective teaching strategies and tools into their practice even though they reported avoiding some tools of reflection due to time constraints or lack of knowledge about the use of these tools.

Some studies in the literature also attracted attention to the significance of teaching reflection and focused on the necessity to make it part of teacher education programs. One such study was carried out by Yeşilbursa (2017), who studied the construct of reflective teaching by investigating it in relation to classroom interaction (CI) patterns. The researcher first attracted attention to the lack of awareness regarding the effects of classroom interactional patterns on teaching effectiveness and later suggested that classroom interaction patterns might be one area that required systematic and conscious reflection by EFL instructors. Later, Yeşilbursa (2017) proposed the development of a postgraduate-level program aiming to foster skills of classroom interaction among the participants. The researcher operationalized CI by drawing on the social constructivist theory which suggested that CI constituted a form of social interaction that was unique to the classroom context. In a similar vein, classroom interactional competence (CIC) was defined as competence in terms of making use of interaction to facilitate the teaching-learning process. Next, the

researcher listed the reasonings for making CI an integral part of reflective teacher development (RTD) and described an elective course offered at the MA program of a Turkish state university that aimed to make students aware of CI and its significance and motivate them to reflect on their CI patterns by regularly gathering and analyzing data. The course was designed in such a way that would promote these skills, and Yeşilbursa (2017) concluded by stating that CI was a significant factor in classroom practices and more research was needed on the topic.

In addition, an investigation of the relevant literature revealed that there were some studies that explored the relationship between reflective teaching and the self-efficacy levels of EFL instructors. Yet, it must be noted that the studies examining the relationships between these two variables were conducted in the Iranian context. To begin with, Babaei and Abednia (2016) carried out a study that aimed to disclose the relationship between the self-efficacy perceptions and reflective teaching practices of Iranian EFL instructors. In this study which was carried out with 225 participants employed at language schools, Akbari et al.'s (2010) English Language Teaching Reflection Inventory (ELTRI) and Dellinger et al.'s (2008) Teachers' Efficacy Beliefs System-Self (TEBS-Self) were used to collect data. Analysis of the data gathered through these instruments revealed a significant positive correlation between self-efficacy and reflective teaching constructs. Babaei and Abednia (2016) defined this level of correlation as "significant but weak" (p. 12). By drawing on Wheatley (2002), they explained that this result was not surprising as some level of doubt regarding one's efficacy was to be expected from reflective teachers who had the habit of questioning their teaching-related beliefs and approaches. In other words, they defined low levels of self-efficacy as something that could motivate instructors to view their teaching critically and improve it. Furthermore, it was found that the sub-dimension

of efficacy for learner engagement was the sole predictor of teaching reflection, while the sub-dimension of metacognitive reflection was the sole predictor for teacher self-efficacy levels. On the other hand, a negative correlation was discovered between the sub-dimensions of cognitive reflection and efficacy for classroom management.

Another study exploring the correlations between self-efficacy perceptions and teaching reflection levels of Iranian instructors was carried out by Moradkani et al. (2017). A total of 102 Iranian EFL instructors who were teaching English to adults at private institutions were involved in the study who completed Akbari et al.'s (2010) English Language Teaching Reflection Inventory (ELTRI) as well as Tschannen-Moran and Hoy's (2001) Teachers' Self-Efficacy Scale (TSES). In addition, semi-structured interviews were carried out with nine of the participants. In the end, it was discovered that a medium-level significant correlation existed between overall scores of self-efficacy and teaching reflection, and all the sub-dimensions of teaching reflection, except critical reflection had a positive correlation with self-efficacy perceptions of the participants. The researchers defined this finding as unsurprising since components of critical reflection such as socio-political or gender-related issues were stated to be sensitive topics in the Iranian culture. Thus, they stated that the instructors may not have accepted the discussion of such topics to be a part of their job description. On the other hand, the sub-dimension of practical reflection was found to have the weakest (yet still significant) correlation with self-efficacy beliefs, which the researchers defined as a surprising finding. Moreover, the strongest correlation was observed between the sub-dimension of metacognitive reflection and self-efficacy, and metacognitive reflection was also defined as the sole predictor of self-efficacy perceptions. Furthermore, the researchers analyzed the data from the interviews to find out in which ways the different sub-dimensions of teaching reflection promoted self-

efficacy. At the end of this qualitative inquiry, Moradkhani et al. (2017) made the conclusion that the weaker correlation between practical reflection and self-efficacy resulted from a lack of cooperation between colleagues. In other words, the participants expressed getting limited amounts of feedback from their colleagues due to a lack of willingness to approach more experienced colleagues with whom they were not close and to leave their comfort zones. On the other hand, cognitive reflection and affective reflection were found to have a medium-level correlation with self-efficacy as also supported by qualitative findings.

Malmir and Mohammadi (2018) conducted a study to investigate the relative effects of teaching reflection and self-efficacy on the professional success of EFL instructors as defined by their students. In the first phase of the study, 28 EFL instructors were required to complete the Teacher Sense of Efficacy Scale (TSES) by Tschannen-Moran and Woolfolk-Hoy (2001) and the Reflective Teaching Measurement Scale by Behzadpour (2007). In the next phase, a total of 168 randomly selected EFL learners between the ages of 18-32 were asked to evaluate the professional success of their instructors by using the Iranian English Teachers' Success Scale by Moafian and Pishghadam (2009). In the end, it was concluded that both self-efficacy perceptions and reflective teaching practices of EFL instructors could be instrumental in predicting EFL teachers' professional success in a significant way, and no significant difference was found between their prediction abilities. Malmir and Mohammadi (2018) suggested that EFL instructors seek ways of improving their self-efficacy and adopting reflective practices in their teaching, as both variables were shown to increase their level of professional success in the eyes of students.

Another study to investigate teaching reflection in relation to self-efficacy was carried out by Kurosh et al. (2020). Yet, the study was distinctive in that it included instructors from different disciplines to discover whether self-efficacy beliefs and teaching reflection levels were significantly correlated with each other across different disciplines. The researchers worked with a total of 70 instructors, composed of 10 instructors each from the disciplines of physics, chemistry, mathematics, law, economics, psychology, and EFL at universities in Iran. Data was collected by using Teacher Efficacy Scale (TES) by Gibson and Dembo (1984) and English Language Teaching Reflection Inventory (ELTRI) by Akbari et al. (2010). In the end, it was discovered that a significant and positive correlation between these two variables only existed for the instructors in the field of EFL. On the other hand, the correlation was found to be non-significant for all the instructors from other disciplines. Kurosh et al. (2020) made the conclusion that this difference might be explained by the fact that English language teaching gained high popularity in Iran as a result of the rising demand for proficient English speakers, and thus EFL instructors might be more inclined to keep up with the expectations from them and apply reflective teaching strategies into their teaching to improve themselves, which may, in turn, be a factor increasing their self-efficacy levels. On the other hand, such a trend was not reported to be observed for other disciplines that were included in the study.

In conclusion, it might be said that while such a correlation was not discovered for other disciplines, self-efficacy beliefs and reflective teaching practices were consistently found to correlate significantly with each other in the studies carried out in the Iranian context. EFL instructors' perceptions of self-efficacy and their perceived application of reflective teaching strategies were two factors that were shown to positively affect each other. Furthermore, both self-efficacy perceptions and reflective

teaching practices were found to contribute to EFL instructors' professional success, as shown by data collected from their learners.

To summarize, it might be concluded that studies on reflective teaching examined the issue in relation to many variables, and in many contexts pre-service and in-service EFL instructors were employed. In addition, it might be noted that English Language Teaching Reflection Inventory (ELTRI) (Akbari et al., 2010) was used in many of the studies in the literature as a data collection tool as well as the current study. However, more research might be needed to investigate teaching reflection among EFL instructors working at universities in Turkey in relation to certain variables as such studies were scarcely found in the literature, and none could be found on the relationship between self-efficacy perceptions and reflective teaching practices of Turkish EFL instructors with regards to demographic variables.

3. METHOD

In this section, the research methodology that is utilized to reveal the participants' perceived reflective teaching practices and self-efficacy beliefs is presented in detail. In the first part, the research design is justified and explained in detail. In the second part, the participants of the study are introduced based on the information collected via the background questionnaire. Next, the data collection tools and procedures that are employed by the researcher are described. Finally, the quantitative and qualitative data analysis procedures are explained in a detailed way.

3.1 Research Design

This is a descriptive study with a mixed method design which brings together qualitative and quantitative data collection procedures. Bickman and Rog (2008) define a descriptive study as one which does not manipulate the research environment while collecting the data, and one which answers the questions of “what is” and “what was” rather than “why” or “how”. Likewise, the current study aims to reveal the reflective teaching practices carried out by EFL instructors working at universities in İstanbul and discover their self-efficacy beliefs. Furthermore, the study also aims to unfold any possible relationships between these two variables. Another goal of the study is to better understand the participants' specific experiences concerning their practice of reflective teaching and self-efficacy judgments. Basically, this study aims to describe these phenomena as they unfold without any intervention or control over the variables. To be able to achieve these goals, qualitative as well as quantitative data collection methods have been used throughout the study. Furthermore, a mixed-

method design has strengthened the study. Mixed methods research helps us “reach a better understanding of the research question by enabling us to bring together the strong sides of quantitative and qualitative data collection tools while at the same time aiding us to avoid the drawbacks of each” (Creswell, 2013, p. 215).

Initially, the quantitative part of the study is conducted to disclose the reflective teaching practices and self-efficacy beliefs of the participating instructors, and to find out about any possible relations between these two variables. For this purpose, a correlational survey design that “involves the process of collecting, analyzing, interpreting, and writing the results based on quantitative descriptions” (Creswell, 2013, p. 155) is utilized. Furthermore, Creswell (2013) also states that a survey design allows for “the quantitative and numerical analysis of trends, beliefs, and ideas of a target population by examining a sample from that population” (p. 156). Based on these notions of quantitative data collection tools and survey design, two Likert scales were employed in this study to collect data from the participants, and statistical analysis methods were carried out to interpret the resulting data.

Next, qualitative data collection methods have been applied in this study to further examine the specific experiences the participating EFL instructors have in relation to reflective teaching practices and self-efficacy perceptions. As suggested by Fossey, Harvey, McDermott, and Davidson (2022), qualitative research aims to “better grasp the underlying meaning and personal experience aspects of individuals and the social world that surrounds them” (p. 730). Furthermore, Qutoshi (2018) suggests that phenomenology as a method enables researchers to make sense of concepts as they are experienced by the individual, or in other words, “at the level of subjective reality” (p. 215). It is stated that interviews, observations, and discussions have been commonly used to carry out phenomenology research (Qutoshi, 2018). Likewise, the

current study conducted interviews with 11 EFL instructors to shed light on their personal experiences relating to reflective teaching and self-efficacy. In summary, it might be suggested that while the quantitative part of the study aims to provide a general conception of reflective teaching practices and self-efficacy perceptions of EFL instructors working at universities in İstanbul, the qualitative part of the study intends to achieve a more in-depth comprehension of these two concepts.

3.2 Participants

Information about the participating instructors is provided in different sections for the quantitative and qualitative parts of the study. The quantitative part of the study included 301 instructors working at state and private university preparatory classes in İstanbul. Table 1 below presents detailed background information about these participants.

Table 1

Background Information about the Participant Teachers

Groups		N	%	Groups		N	%
Gender	Female	240	79.7	Institution Type	State	84	27.9
	Male	61	20.3		Private	217	72.1
Employment Status	Full time	284	94.4	Educational Background	BA	103	34.2
	Part-time	17	5.6		MA/ Ph.D.	198	65.8
BA Program	ELT	176	58.5	CELTA/DELTA/TESOL Completion	Yes	97	32.2
	Others	125	41.5		No	204	67.8
Classroom/School Visitation Activities	Yes	153	50.8	Classroom Research Activities	Yes	114	37.9
	No	148	49.2		No	187	62.1
Institutional Support for Professional Development	Yes	265	88	Type of Institutional Support	Only Permission	177	58.8
	No	36	12		Financial Support	78	25.9
Groups		N				%	
Teaching with/without Advisor Duty		181				60.1	

Current Work-Related Responsibilities	Teaching with Academic and/or Administrative Duty	76	25.2
	Only Administrative or Academic Duty	44	14.6
Variable	Mean	Min. – Max.	
Age	36.9	23 - 75	
Work Experience	13.4 years	0.5 – 37 years	
Weekly Workload	17.18 hours	0 – 40 hours	

Table 1 demonstrates that while 240 (79.7%) of the participants are female, 61 (20.3%) are male. When the type of institution participants work at is considered, it might be seen that 84 (27.9%) work at state universities while 217 (72.1%) work at private universities in İstanbul. Furthermore, while 284 (94.4%) of the participants work full time, the remaining 17 (5.6%) work in part-time positions. Considering their educational background, there are 103 (34.2%) instructors with a BA degree and 198 (65.8%) instructors with an MA or Ph.D. degree. When the BA programs instructors completed are more closely analyzed, it is revealed that 176 (58.5%) participants graduated from English Language Teaching departments, while 125 (41.5%) participants are graduates of other language-related departments (e.g., Linguistics, Literature, and Translation). The ages of the participating instructors range from 23 to 75, and the mean age is discovered to be 36.9. There is also a lot of variation among the participants regarding their work experience. The participant with the lowest work experience has been teaching only for six months, meaning they are a new teacher. A lot of more experienced instructors also participated in the study, with the highest level of experience being 37 years. The mean for work experience was found to be 13.4 years. Another variable demonstrated in the table is the weekly workload of the participants. It might be seen that the lowest weekly workload is 0 hours, meaning that the instructor is not currently teaching due to being employed in administrative or

academic offices in positions such as director or coordinator or is using their right for sabbatical leave. The highest weekly workload observed among the participants is 40 hours, while the mean for weekly workload is found to be 17.18 hours. The instructors were also asked to provide information on their current responsibilities at their workplace. It is indicated in Table 1 that 181 (60.1%) of the instructors currently have teaching duties with or without being an advisor for their classes as well. 76 (25.2%) other instructors have teaching duties, but they also have academic (e.g., member of the testing or materials development office) and/ or administrative duties (e.g., director, coordinator) in addition to it. Lastly, there are instructors who are not currently teaching but are only responsible for academic or administrative duties, who make up 44 (14.6%) of the total number of participants.

The study also aimed to collect more detailed information about the types of professional development activities the participants are engaged in and the institutions' overall approach to their participation in professional development activities as these might affect their self-efficacy perceptions and the extent to which they carry out reflective teaching practices. Table 1 illustrates that the number of participants to bear a CELTA, DELTA, or TESOL certificate is 97 (32.2%) among the total of 301 participants. In addition, 114 (37.9%) instructors have carried out classroom research during their career as opposed to 187 (62.1%) instructors who have not. Furthermore, 153 (50.8%) participants have been found to carry out the classroom or school visitation practices, while the remaining 148 (49.2%) have not. The instructors were also inquired about whether they feel that their workplace supports their participation in professional development activities or not. As can be seen in Table 1, 265 (88%) of the participants feel that their institution supports their participation in professional development activities, while 36 (12%) instructors think

that their professional development is not supported by their workplace. A further question was posed to the participants regarding the way their institution supports their professional development efforts. Among the 255 participants who answered this question, 177 (58.8%) stated that their institution supports them by providing the necessary permissions (e.g., letting them swap classes with another instructor, giving them a day off), while 78 (25.9%) reported that their institution provides financial support for professional development as well as giving them the necessary permissions.

Furthermore, the maximum variation sampling method was used to choose the participants of the qualitative part of the study. This method aimed to reach participants from different backgrounds to ensure that the study incorporates the viewpoints of a large variety of subjects who experienced the phenomena being studied in their professional lives. Being one of the purposeful sampling techniques, maximum variation requires selecting subjects that vary from one another as much as possible, thus making it possible for a researcher to find out common patterns that can be observed across diverse cases which shed light on the core elements and also the variable aspects of phenomena (Suri, 2011: 67). During the process of collecting quantitative data, the participants were also kindly requested to provide their contact information if they would like to volunteer to be a part of the qualitative part of the study. Among the 301 participants in the quantitative part of the study, 82 volunteered to take part in the interviews. Later on, 11 of these volunteers were chosen for the interviews by the researcher taking into account the following factors that were thought to be possibly effective on their self-efficacy perceptions and reflective teaching practices: gender, work experience, age, institution type, employment status, educational background, weekly workload (teaching hours), responsibilities at work,

professional development activities participated, and the ways their institutions support professional development if any. Detailed information regarding these variables is presented below in Table 2 for all 11 interviewees.

Table 2

Background Information about the Interviewees

Codes for Teachers	Gender	Age	Work Experience	Type of Institution	Employment Status	Educational Background
T1	Male	37	15 years	State University	Full time	Department of English Language Education (B.A.)
T2	Female	28	5 years	State University	Full time	Department of English Language Education (M.A. + Ongoing Ph.D.)
T3	Female	30	7.5 years	State University	Full time	Department of English Language and Literature (B.A.) + Teaching formation
T4	Female	28	4 years	Private University	Full time	Department of English Language Education (B.A.)
T5	Female	52	31 years	Private University	Full time	Department of English Language Education (M.A. + Ph.D.)
T6	Male	34	12 years	Private University	Full time	Department of English Language Education (B.A.)
T7	Male	39	15 years	Private University	Full time	Department of English Language and Literature (B.A.) Translation and Interpreting Studies (M.A. + Ongoing Ph.D.)
T8	Female	33	11 years	Private University	Part-time	Department of English Language Education (B.A. + Ongoing M.A)
T9	Male	29	7.5 years	Private University	Full time	Department of English Language Education (B.A. + M.A.)
T10	Female	25	4 months	Private University	Full time	Department of English Language

T11	Female	58	37 years	Private University	Full time	and Comparative Literature (B.A.) Department of English Language Education (B.A. + M.A.)
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As seen in Table 2, 11 participants were selected to participate in the interviews, which make up the qualitative part of the current study. All participants were assigned codes from T1 to T11 in order to maintain confidentiality. From Table 2, it can be understood that 4 of the participants are male while seven are female. In addition, the ages of the interviewees range from 25 to 58, and the mean age is calculated to be 35.7. As for work experience, while the interviewee with the least experience has only been working for four months, the most experienced interviewee has been an EFL instructor for 37 years. The mean of the participants' work experience is 13.2. While most interviewees work at private universities (n=8), some (n=3) work at state universities. As for employment status, it might be observed that only 1 of the interviewees works part-time while the remaining 10 work in full-time positions. The group includes teachers with different educational backgrounds. Eight of the instructors completed a B.A. degree in the Department of English Language Education, while the remaining three completed their B.A. degree in other related departments such as English Language and Literature and English Language and Comparative Literature. The number of instructors with only a B.A. degree is four. One instructor (T3) got a teaching formation after completing their B.A. degree in the Department of English Language and Literature. The number of instructors who completed an M.A. degree is five. Four of these instructors completed their M.A. degree in the Department of English Language Education; one holds an M.A. degree in Translation and Interpreting Studies. Of these instructors, one has also completed a

Ph.D. degree and two are currently continuing their Ph.D. studies. In addition, one instructor (T8) is currently an M.A. student. Looking at the data presented in Table 1, it might be said that the participants of the current study differ a lot both in terms of background and level of experience in the field.

Table 3 below provides further background information about the interviewees regarding their weekly workload (teaching hours), responsibilities at work, the professional development activities that they take part in (if any), and the type of support that their institution provides for their professional development endeavors (if any).

Table 3

Background Information about the Interviewees' Working Conditions and Professional Development Participation

Codes for Teachers	Weekly Workload	Responsibilities at Work	Professional Development Activities Participated	Institutional Support for Professional Development
T1	6 hours	Teaching and Administrative Duties	Workshops, conferences, classroom/ school visitation, classroom research	Yes, by the giving necessary permission
T2	24 hours	Teaching	Conferences, teacher exchange programs	-
T3	4 hours	Teaching and Testing Office Duties	DELTA, workshops, classroom/ school visitation	Yes, by giving the necessary permission
T4	18 hours	Teaching and Material Development Office Duties	Workshops, conferences	Yes, by giving the necessary permission and financial support
T5	12 hours	Teaching and Administrative Duties	Workshops, conferences, classroom/ school visitation, teacher exchange programs, classroom research	Yes, by giving the necessary permission and financial support
T6	20 hours	Teaching	Workshops, conferences, classroom/ school visitation, teacher exchange programs, professional development courses abroad	Yes, by giving the necessary permission and financial support

T7	30 hours	Teaching	Workshops, conferences	-
T8	16 hours	Teaching	Workshops, conferences, classroom/ school visitation, classroom research	Yes, by giving the necessary permission and financial support
T9	12 hours	Teaching and Material Development Office Duties	CELTA, workshops, conferences, classroom/school visitation, classroom research	Yes, by giving the necessary permission and financial support
T10	25 hours	Teaching	-	-
T11	20 hours	Teaching	Designing and providing online courses for professional development	Yes, by giving the necessary permission and financial support

As illustrated in Table 3, participants with differing weekly workloads, responsibilities, professional development activity participation, and institutional support levels were interviewed for the qualitative part of the study. A closer look at Table 3 shows that the weekly workloads of the interviewees range from 4 hours to 30 hours, with a mean of 17 teaching hours a week. In addition, the instructors have different duties at their workplaces. While six instructors are only responsible for teaching, two instructors have administrative duties in addition to teaching, two instructors have material development duties in addition to teaching, and one instructor has testing office duties in addition to teaching. All the participants except one (T10) have stated that they take part in professional development activities. Nine participants have stated that they participate in workshops and conferences. There is one instructor with a CELTA and another one with a DELTA. In addition, six instructors take part in classroom/ school visitation practices, and four instructors carry out classroom research. Furthermore, three of the participants have been part of teacher exchange programs. Moreover, one participant (T6) has joined professional development courses abroad, and one participant (T11) designs and provides online courses for professional development. Finally, when institutional support for

professional development is considered, Table 3 shows that 3 participants have stated getting no support from their institutions for professional development activities. On the other hand, two interviewees stated that their institutions provide the necessary permissions, such as letting them swap classes with another instructor or giving them the day off. Finally, six instructors have stated that their institutions provide the necessary permissions and financial support when they would like to participate in professional development activities.

3.3 Data Collection Tools

As the current study is mixed-method research, both quantitative and qualitative data collection tools have been employed in the process. To collect quantitative data, a background questionnaire was conducted with the participants in addition to English Language Teacher Self-Efficacy Scale (EL-TSES) (Karas, 2019) and English Language Teaching Reflection Inventory (ELTRI) (Akbari et al., 2010). On the other hand, a semi-structured interview form was utilized to gather qualitative data. The researchers granted the consent to use these two scales and can be found in Appendix F for English Language Teacher Self-Efficacy Scale (EL-TSES), and Appendix G for English Language Teaching Reflection Inventory (ELTRI). Furthermore, each data collection tool is presented shortly in the section below.

3.3.1 Background Questionnaire

The background questionnaire (See Appendix A) prepared by the researcher consisted of several questions which aimed to shed light on several demographical variables that could be relevant to the aims of the current study. The variables in question consisted of age, gender, work experience, institution type, employment status, responsibilities at workplace, weekly workload, educational background, and the BA program studied. In addition to all these, some other variables were thought to

be possibly connected to instructors' self-efficacy levels and reflective teaching practices after a review of the related literature was carried out. These variables are whether the instructors have participated in professional development activities such as CELTA/ DELTA/ TESOL, classroom/ school visitation, or classroom research throughout their career, whether their institution supports their participation in these professional development practices, and if yes, the type of support that they can get from their institutions. Consequently, these variables were also added to the background questionnaire.

3.3.2. English Language Teacher Self-Efficacy Scale (EL-TSES)

English Language Teacher Self-Efficacy Scale was used in the current study to determine the self-efficacy perceptions of English language instructors working at universities in İstanbul (See Appendix B). The EL-TSES was developed by Karas (2019) as part of the Doctor of Philosophy Degree of the researcher in the field of education. The data for the study was collected online from 571 participants across North America, Asia, Europe, South America, Africa, and Oceania, accounting for both native and non-native English Language Teaching instructors. The resulting scale, EL-TSES, includes 26 items across six different sub-dimensions that encompass several 'can do' statements aiming to measure the self-efficacy beliefs of English language instructors. The sub-dimensions of EL-TSES can be listed as follows: "*Sub-dimension 1: Classroom Proficiency*", "*Sub-dimension 2: Learner-Focused Instruction*", "*Sub-dimension 3: Assessment*", "*Sub-dimension 4: Language Instruction*", "*Sub-dimension 5: Culture*" and "*Sub-dimension 6: Materials*". Furthermore, each one of the 26 items on the scale is assessed by the participants on a scale of 6 to 1 (Strongly Agree=6, Agree=5, Agree Somewhat=4, Disagree Somewhat=3, Disagree=2, Strongly Disagree=1). In the study conducted by Karas

(2019), the internal consistency coefficient (Cronbach alpha) of EL-TSES was discovered to be .93. For the sub-dimensions, however, the reliability coefficients were observed to vary between .74 and .90. For the current study as well, Cronbach's Alpha Model was utilized to calculate the reliability of the EL-TSES. The analysis results revealed an overall reliability coefficient of .91, which might be considered a high level of reliability. Furthermore, the reliability coefficients for the different sub-dimensions of EL-TSES were found to range from .75 to .90.

3.3.3. English Language Teaching Reflection Inventory (ELTRI)

The reflective teaching practices of the participating teachers were measured with the help of the English Language Teaching Reflection Inventory in this study (See Appendix C). The English Language Teaching Reflection Inventory (Akbari et al., 2010), is made up of 29 items and five sub-dimensions and it aims to assess the participants' practice of reflective teaching. The sub-dimensions of the English Language Teaching Reflection Inventory can be listed as follows: "*Sub-dimension 1: Practical Reflection*", "*Sub-dimension 2: Cognitive Reflection*", "*Sub-dimension 3: Affective Reflection*", "*Sub-dimension 4: Metacognitive Reflection*", and "*Sub-dimension 5: Critical Reflection*". The researchers initially created a 42-item model with six sub-dimensions and later piloted and tested this initial model with the help of a total of 300 teachers. In the end, the scale took its final form which is made up of 29 items and five sub-dimensions. English Language Teaching Reflection Inventory is a 5-point Likert-type scale that requires participants to read the 29 statements and decide how often they practice the reflective teaching strategy in a given item. The participants may choose from a scale varying between 1 to 5 (never=1, rarely=2, sometimes=3, often=4, always=5). With the help of the scale, it is aimed to gain a more reliable perspective on the reflective teaching practices of English language

professionals. In the original study by Akbari et al. (2010), The Cronbach Alpha coefficient of the English Language Teaching Reflection Inventory was found to be .88. For the sub-dimensions, however, the reliability coefficients were found to range from .73 to .84. The Cronbach Alpha coefficient was calculated for the purposes of the current study as well, and it was found to be higher with a value of .90. When the sub-dimensions are considered, however, the reliability coefficients were observed to vary between .66 to .87.

3.3.4. Semi-Structured Interview Form

A semi-structured interview form (See Appendix D) was devised by the researcher to be used in the qualitative section of the study. These interviews were conducted with 11 of the volunteering participants to provide a more thorough understanding of the self-efficacy beliefs and reflective teaching practices of EFL instructors working at state and private universities in İstanbul. The semi-structured interview form consists of a total of 10 questions, each with its own supplementary questions. The researcher prepared it by reviewing the relevant literature on the core terms and establishing the factors that could affect instructors' self-efficacy beliefs and reflective teaching practices. After that, the semi-structured interview form was sent to five English teachers and researchers for feedback; one was Karas (2019), who devised the EL-TSES instrument used in this study. As the next step, the questions in the form were revised in accordance with the feedback from these English teachers and researchers. This initial feedback cycle was followed by the semi-structured interview form being sent to two experts in the field: a professor and an assistant professor. Consequently, the final revisions were made to the semi-structured interview form based on their feedback, and the questions were deemed appropriate to be used for the qualitative part of this study (See Appendix D).

3.4 Data Collection Procedure

Prior to the start of the data collection procedure, another step to be completed was to get the approval of the Ethics Committee provided by Istanbul Medeniyet University Faculty of Educational Sciences Ethical Committee (See Appendix E). The quantitative and qualitative data collection procedures started only after approval was obtained.

For quantitative data collection purposes, the background questionnaire, English Language Teacher Self-Efficacy Scale (EL-TSES) and English Language Teaching Reflection Inventory (ELTRI) were first converted into a Google Forms survey as the data needed to be collected online due to Covid-19 pandemic requirements. The Google Forms survey consisted of a short introductory section that tells the participants about the goals of the study and the details of the data collection procedure. Furthermore, the participants were guaranteed that their identities would be kept confidential during the whole process. The form included a check box to get the participants' informed consent for participating in the study as well. The Google Forms survey link was shared with English language instructors working at state and private universities in İstanbul by emailing each of them individually. For this purpose, the work email addresses of instructors from all the universities in İstanbul were gathered and listed first using the university websites. After that, the researcher emailed each English language instructor on the list by addressing them individually. The instructors were also asked to share the link with their colleagues who might not have had access to it. More than 1000 English language instructors were emailed in total. The survey link was accessible from the beginning to the end of January 2021, and the quantitative data could be collected during this one month with the participation of a total of 301 English language instructors.

Eleven volunteering participants were interviewed for the qualitative part of the study. The interviews were carried out on Zoom as a result of Covid-19 pandemic regulations. The meeting times were arranged in accordance with the volunteering instructors' convenience. The interviews were also recorded with their consent. The duration of the interviews ranged from 22 minutes to 42 minutes. While conducting the interviews, the researcher also made notes regarding the participants' responses. The interviews were completed in February 2021.

3.5 Data Analysis

The qualitative and quantitative data collected for the study were analyzed by using a number of different procedures. First, the quantitative data which consists of the background questionnaire and the two scales were transferred to the SPSS program. Later, the analysis of this quantitative data was carried out using statistical tests. To begin with, the data gathered using the background questionnaire was analyzed to determine frequencies, percentages, means, and minimum and maximum values. The next step was to find out the Cronbach Alpha coefficient for the scales and the sub-dimensions to determine reliability. Furthermore, the participants' self-efficacy beliefs and reflective teaching practices were investigated by calculating means and standard deviations. Following this, for the purpose of revealing any possible relationships between the variables and the sub-dimensions, a correlational analysis was carried out by the researcher. In the end, Independent Samples T-Test, Independent Samples One Way ANOVA, Mann-Whitney U, and Kruskal-Wallis H tests were administered to find out any possible significant relationships between self-efficacy perceptions and reflective teaching practices of instructors and the following factors: gender, age, work experience, employment status, educational background, BA program, weekly workload, institution type, responsibilities at work, CELTA,

DELTA, or TESOL program completion, classroom research activities, classroom or school visitation activities, whether their institution supports the participants' professional development endeavors, and the type of support they provide if any. Since data was not found to be normally distributed, non-parametric tests such as Mann-Whitney U and Kruskal-Wallis H tests were administered to reveal the correlations between self-efficacy perceptions and these personal and demographic variables.

The qualitative data collected with the help of 11 volunteer participants were analyzed using descriptive content analysis. Assarroudi et al. (2018) define qualitative content analysis as data description and interpretation that systematically coding the textual data to recognize common patterns, categories, and themes. Due to an inductive technique being employed by the current study, the categories arose from the data provided by the participants. To do this, the researcher took extensive notes while listening to each interview. Later, the notes were closely reviewed and analyzed to discover common reoccurring themes. At this step, the researcher listened to the interview recordings again if needed. After many reviews, the researcher came up with a list of main themes and sub-categories. A code list was utilized to code the data and carry out the analysis. Furthermore, the researcher also carried out a second coding process to ensure intra-rater reliability. Intra-rater reliability can be defined as the level of consistency between multiple codings of the same data by the same rater (Kayapınar, 2014). For this study, the formula below created by Miles and Huberman (1994: 64) was utilized to determine the intra-coder reliability:

$$\text{reliability} = \frac{\text{number of total agreements}}{\text{total number of agreements} + \text{disagreements}}$$

The intra-coder reliability was found to be .84 for the current study, as there were 243 agreements and 46 disagreements when the first and second coding were compared: $243 / (243+46)$. According to Miles and Huberman (1994), the reliability rate being close to .80 is an indicator of strong code-recode reliability. Thus, it might be concluded that the analysis of the qualitative data for the current study is quite reliable. At the end of this process, tables of themes and categories were prepared by the researcher, and the frequencies were also added for every category. Finally, the patterns discovered with the help of these themes and categories were explained one by one, and noteworthy quotations from the participants were also added when applicable to the themes and categories.

4. FINDINGS

The results from the quantitative and qualitative data analysis procedures were presented in this section by referring to each research question. First, the statistical analysis results were given to address the first four research questions. Then, the findings from the content analysis conducted with the interview data were presented to answer the fifth research question. The results were presented in detail below.

4.1 Findings for the First Research Question

The aim of the first research question was “*to reveal the self-efficacy beliefs of Turkish EFL instructors working at preparatory schools*”. The means and standard deviations for the English Language Teacher Self-Efficacy Beliefs scale (EL-TSES) by Karas (2019) were calculated for this purpose using descriptive statistics. The findings were presented in Table 4 below.

Table 4

Descriptives for EL-TSES

Scale	$\bar{x}$	sd
<i>EL-TSES</i>	5.35	0.43
<i>Classroom Proficiency</i>	5.56	0.46
<i>Learner Focused Instruction</i>	5.09	0.74
<i>Assessment</i>	5.26	0.64
<i>Language Instruction</i>	5.25	0.71
<i>Culture</i>	5.26	0.73
<i>Materials</i>	5.56	0.53

As can be seen in Table 4, the mean score ($\bar{x}$) for *EL-TSES* was 5.35. This finding pointed to strong beliefs of overall self-efficacy among the ELT instructors working at public and private universities in İstanbul. When the sub-dimensions were considered, it might be noticed that the mean scores for *classroom proficiency* and *materials* sub-dimensions were both 5.56. This finding illustrated that the participants' self-efficacy perceptions in terms of being able to use English for various classroom purposes were quite strong, and they perceived themselves to be good models of language use in the classroom. Furthermore, the participating teachers seemed to possess positive views of themselves as teachers who could select or design appropriate materials for their students as well as incorporating the four skills successfully into these materials. Furthermore, it might be observed that the third sub-dimension referred to instructors' self-efficacy beliefs regarding *assessment*, for which the mean score ($\bar{x}$) was 5.26. That is, the participants' beliefs in their ability to design a variety of assessment tools suitable for the learners' level and the objectives of the course were quite strong. In other words, the instructors believed that they were good at creating and making use of appropriate assessment techniques as well as being able to use the results from assessment to guide their teaching practices. Next, it might be stated that the participants seemed to possess similar levels of self-efficacy in terms of *culture*, which was the fifth sub-dimension and had a mean score ($\bar{x}$) of 5.26. This finding suggested that the participants' beliefs regarding their capabilities of incorporating and making use of students' cultural values while teaching English were quite strong. In addition, it seemed that the participants found themselves capable of exploiting the two-way relationship between language and culture to shape their instructional strategies. The fourth sub-dimension related to *language instruction*, for which the mean score ($\bar{x}$) was 5.25. This finding suggested a high level of confidence

among the participating instructors regarding their proficiency in terms of applying their mastery of English morphology, syntax, semantics, and phonology to their teaching practices effectively. Finally, the mean score ($\bar{x}$) for *learner-focused instruction* was found to be 5.09. This finding demonstrated that the participants found themselves proficient in making use of the learners' first language abilities. Furthermore, it might be stated that the participants were quite confident in their ability to make use of what they knew about the learner communities and learners' first languages to guide their teaching.

4.2 Findings for the Second Research Question

The purpose of the second research question was “to determine the extent to which Turkish EFL instructors working at preparatory schools thought they applied reflective teaching practices”. To be able to provide an answer to this question, the means and standard deviations for English Language Teaching Reflection Inventory (ELTRI) by Akbari et al. (2010) were calculated using descriptive statistics. The findings were given in Table 5 below.

Table 5

Descriptives for ELTRI

Scale	$\bar{x}$	sd
<i>English Language Teaching Reflection Inventory</i>	3.52	0.51
<i>Practical Reflection</i>	3.22	0.64
<i>Cognitive Reflection</i>	3.12	0.81
<i>Affective Reflection</i>	3.96	0.67
<i>Metacognitive Reflection</i>	4.11	0.64
<i>Critical Reflection</i>	3.34	0.82

As illustrated in Table 5 above, the mean score ($\bar{x}$) for English Language Teaching Reflection Inventory was found to be 3.52, which pointed to a higher-than-moderate level of employment of reflective teaching practices by Turkish EFL instructors working at the tertiary level. In other words, the participants were of the opinion that more often than not, they tried to make use of the reflective teaching strategies stated in the items. When the sub-dimensions were more closely analyzed, it might be noted that the mean score ($\bar{x}$) for *metacognitive reflection*, which was the fourth sub-dimension, was 4.11. This meant that for the participants of this study, self-reflections on their teaching philosophy, background, strengths, weaknesses, level of job satisfaction, and critical thinking about their own classroom practice made up a significant part of their reflective practices. Next, it might be observed that the mean score ($\bar{x}$) for *affective reflection* was 3.96. Thus, it might be stated that the participants found it quite important to communicate with their students about their learning preferences, personal lives, and interests as well as getting their feedback on teaching tasks. Moreover, the mean score ($\bar{x}$) for the fifth sub-dimension, *critical reflection*, was found to be 3.34. This suggested that the participants often tried to consider the socio-political elements concerning teaching and the effect they might have on their classroom environment. *Practical reflection*, which was the first sub-dimension, had a mean score ($\bar{x}$) of 3.22. This may suggest that the participants, more often than not, applied practical means of teaching reflection such as keeping journals, having discussions with colleagues, and carrying out peer observations. Finally, *cognitive reflection*, which was the second subscale, had a mean score ($\bar{x}$) of 3.12. This showed that the participating instructors tried to follow the related literature, benefited from professional development activities such as workshops and conferences, and carried out classroom research to improve their practice.

4.3 Findings for the Third Research Question

The aim of the third research question was to discover “*if there was any statistically significant relation between the self-efficacy beliefs and perceived reflective teaching practices of Turkish EFL instructors working at preparatory schools*”. In order to reveal any possible relation between these two constructs, the Pearson Correlation Test was carried out. The results of the test were presented below in Table 6.

Table 6

The Results of the Pearson Correlation Test for EL-TSES and ELTRI

	N	English Language Teaching Reflection Inventory		Factor 1: Practical Reflection		Factor 2: Cognitive Reflection		Factor 3: Affective Reflection		Factor 4: Metacognitive Reflection		Factor 5: Critical Reflection	
		r	p	r	p	r	p	r	p	r	p	r	p
<i>EL-TSES</i>	301	.34	.00*	.29	.00*	.33	.00*	.19	.00*	.24	.00*	.13	.01*
<i>Factor 1: Classroom Proficiency</i>	301	.12	.02*	.14	.01*	.12	.02*	.09	.10	.07	.22	.04	.47
<i>Factor 2: Learner- Focused Instruction</i>	301	.27	.00*	.17	.00*	.22	.00*	.23	.00*	.18	.00*	.17	.00*
<i>Factor 3: Assessment</i>	301	.27	.00*	.27	.00*	.33	.00*	.14	.01*	.21	.00*	.03	.57
<i>Factor 4: Language Instruction</i>	301	.22	.00*	.20	.00*	.26	.00*	.08	.16	.16	.00*	.07	.19
<i>Factor 5: Culture</i>	301	.30	.00*	.21	.00*	.18	.00*	.13	.02*	.20	.00*	.27	.00*
<i>Factor 6: Materials</i>	301	.31	.00*	.27	.00*	.32	.00	.19	.00	.25	.00*	.08	.16

*p<.05

As seen in Table 6, there was a somewhat moderate positive correlation between the participants' overall self-efficacy beliefs and reflective teaching practices ($p=.00$, $r=.34$). In addition, the results indicated that this correlation was at a significant level. In other words, an increase in the level of participants' self-efficacy levels was associated with an increase in their practice of teaching reflection. When the correlations between the sub-dimensions of EL-TSES and the participants' reflective teaching practices were analyzed, it was seen that the highest correlation was with their self-efficacy beliefs regarding materials ($p=.00$, $r=.31$). Thus, it might be stated that the teachers' self-perceived proficiency in material selection, development, and use bore a significant relationship with their level of reflective teaching practice. The next highest correlation concerning the sub-dimensions of EL-TSES and the practice of reflective teaching was observed between the participants' self-efficacy perceptions in culture and their reflective teaching practices ($p=.00$, $r=.30$). Thus, it might be deduced that the participants' knowledge of the relationship between language and culture and their capability of using this knowledge for language instruction seemed to be in a statistically significant positive relationship with their application of reflective teaching techniques. When the other sub-dimensions of EL-TSES were analyzed in more detail, it might be realized that teaching reflection, although statistically significant, had a somewhat weaker positive linear relationship with the sub-dimensions of learner-focused instruction ($p=.00$, $r=.27$), assessment ($p=.00$, $r=.27$), and language instruction ($p=.00$, $r=.22$). Finally, the positive correlation between participants' reflective teaching practices and the sub-dimension of classroom proficiency ($p=.02$, $r=.12$) seemed to be weak in comparison to other sub-dimensions.

Table 6 also demonstrated the correlations between the EL-TSES and the sub-dimensions of the English Language Teaching Reflection Inventory, of which the strongest one was the correlation between instructors' self-efficacy perceptions and their practice of cognitive reflection ($p=.00$, $r=.33$). Thus, it might be concluded that the more professional development activities they took part in and the more they followed the related literature, the stronger were the participants' self-efficacy beliefs. The next strongest correlation could be found between self-efficacy levels and the sub-dimension of practical reflection ($p=.00$, $r=.29$). In other words, teaching reflection practices such as meetings with colleagues, class observations, and journal keeping was in a positive linear relationship with participants' self-efficacy levels, although this correlation was not very strong. When the other sub-dimensions of the reflective teaching inventory were considered, it might be observed that instructors' self-efficacy perceptions were significantly and positively correlated with metacognitive reflection ($p=.00$, $r=.24$) although the positive correlation was not a very strong one, and even less strongly correlated with affective reflection ($p=.00$, $r=.19$) and critical reflection ($p=.01$, $r=.13$).

When the relationships between the different sub-dimensions of EL-TSES and the English Language Teaching Reflection Inventory were analyzed more closely, it might be realized that the strongest positive correlation existed between assessment and cognitive reflection ($p=.00$, $r=.33$). To put it another way, professional development endeavors of ELT instructors seemed to have a meaningful positive relationship with their confidence in their ability to design and make use of appropriate assessment tasks effectively. The next strongest correlation was also observed in relation to the subscale of cognitive reflection. It might be understood from Table 6 that cognitive reflection had a significant and positive relationship with the EL-TSES

sub-dimension of materials ($p=.00$, $r=.32$), meaning that cognitive reflection practices might predict stronger confidence in the selection, design, and incorporation of classroom materials, and vice versa. Although not as strong, positive correlations could also be observed between the sub-dimensions of practical reflection and assessment ($p=.00$, $r=.27$), practical reflection and materials ($p=.00$, $r=.27$), and critical reflection and culture ($p=.00$, $r=.27$).

It could also be noted that there were weak, nearly non-existent associations between some sub-dimensions that were not significant. Some examples included the correlations between critical reflection and assessment ($p=.57$, $r=.03$), critical reflection and classroom proficiency ($p=.47$, $r=.04$), and metacognitive reflection and classroom proficiency ($p=.22$, $r=.07$). When all the sub-dimensions of EL-TSES were analyzed and compared to each other, it seemed that classroom proficiency produced the weakest correlations with the reflective teaching inventory and its sub-dimensions in addition to some of these correlations being insignificant. Similarly, when the sub-dimensions of the English Language Teaching Reflection Inventory (ELTRI) were more closely analyzed, it appeared that critical reflection bore the weakest correlations with EL-TSES and its sub-dimensions, of which less than half were at a statistically significant level.

4.4 Findings for the Fourth Research Question

The fourth research question aimed to reveal “*whether self-efficacy beliefs and perceived reflective teaching practices of Turkish EFL instructors at preparatory schools differed in relation to certain variables*”. The variables in question were age, gender, work experience, type of institution participants worked at, their employment status, current responsibilities at workplace, weekly workload, educational background, BA program, CELTA/DELTA/TESOL completion, participation in

classroom research, participation in classroom/ school visitation, whether they got institutional support for professional development activities or not, and the type of support they were able to get. Classroom or school visitation was defined as instructors at one institution visiting another institution to observe their instructional practices or academic/ administrative processes for the purpose of making changes or improvements to practices at their own institutions. In order to answer this question, the Independent Samples T-test, Mann Whitney U Test, One-Way ANOVA, and Kruskal Wallis H tests were used for different variables. The findings were presented in detail in the tables below.

To begin with, as the results of One-Sample Kolmogorov-Smirnov Test showed that the data was not normally distributed, non-parametric tests were administered to determine whether the participants' self-efficacy beliefs varied in accordance with the given variables. Firstly, Mann-Whitney U Test was carried out to reveal if the participants' self-efficacy beliefs differed significantly in relation to their gender, institution type, employment status, educational background, BA program, CELTA/DELTA/TESOL completion, classroom research participation, classroom or school visitation activities, whether they got institutional support or not, and the type of institutional support they got if any. The findings from the test were presented in Table 7 below.

Table 7

Results of the Mann Whitney-U Test for English Language Teacher Self- Efficacy Scale (EL-TSES) Regarding Gender, Type of Institution, Employment Status, Educational Background, BA Program, CELTA/DELTA/TESOL Completion, Classroom Research, Classroom/School Visitation, Institutional Support for Professional Development, and Type of Institutional Support

Variables	Groups	N	Mean Rank	Sum of Ranks	U	p
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<i>Gender</i>	Female	240	154.83	37159.50		
	Male	61	135.93	8291.50	6400.5	.38
	Total	301				
<i>Type of Institution</i>	State	84	139.51	11718.50		
	Private	217	155.45	33732.50	8148.5	.15
	Total	301				
<i>Employment Status</i>	Full time	284	151.50	43026.00		
	Part time	17	142.65	2425.00	2272.0	.68
	Total	301				
<i>Educational Background</i>	BA Degree	103	136.77	14087.50		
	MA or Ph.D. Degree	198	158.40	31363.50	8731.5	.04*
	Total	301				
<i>BA Program</i>	ELT	176	154.04	27110.50		
	Other Departments	125	146.72	18340.50	10465.5	.47
	Total	301				
<i>CELTA/ DELTA/ TESOL Completion</i>	Done	97	153.54	14893.50		
	Not done	204	149.79	30557.50	9647.5	.72
	Total	301				
<i>Classroom Research</i>	Done	114	167.75	19123.00		
	Not done	187	140.79	26328.00	8750.0	.00*
	Total	301				
<i>Classroom or School Visitation</i>	Done	153	164.14	25114.00		
	Not done	148	137.41	20337.00	9311.0	.00*
	Total	301				
<i>Institutional Support for Professional Development</i>	Present	265	155.85	41300.50		
	Not present	36	115.29	4150.50	3484.5	.00*
	Total	301				
<i>Type of Institutional Support</i>	Only permission	177	123.08	21784.50		
	Permission and funding	78	139.17	10855.50	6031.5	.10
	Total	255				

*p<.05

As can be seen in Table 7, the participants' beliefs of self-efficacy differed significantly in relation to their educational background ($p=.04$). The instructors with an MA or Ph.D. degree were revealed to have stronger self-efficacy beliefs ($\bar{x}=158.40$) than the instructors with only a BA degree ($\bar{x}=136.77$). In addition, the self-efficacy levels seemed to vary significantly with respect to participation in classroom research

activities ($p=.00$). The instructors who conducted classroom research appeared to display more confidence in their self-efficacy as a teacher ($\bar{x}=167.75$) as compared to the ones who did not ($\bar{x}=140.79$). Similarly, participation in classroom or school visitation activities was demonstrated to be linked with a significant difference in the instructors' self-efficacy levels ($p=.00$). That is, the participants who carried out classroom or school visitation practices were more likely to possess stronger self-efficacy perceptions ($\bar{x}=164.14$) when compared to those who did not carry out such activities ($\bar{x}=137.41$). Lastly, the presence or absence of institutional support for professional development activities seemed to play a significant role in the participating teachers' conceptions of self-efficacy ($p=.00$). It could be understood from Table 7 that the instructors who could get support from their institutions for their professional development endeavors displayed stronger beliefs in their self-efficacy ($\bar{x}=155.85$) in comparison to the ones who did not get institutional support ($\bar{x}=115.29$). Thus, it could be concluded that the participants' self-efficacy beliefs differed significantly in relation to the following four variables: whether they pursued graduate degrees, whether they conducted classroom research, whether they took part in the classroom or school visitation activities, and finally, whether they were able to get support from their institutions for professional development purposes or not.

Table 7 also demonstrated that the participants' self-efficacy beliefs did not vary significantly with respect to some other variables such as gender ($p=.38$), type of institution they worked at ($p=.15$), their employment status ($p=.68$), BA program ($p=.47$), CELTA, DELTA, or TESOL completion ($p=.72$), or the type of institutional support they were provided ($p=.10$). Yet, when the mean scores were analyzed more closely, it could be seen that the female instructors seemed to possess stronger self-efficacy beliefs ($\bar{x}=154.83$) than their male colleagues ($\bar{x}=135.93$), and the instructors

working at private institutions ($\bar{x}$ =155.45) displayed stronger self-efficacy perceptions as compared to the ones working at state institutions ($\bar{x}$ =139.51). Similarly, the full-time instructors ($\bar{x}$ =151.50) could be observed to have stronger self-efficacy beliefs than those who were employed part-time ($\bar{x}$ =142.65), and the ELT department graduates ($\bar{x}$ =154.04) seemed to be more confident in their self-efficacy than the graduates of other departments ($\bar{x}$ =146.72). In a similar fashion, the participants who were able to get financial support as well as necessary permissions from their institutions for professional development activities ($\bar{x}$ =139.17) seemed to demonstrate stronger beliefs of self-efficacy as compared to the ones who could only get the permissions ($\bar{x}$ =123.08). In addition, there was a slight distinction between self-efficacy perceptions of instructors who completed CELTA, DELTA, or TESOL ($\bar{x}$ =153.54) and those who did not ($\bar{x}$ =149.79). Yet, it should be noted that none of the differences mentioned here were statistically significant.

The participants' self-efficacy beliefs were also investigated with regard to their age, work experience, current responsibilities at their institutions, and weekly workload. As the data was not normally distributed, Kruskal- Wallis H test was conducted for this purpose. The results are presented in Table 8 below.

Table 8

Results of Kruskal Wallis-H test for English Language Teacher Self- Efficacy Scale (EL-TSES) Regarding Age, Work Experience, Current Responsibilities at Workplace, and Weekly Workload

Variables	Groups	N	$\bar{x}$	X^2	df	P
Age	20- 29	46	134.43	6.878	3	.07
	30- 39	168	147.35			
	40- 49	53	177.48			
	50 and above	34	150.15			
	Total	301				

<i>Work Experience</i>	0-4 years	26	144.23	5.074	4	.28
	5-9 years	73	137.60			
	10-14 years	110	155.89			
	15-19 years	27	136.41			
	20 and above	65	166.55			
	Total	301				
<i>Current Responsibilities at Workplace</i>	Teacher with or without advisor duty	181	142.14	6.240	2	.04*
	Teacher with academic and/or admin. duty	76	156.91			
	Only administrative or academic duty	44	177.26			
	Total	301				
<i>Weekly Workload</i>	0-9 hours	41	168.70	5.718	2	.05
	10-19 hours	117	159.76			
	20 and above	143	138.76			
	Total	301				

*p<.05

Table 8 showed that the participating instructors' self-efficacy beliefs did not vary at a statistically meaningful level with respect to their weekly workload ($p=.05$), age ($p=.07$) or work experience (.28). Yet, it might be understood from the results that there seemed to be a negative correlation between instructors' weekly workload and their self-efficacy beliefs. While the instructors who taught between 0-9 hours a week seemed to have the strongest self-efficacy beliefs ($\bar{x}=168.70$), they were followed by the ones who taught 10-19 hours weekly ($\bar{x}=159.76$) and those who taught 20 hours or more ($\bar{x}=138.76$). Moreover, although not statistically significant, there seemed to be considerable variation among the self-efficacy perceptions of different age groups ($p=.07$). While the instructors between the ages of 40-49 appeared to have the highest levels of self-efficacy ($\bar{x}=177.48$), they were followed by those who were 50 years of age and above ($\bar{x}=150.15$), those who were between 30-39 ($\bar{x}=147.35$), and those between the ages of 20-29 ($\bar{x}=134.43$) respectively. Furthermore, it might be observed in Table 8 that the instructors who had 20 years of experience or more had stronger self-efficacy perceptions ($\bar{x}=166.55$) as compared to those with 10-14 years of

experience ($\bar{x}$ =155.89), 0-4 years of experience ($\bar{x}$ =144.23), 5-9 years of experience ($\bar{x}$ =137.60), and 15-19 years of experience ($\bar{x}$ =136.41). To sum up, it might be stated that although there were considerable variations in the instructors' self-efficacy beliefs regarding these factors, they were not statistically meaningful.

Furthermore, Table 8 showed that the participants' beliefs regarding their self-efficacy varied at a statistically significant level ($p=.04$) depending on their workplace responsibilities. A closer look at the results revealed that the instructors who performed only academic or administrative duties possessed stronger self-efficacy beliefs ($\bar{x}$ =177.26) in comparison to the ones who were teaching while carrying out academic and/or administrative duties at the same time ($\bar{x}$ =156.91) and those who were only teaching with or without advisor duties ($\bar{x}$ =142.14). As a post-hoc test, the Mann-Whitney U test was conducted for each pair of groups within the *current responsibilities* factor to determine which groups created this statistically significant difference, and the results were presented below in Table 9.

Table 9

Results of Mann-Whitney U Test for English Language Teacher Self- Efficacy Scale (EL-TSES) and Current Responsibilities

Variables	Groups	N	Mean Rank	Sum of Ranks	U	p
<i>Current Responsibilities</i>	Teacher with or without advisor duty	181	125.43	22703.00	6232.0	.23
	Teacher with academic and/or admin. duty	76	137.50	10450.00		
	Total	257				
<i>Current Responsibilities</i>	Teacher with or without advisor duty	181	107.70	19494.50	3023.5	.01
	Only administrative or academic duty	44	134.78	5930.50		
	Total	225				
<i>Current Responsibilities</i>	Teacher with academic and/or admin. duty	76	57.91	4401.00	1475.0	.28
	Only administrative or academic duty	44	64.98	2859.00		

	Total	120
*p<.05		

As shown in Table 9, the meaningful variation in terms of the participants' self-efficacy perception stemmed from the difference between instructors who may or may not also have advisor duties and instructors who only had academic or administrative duties ($p=.01$). To put it another way, instructors who did not actively teach in a classroom but worked in administrative or academic offices tended to possess significantly higher levels of self-efficacy in their teaching as compared to instructors who were actively teaching with or without being a student advisor as well. On the other hand, no significant variation was discovered between the self-efficacy beliefs of instructors with or without advisor duty and instructors with academic and/or administrative duty ($p=.23$), and instructors with academic and/or administrative duty and instructors who only had academic or administrative duties ($p=.28$).

Next, independent samples t-test was conducted to reveal whether the participants' perceived practice of reflective teaching differed in relation to their gender, institution type, employment status, educational background, BA program, CELTA/DELTA/TESOL completion, classroom research, classroom/ school visitation activities, whether they got institutional support or not, and the type of institutional support they got if any. The findings resulting from this analysis were presented in Table 10 below.

Table 10

Results of Independent Samples T-test for English Language Teaching Reflection Inventory (ELTRI) Regarding Gender, Type of Institution, Employment Status, Educational Background, BA Program, CELTA/DELTA/TESOL Completion, Classroom Research, Classroom/School Visitation, Institutional Support for Professional Development, and Type of Institutional Support

Variables	Groups	n	$\bar{x}$	sd	t-test		
					t	df	p
<i>Gender</i>	Female	240	3.55	.510	2.332	299	.02*
	Male	61	3.38	.514			
<i>Type of Institution</i>	State	84	3.50	.451	-.479	299	.63
	Private	217	3.53	.538			
<i>Employment Status</i>	Full time	284	3.52	.507	.725	299	.46
	Part-time	17	3.43	.643			
<i>Educational Background</i>	BA degree	103	3.47	.523	-1.127	299	.26
	MA or Ph.D. degree	198	3.54	.510			
<i>BA Program</i>	ELT	176	3.53	.506	.523	299	.60
	Other departments	125	3.50	.528			
<i>CELTA/DELTA/TESOL Completion</i>	Done	97	3.53	.512	.203	299	.83
	Not done	204	3.51	.517			
<i>Classroom Research</i>	Done	114	3.60	.465	2.220	299	.02*
	Not done	187	3.47	.538			
<i>Classroom/School Visitation</i>	Done	153	3.57	.486	1.731	299	.08
	Not done	148	3.47	.540			
<i>Institutional Support for Professional Development</i>	Present	265	3.53	.518	1.443	299	.15
	Not present	36	3.40	.480			
<i>Type of Institutional Support</i>	Only permission	177	3.52	.520	-.870	253	.38
	Permission and funding	78	3.58	.523			

*p<.05

As understood from Table 10, the participating instructors' perceived application of reflective teaching strategies varied significantly in terms of their gender ($p=.02$). When the mean scores were analyzed in more detail, it was understood that the female instructors were more inclined to employ reflective teaching strategies ($\bar{x}=3.55$) as compared to the male instructors ($\bar{x}=3.38$). Likewise, there was a statistically significant difference in the instructors' application of reflective teaching strategies regarding their completion of classroom research ($p=.02$). As might be understood from Table 10, the instructors who had classroom research experience reported being more likely to use reflective teaching practices ($\bar{x}=3.60$) than the ones who did not conduct classroom research ($\bar{x}=3.47$).

On the other hand, Table 10 showed that there was no statistically significant difference in the participating instructors' reflective teaching practices regarding the type of institution they worked at ($p=.63$), their employment status ($p=.46$), educational background ($p=.26$), BA program ($p=.60$), CELTA, DELTA, or TESOL completion ($p=.83$), classroom or school visitation practices ($p=.08$), whether they got institutional support or not ($p=.15$), or the type of institutional support they got for professional development activities ($p=.38$). However, when the mean scores were more closely examined, it was understood that the instructors working at private universities ($\bar{x}=3.53$) and employed in full-time positions ($\bar{x}=3.52$) tended to make use of reflective teaching techniques more often than the ones working at state universities ($\bar{x}=3.50$) and employed in part-time positions ($\bar{x}=3.43$) although these differences were not statistically significant. In addition, the EFL instructors who were MA or Ph.D. graduates ($\bar{x}=3.54$) and the ones with a BA degree in ELT ($\bar{x}=3.53$) seemed to employ reflective teaching strategies slightly more commonly than the participants with only a BA degree ($\bar{x}=3.47$) and the graduates of non-ELT programs ($\bar{x}=3.50$). Likewise, the participants who completed CELTA, DELTA or TESOL ($\bar{x}=3.53$) and the ones who participated in classroom/ school visitation practices ($\bar{x}=3.57$) seemed to implement methods of teaching reflection a little more frequently than the ones who did not complete these courses ($\bar{x}=3.51$) and the ones who were not a part of the classroom or school visitation practices ($\bar{x}=3.47$). Besides, it was observed that the EFL instructors who received institutional support ($\bar{x}=3.53$) appeared to apply reflective teaching strategies more commonly than the ones who lacked such a support system for their professional development activities ($\bar{x}=3.40$). Finally, the ones who were provided with financial assistance in addition to being given the necessary permissions to be able to join professional development activities

seemed to display higher levels of reflective teaching ($\bar{x}=3.58$) as compared to the participants who could only get the necessary permissions without any funding ($\bar{x}=3.52$).

As the next step in the study, One-Way ANOVA was carried out to see if the participants' perceived reflective teaching practices differed significantly in terms of their age, work experience, current responsibilities at their institutions, and weekly workload. The findings resulting from the calculations were presented in Table 11 below.

Table 11

Results of One-Way ANOVA for English Language Teaching Reflection Inventory (ELTRI) Regarding Age, Work Experience, Current Responsibilities at Workplace, and Weekly Workload

Variables	Groups	N	$\bar{x}$	Sd.	Std. EM	F	P
Age	20-29	46	3.53	.48	.071	.459	.71
	30-39	168	3.54	.50	.039		
	40-49	53	3.46	.54	.075		
	50 and above	34	3.46	.55	.095		
Work Experience	0-4 years	26	3.53	.54	.106	1.697	.15
	5-9 years	73	3.59	.45	.053		
	10-14 years	110	3.53	.50	.048		
	15-19 years	27	3.29	.55	.106		
	20 and above	65	3.52	.55	.068		
Current Responsibilities at Workplace	Teacher with or without advisor duty	181	3.49	.50	.037	1.165	.31
	Teacher with academic and/or admin. duty	76	3.53	.53	.061		
	Only administrative or academic duty	44	3.62	.53	.080		
Weekly Workload	0-9 hours	41	3.51	.49	.078	1.776	.17
	10-19 hours	117	3.59	.47	.044		
	20 hours and above	143	3.47	.54	.045		

*p<.05

The results of the analysis presented in Table 11 revealed that there was not a statistically significant difference in the participants' application of reflective teaching

practices regarding their age ($p=.71$), work experience ($p=.15$), current responsibilities at workplace ($p=.31$) or weekly workload ($p=.17$). Yet, a closer look at Table 11 showed that the instructors between the ages of 20-29 ($\bar{x}=3.53$) and 30-39 ($\bar{x}=3.54$) seemed to practice teaching reflection more often than the older age groups ($\bar{x}=3.46$) although this difference was not statistically meaningful. Likewise, the instructors with 5-9 years of experience seemed to apply reflective teaching practices the most ($\bar{x}=3.59$) while the ones who had 15-19 years of experience appeared to apply reflective teaching techniques the least ($\bar{x}=3.29$). In addition, Table 11 displayed that the instructors who carried out teaching responsibilities with or without advisor duties seemed to display the lowest levels of reflective teaching ($\bar{x}=3.49$) whereas the participants who only had academic or administrative duties seemed to apply reflective teaching strategies the most commonly ($\bar{x}=3.62$). Finally, when the weekly workloads of the participants were considered, it might be understood that while instructors who taught 10 to 19 hours a week reported applying reflective teaching techniques the most frequently ($\bar{x}=3.59$), they were followed by instructors who were teaching 9 hours or less ($\bar{x}=3.51$), and instructors who were teaching 20 hours or more ($\bar{x}=3.47$) respectively. Nonetheless, none of the aforementioned variances were at a statistically meaningful level.

4.5 Findings for the Fifth Research Question

The aim of the fifth research question was to discover “*the perceptions and experiences Turkish EFL instructors have in terms of their self-efficacy beliefs in teaching and reflective teaching practices*”. In order to do this, the researcher carried out an interview with 11 of the volunteering instructors with the help of a semi-structured interview form made up of 10 major questions, each of which including several supplementary questions. Next, the interview data were analyzed via content

analysis, and the following eight main themes emerged from the data as a result of the analysis: *approach towards teaching English, beliefs about competence and areas for improvement, activities that are avoided or skipped, familiarity with reflective teaching, professional development activity participation and opinions on professional development, exchanges with colleagues, exchanges with students, and the practice of reflection*. In addition to some themes having multiple categories, several codes were listed under each of these eight themes. In the next section, the themes, categories and codes were introduced in detail, and the frequency of the codes for the participants was also noted. Furthermore, some striking quotes from the participating instructors were provided as well as thorough interpretations for the themes, categories, and codes.

Table 12

Theme 1: Approach towards Teaching English

Theme 1: Approach towards Teaching English	Teacher (f)
Category 1: Current Approach	
• Happy and fulfilled with teaching English	6
• Finds it hard to keep up with online education	3
• Feels exhausted teaching English	2
Category 2: Approach at the Beginning of Career	
• Too dependent on teachers' books	5
• A harsher and more controlling approach	4
• Lost due to lack of orientation	3
Category 3: The Change in Approach	
• Learns from students and evolves as a teacher	7
• Becomes more adaptable and spontaneous in time	5
• Feels like a better teacher thanks to professional development	3
• Feels more resourceful thanks to technological tools	3

As illustrated in Table 12, the instructors' approaches towards teaching English were analyzed under three different categories: their current approach towards teaching English, their approach at the beginning of their careers, and the change that

they observed in their approaches since then. As for their current approach towards the profession, six instructors stated that they felt happy and fulfilled while teaching English. T2 illustrated this point by stating: *“I feel great. This is the best job I can do. This has been my dream job since age five.”* Likewise, T5 explained: *“What makes me so enthusiastic about teaching is that I know I touch people’s lives. I see my students as miracles that I can work with.”* Three of the instructors, on the other hand, stated that they found it hard to keep up with online education. One of these instructors, T8 stated: *“Right now I don’t feel so confident in my teaching. I’m trying to enjoy online education but combining technology is a challenge.”* In addition, T2 declared: *“Now with online education, I wish I knew about more apps and tools that I can use in my classes. We have to improve ourselves.”* On the other hand, two of the instructors stated that they felt exhausted while teaching English. For instance, T6 noted: *“It has been twelve years. It is kind of a routine. I feel exhausted and sometimes it all feels like a burden on my shoulders. Breaks make me energized.”* It might be deduced that when their current feelings about the profession were taken into consideration, more than half of the participants shared positive comments. Yet, a significant number of teachers also mentioned having trouble with online teaching or feeling tired.

When their approach to teaching at the beginning stages of their career was asked, five instructors expressed that they depended too much on books as new teachers. One of these instructors is T3, who stated: *“In my first year, I was too dependent on teachers’ books. I didn’t know anything. It felt like I would not know what to do without them.”* In addition, four instructors mentioned having had a more controlling approach when they first became teachers. T1 is one of these instructors, and he stated: *“I felt like I had to be disciplined and control them. Losing control was a big fear then.”* On the other hand, some instructors (f=3) reported having felt lost as

there was not enough orientation at their institutions. T1 made this very clear by saying: *“At the beginning, at that time, I just graduated. I got the books from the management and found myself in the classroom. They said these are the books and this is the class and I found myself in front of the classroom. I was only four years older than my students. It was so unreal.”* It might be said that many of the participant teachers had different practices and experiences in the initial stages of their careers compared to today.

As the instructors reflected upon the changes in their teaching approach, seven participants mentioned having evolved as a teacher as they learned from their students throughout their career. One participant, T9, stated: *“My approach to teaching has changed as I interacted with students. I realized that I am not actually teaching them. I am helping them to learn.”* Another instructor, T10, made the following point: *“I don’t come from a teaching background. I am learning it as I am teaching my students. I still have to learn how to teach English.”* Furthermore, some participants (f=5) believed that they became more adaptable and spontaneous. One of these instructors is T4, who stated: *“First, I was trying too hard. I was studying a lot before class. Now I can guess the upcoming problems and find solutions more quickly even when I can’t guess. I do not prepare so much before class.”* On the other hand, three of the participants specifically mentioned the effect of professional development activities on their teaching. T2, for instance, stated: *“I think my professional development in the field, I mean my M.A. degree and PhD, really feed my teaching. I find it quite important.”* Similarly, T3 said: *“At my previous job, there was a teacher training unit. They observed our classes regularly and gave us advice. I observed others, too. It was actually great help. I also started DELTA when I was there. It had a tremendous effect actually especially on being a reflective teacher.”* Lastly, some instructors (f=3) noted

that they felt more resourceful since they started to use technological tools more. T7, for instance, stated: *“Technological advancements have helped me a great deal, because you know in the past, I didn’t have that much opportunity to use them while teaching. But now I can use lots of websites, activities, applications etc. That is the greatest change I think.”* Looking at the comments, it might be deduced that nearly all the participant teachers experienced some form of positive change in their approach to the job due to various factors.

Table 13

Theme 2: Beliefs about Competence and Areas for Improvement

Theme 2: Beliefs about Competence and Areas for Improvement	Teacher (f)
Category 1: Overall Self-Efficacy Beliefs	
• Finds themselves efficient	5
• Tries their best but there is room for improvement	3
• Not efficient enough	2
Category 2: Areas Teachers Find Themselves Efficient In	
• Being learner focused	4
• Materials design	3
• Classroom management	2
Category 3: Reasons for Feeling Efficient in Given Areas	
• Area of personal interest	5
• Area in which they were given duties	3
• Area focused on during M.A./ PhD	2
Category 4: Areas for Improvement	
• Testing and assessment	4
• Culture knowledge	3
• Technology integration	3
• Classroom management	2
Category 5: Institution’s Role in Promoting Competence	
• Institution is quite supportive	5
• Institution is less supportive than they claim	4

Another theme emerging from the interviews addressed the instructors’ beliefs concerning their competence as a teacher and the areas in which they thought they needed improvement. This theme was divided into five distinct categories. As for the

instructors' overall beliefs about self-efficacy, it was observed that a significant number of participants (f=5) found themselves efficient in teaching English. One of these instructors is T5, who explained: *"I do find myself efficient. I design courses not only for the students but also for my colleagues, helping their professional development."* In a similar fashion, T10 stated: *"If I look at the results, I would say I'm efficient. I mean, I've been teaching for four months. Until now, only five of my 30 students have failed the exam."* Meanwhile, some instructors (f=3) expressed that although they were doing their best, they still needed to invest in self-improvement. One participant, T9, expressed such a view by saying: *"I would never call myself a totally efficient teacher because there is still so much to learn. The efficiency has definitely improved, but I always need to be better and move one step ahead."* On the other hand, a few instructors (f=2) did not find themselves efficient enough. One of these instructors was T1, who stated: *"I believe that I am not an efficient English teacher, maybe I'm just a moderate one. I see my students once a week. It's hard to evaluate myself."* It might be inferred from these comments that the current study included both teachers who seemed confident in their teaching abilities and teachers who felt the need for further development.

When questioned further about the areas they believed they were efficient, four participants said they were quite good at being learner-focused. T2 exemplified this by saying: *"I believe that every student is unique and individual differences matter. I really can communicate with my students because I am a very learner focused teacher who can understand their needs well."* T5 also believed that she was learner-focused and explained this by saying: *"I see my students not only as learners. There is more than that. A student is a person with their own beliefs, families, romantic relationships. I see the whole in front of me. I try and see things from their perspective. Being*

learner-focused runs in my veins.” In addition, some participants (f=3) stated that they were good at designing materials. One of these participants was T11, and she stated: *“I feel competent in terms of creating materials. It’s something that I love. My students love it when I design something to make the lesson fun.”* The number of participants who believed they were good at classroom management was two, and one of these participants was T3. She stated: *“I believe I’m really good at classroom management. It took time but it is my strong side now.”* As clear from the comments above, the areas the participants believed themselves to be good at varied greatly.

The instructors attributed their efficiency in certain areas to different factors, one of them being a personal interest in that given area (f=5). For instance, T1 stated: *“I believe I am good at designing materials because I’m really interested in it. I like to provide variety for my students when teaching, and I do it by presenting the topic using different, fun materials and activities.”* Another factor which made instructors confident in a certain area was having duties at school related to that area (f=3). T4, for instance, stated: *“I didn’t feel so confident in testing before, but now I think I’m doing better. I prepare exam questions for the Testing Office, and they give me feedback. This is quite helpful.”* There were also two instructors who attributed their efficiency to their M.A./ PhD degrees. One of these instructors was T2, who stated: *“I feel good at being learner focused, I know that every student is unique. I mean, I did my M.A. on individual differences, that really made a difference in my perspective.”* The comments above revealed that the areas participants felt competent in depended on a variety of personal or professional factors.

When inquired further about the areas that they thought they needed to improve, some participants (f=4) commented that they needed to further develop their testing and assessment skills. One of these instructors was T9, and he made his point

by saying: *“Assessment is not my thing. Of course, I know it has a central part in our job, but I have never been interested in testing and assessment. I know I have to improve myself in that sense though.”* There were also three participants who did not feel very competent in terms of culture knowledge. One of them was T4, who stated: *“Culture knowledge is not one of my strong sides. I have been teaching for four years but I still learn a lot of cultural themes from the books along with my students. Maybe it’s because we weren’t taught English in a culturally engaged way. I mean, culture was not integrated enough in my language learning journey, maybe.”* Moreover, some of the instructors (f=3) commented that they had difficulty integrating technology into their teaching during the online education process. T5, for example, stated the following: *“No teacher is perfectly perfect. I accept that I wasn’t into technology before. Didn’t feel the need to, maybe. I wish I had done more about it now that online education is a must.”* Looking at these comments by participant teachers, it might be said that a significant number of them were aware of the various areas that they needed development in.

When the instructors were inquired about their institutions’ role in promoting their professional development, five instructors said that the institutions they worked for contributed significantly to their self-improvement. T6, for instance, explained: *“My school has definitely been of huge help for my development as a teacher. We have PD sessions every week, either by colleagues or invited people, you know, professionals. We have a blog where everyone shares good teaching examples or writes about challenges they face and invites suggestions. We do regular classroom observations. And they are continuously finding new ways to help us, so it never gets boring.”* T9 made a similar point by saying: *“Opportunities given to us at my institution are great. There are a number of options to choose from and great support*

when you need it. We have a lot of peer and team-teaching for example. Also, we have PD weeks at the beginning of each semester and we learn and share a lot during that time.” Four instructors, on the other hand, claimed that their institutions were not as supportive as they seemed or claimed to be. T1, for instance, commented: *“In theory, all institutions are supportive. But in the past, even doing an MA or PhD was banned at my school. Now it changed but they think that our duty is to teach and go. They don’t care so much about our development I think.”* In a similar fashion, T7 stated: *“Things used to be great. It’s my 7th year here. There were twenty instructors then. We had a lot of opportunity and time for PD activities and sharing our experience. Now there are around 120 instructors and a huge group of students. It’s like madness sometimes just to catch up with all the duties and responsibilities, let alone caring for professional development stuff.”* It might be deduced from the experiences of these teachers that institutions might vary a great deal in terms of the professional development opportunities they provided for the teachers.

Table 14

Theme 3: Activities That Are Avoided/ Skipped

Theme 3: Activities That Are Avoided/ Skipped	Teacher (f)
Category 1: Parts That Are Skipped	
• Pronunciation	4
• Some grammar parts	3
• Speaking parts	3
Category 2: How to Decide What to Skip	
• Checks syllabus and discusses with colleagues	5
• Makes on-the-spot decisions	4

Another theme that emerged from the interviews was related to the activities and tasks the teachers sometimes avoided or skipped during their classes. Four participants mentioned skipping pronunciation tasks, one of them being T1. He stated:

“When it comes to things to skip, I have an order in my mind. I skip the pronunciation parts first. As for the grammar and vocabulary, I cannot skip them because they will be in the exam.” Similarly, T2 stated: *“Sometimes in pronunciation, I avoid teaching details because I feel like our students avoid speaking English because of them. Like the details of how to use the schwa sound, for example. They think they need to be perfect before starting to speak. I don’t want them to think so.”* Some instructors (f=3) also mentioned skipping grammar activities from time to time. T4, for instance, said the following: *“These days, I skip some grammar parts, or shorten them. Sometimes it feels like the book is too much packed with grammar exercises you know. Students get bored. I skip some of them or shorten them. I sometimes assign them as homework.”* Three other instructors explained that they sometimes skipped the speaking exercises in the books. T10 commented: *“Sometimes the students do not just want to speak, and I don’t know how to make them speak. Actually, I don’t want to make them speak if they don’t want to. And I am not a very, how to say, pushy person maybe. That’s why I may sometimes skip speaking parts or replace them.”* In conclusion, it might be said that pronunciation, grammar, and speaking parts were the most commonly skipped ones by the participants in this study.

The participants also made it clear that the decisions regarding activities to skip were made in different ways, the first one being checking the syllabus and having discussions with colleagues (f=5). T6, for instance, made the following point: *“We mostly check the parts to be covered before classes. And sometimes my roommates and I are like “This part is unnecessary.” or “This activity is too long.” So, we make a decision together to skip or shorten those parts. Or sometimes the curriculum office discusses among themselves, emails us and tells us beforehand not to cover some parts.”* On the other hand, some other instructors (f=4) mentioned making on-the-spot

decisions. T5 stated the following: *“I usually don’t skip the parts that students need the most. I did my MA and PhD on curriculum design. I observe my students during the lesson and make decisions on the spot if I’m really convinced that some part is unnecessary or too much at that point. I care very much about student reactions and feedback.”* In conclusion, it might be said that teachers might make such decisions either during classes depending on student reactions or before classes by consulting their colleagues.

Table 15

Theme 4: Familiarity with Reflective Teaching

Theme 4: Familiarity with Reflective Teaching	Teacher (f)
• Little to no idea	6
• Some general idea	3
• Quite well- informed	2

The interview data showed that the instructors’ level of familiarity with reflective teaching differed substantially. Six instructors seemed to have little to no idea of what reflective teaching was. For instance, T2 stated: *“Reflective teaching, I have heard of it but I can’t define it. Right now I am reflecting I guess? Answering questions about my teaching must be part of it.”* Similarly, T4 commented: *“Reflective teaching, I kind of might know what it is. I follow the schedule, follow my students’ level, and value their feedback. This is what I understand from reflection.”* Another instructor to make a similar comment was T10, who said: *“I have no idea but just a guess. It must be like teaching according to students’ answers. Like, you know, tailoring your teaching according to the students.”* Some of the participating instructors (f=3) had some general idea of what reflective teaching was. For instance, T3 showed her understanding of reflective teaching in the following way: *“I heard of reflective teaching at DELTA, although I may not remember very well. I think of what*

I'm doing and improve myself as a teacher. I try to follow new theories, and new technology. I often think of what I'm doing." Similarly, T5 commented: *"I'm not very knowledgeable about it. But I know it is like thinking after teaching about what I did, how I did it, and why I did it. I know reflection can be written or spoken."* Lastly, two of the participating instructors seemed to be quite knowledgeable about reflective teaching. T1 was one of these instructors, and he stated: *"Reflective teaching helps me to understand my strengths and weaknesses, and it helps me to develop continually. I can record and watch myself, see myself from another angle. Or I can invite my colleagues to come and observe me. Also, I can get written or spoken feedback from my students. These are all ways to become more reflective as a teacher."* In a similar way, T9 commented: *"Reflective teaching is a gate opening to learning. It is a must for us. It's a process which tells you about things you do well, and things that need improvement. It's a part of our school culture, actually. With constant observations, discussions, and written and spoken exchanges with students and colleagues we do it. Our school also encourages keeping a journal, which I do."* The results revealed that while more than half of the participating teachers did not know much about reflective teaching, three were somewhat informed about it. In contrast, there were only two instructors who seemed to be familiar with it and applied it in their teaching.

Table 16

Theme 5: PD Activity Participation and Opinions on PD

Theme 5: PD Activity Participation and Opinions on PD	Teacher (f)
Category 1: Level of Participation in PD Activities	
• Participates more during COVID	5
• Participates less during COVID due to workload	4
Category 2: Opinions on PD Activities	
• Values PD activities that are useful and adaptable for their classroom	6
• Prefers PD activities organized by institutional PDU	3
• Doesn't like PD activities imposed by institution	2

Another theme emerging from the qualitative data related to the number of professional development activities the instructors participated in and their opinions on professional development. Interestingly, online education which resulted from the global Covid-19 pandemic affected the participants in two opposing ways. Five participants expressed that they participated in more PD activities during the Covid-19 period. One of them was T8, who stated: *“I have been joining more workshops and conferences recently. I need new ideas for teaching online. I was scared that I would be the only one speaking on Zoom. Online education made me feel a little insecure, but also motivated me for self-improvement I guess.”* Another example was T5, who commented: *“I have always tried to make the most of professional development opportunities, but these days I do even more. As most events are online and free due to Covid-19, it’s much more convenient for me.”* On the other hand, four other participants stated that they participated in less professional development activities due to their increasing workload during the Covid-19 period. One of them was T2, and she stated: *“To be honest, curriculum and workload is so busy, and I don’t feel like doing anything extra you know. Online education came with a lot of extra burden. I just don’t have energy left for additional stuff.”* Overall, it might be stated that although participants had been going through somewhat similar processes due to Covid-19, their participation in professional development activities was affected in different ways.

As for participants’ ideas related to PD activities, it might be observed that more than half of the participants ($f=6$) stated that the usefulness and adaptability of PD activity content in their classrooms was a significant factor affecting their opinion on that PD activity. For instance, T1 stated: *“The efficiency of the professional*

development activity depends on what I can learn and apply. Sometimes they come to us with such imaginative ideas, but they are not applicable to my class you know. It might be because of lack of technological equipment or because of institutional demands. Then it feels like I'm just having a good time and not actually doing something to improve my actual teaching." In a similar fashion, T6 stated: "To be honest, I'm bored with the theory. That's what we mostly did all through our BA and MA degrees anyway. But I find the practical workshops useful. When I learn about a new activity or tool to be used in the class, I note it down and make sure to use it." In addition, some of the participants (f=3) noted that they preferred professional development activities organized by their institutions instead of outsourced ones. For instance, T4 noted: "At the end of the term, the school asks us for ideas of PD activities. We asked for some practical things like how to teach the long listening parts. Then there was a session on it, and it was very useful. However, when speakers from outside institutions come and present, it's not that related to our teaching. That's why I prefer PD activities organized by the school." In addition, two participants noted that they would like to be given a chance to choose the PD activities they wanted to participate in. For instance, T7 stated: "I like to join PD activities when I have the time and opportunity, but I don't like obligatory participation forced by the school. As an experienced teacher, I want to be able to choose what I need and don't need to improve my teaching." Overall, it might be stated that while most participants found PD activities practical and applicable to the classroom useful, some had differing opinions on professional development activities organized by the PDU at their schools.

Table 17

Theme 6: Exchanges with Colleagues

Theme 6: Exchanges with Colleagues	Teacher (f)
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Category 1: The Degree of Exchange	
• More cooperation and exchange with colleagues during COVID	5
• Less exchange and support from colleagues during COVID	3
Category 2: With Whom Exchange Happens	
• Creative, open, and friendly colleagues	5
• More experienced colleagues	4
• Colleagues with M.A. / PhD	2
Category 3: The Topic of Exchange	
• Materials	5
• Student behavior	5
• Negativities and problems at the institution	3
Category 4: The Result of Exchange	
• Incorporating ideas from colleagues into teaching	7

When the participants' exchanges with their colleagues were considered, it might be observed that some instructors (f=5) stated that they were in closer contact with their colleagues during Covid-19. T8, for instance, stated: *"As I felt incompetent in online education, I have been contacting more and more people for help. I even called my previous colleagues and asked them for ideas. I made some observations and talked to nearly everyone teaching the same group as me."* In contrast, some participants (f=3) mentioned having less contact with colleagues during Covid-19. One of them was T6, who stated: *"We usually had a chance to chat during breaks, to have a coffee after lunch time. I feel like working in a cage with online education. The only people I regularly contact now are my two partners. Before that, I reached a much larger group without much effort."* These two examples showed us that while online education motivated some instructors to share more with others, it caused some others to feel more restricted in terms of contact with colleagues.

Another theme emerging from the study related to the people that the participants preferred to exchange ideas and information. Five participants commented that they exchanged ideas with colleagues who seemed to be friendly and open to

exchange. For example, T8 stated: *“Well, I usually consult colleagues who are more creative, and the ones who seem more willing to share. Otherwise, it would be like I’m forcing them or something.”* In addition, some participants (f=4) stated that they preferred to consult colleagues with more experience. T10, for instance, commented: *“I’m new here and new to teaching. I’m a shy person but there are a few experienced teachers that I ask for ideas. I didn’t know about Breakout rooms for example, they taught me how to use it.”* On the other hand, there were two participants who preferred to exchange ideas with colleagues who had an M.A. or PhD. T2, for instance, stated: *“If my colleagues have an MA or PhD, especially PhD, I ask them literature-based questions. Experienced teachers may not be up-to-date, so I prefer to contact teachers who recently completed their degrees.”* As shown by the examples above, a variety of different reasons might motivate a teacher to exchange ideas with another colleague.

When inquired further about the topics of these exchanges, five instructors stated that they talked about the materials to be used in class. T3 is one of them and she stated: *“Not all lesson materials are perfect so sometimes before classes, we discuss the materials with colleagues and make some changes or omit them although it’s not encouraged by the institution.”* Another common topic of exchange was student behavior according to five participants. T6 commented: *“The first hot topic is always student behaviors. It sounds like gossiping but it’s not. If there is a problematic student in a class, we need to talk with partners and find a solution together.”* According to some of the participants (f=3), negativities and problems related to the institution was another common topic of discussion. T7 exemplified this by saying: *“Maybe it’s in our instincts but we mostly first share our complaints about the working conditions. Things have been changing fast at my school and this creates some frustration among teachers. As people outside can’t understand us so well, this is what*

we discuss among ourselves these days.” It might be said that these three topics of discussion were the most common ones among this group of participants.

In terms of how these exchanges affected them, seven participants commented that they sometimes made changes in their teaching as a result of them. T8 illustrated this with the following example: *“I got the idea from a colleague that I can give students autonomy in breakout rooms. Some students were complaining about having to speak English all the time during group activities and some others were complaining about group members using Turkish. With my colleague’s suggestion, I started dividing breakout rooms into “fully English” rooms and “a little Turkish acceptable” rooms. I tell my students that they can choose which room they want to go to instead of allocating myself. They love it.”* T2 provided a similar example: *“I was lost and desperate while teaching long listening texts. I brought it up during a meeting and a colleague suggested pair listening- students take notes and then summarize what they understand from the listening to each other, and answer questions together. It works better than what I did before.”*

Table 18

Theme 7: Exchanges with Students

Theme 7: Exchanges with Students	Teacher (f)
Category 1: The Degree of Exchange	
• Regular exchange both formally and informally	7
• Less exchange due to less teaching workload	2
Category 2: Opinions on Exchange	
• Finds informal spoken/ written feedback more reliable	4
Category 3: The Result of Exchange	
• Changes things that students are not happy with	5
• Can’t change much as most things are standardized	3

In terms of the participants’ exchanges with their students, it was revealed that most of the instructors (f=7) had regular exchanges with their students both formally

and informally. For instance, T9 stated: *“Feedback is collected by our institution twice a semester. Students share their experiences with the teachers through a questionnaire, and we get feedback from our coordinators in return. And I also kind of try to collect my own data. I have some informal talks and chat with the students from time to time, especially after using a new type of activity or something. It helps a lot.”* On the other hand, some participants (f=2) who had other roles in addition to teaching stated that their level of exchange with the students decreased. T1, for instance, stated: *“I haven’t been exchanging a lot with the students, to be honest. I have only one day of teaching and a lot of administrative duties. So, student feedback has not been a prominent item on my agenda for some time.”* Similarly, T3 commented: *“I used to do it more often. I would devise questionnaires and share them with students etc. Now I’m teaching much less and working in the office much more, so I only have time for a small discussion at the end of the lessons sometimes. I feel it’s not as effective as what I used to do though.”* These examples illustrated that instructors might have different patterns of exchange with the learners depending on various factors.

As for their opinions regarding these exchanges with the students, four participants noted that they found informal spoken or written feedback more reliable than formal feedback collected by the institution. T9 stated: *“They (students) usually do not want to mention negative comments though because they believe we might get into trouble with the institution or something. They share with me personally more comfortably.”* Similarly, T7 commented: *“When the institution asks them for feedback, the students become frightened. They feel like they can be punished even when we tell them the feedback is anonymous. So, what I like best is to build a good rapport with students and ask them to share with me, not on a survey or*

questionnaire.” These examples clearly illustrated why some students might refrain from filling in formal questionnaires.

Nearly half of the participants (f=5) mentioned that they might make changes in their teaching based on feedback from students. For instance, T9 provided the following example: *“I discovered that a group was more interested in Ted-Talks than the others. What I did was assign mechanical tasks as homework in that class and include more Ted videos in my teaching.”* Another example was provided by T2, who stated: *“I was asking my class to form new groups every day. They told me that this was too tiring and controlling so I stopped doing that. Also, another class told me that they favored Kahoot to Quizlet, so I included more Kahoot from then on.”* It was clear from these examples that some of the participants were willing to incorporate the suggestions of their students into their teaching. On the other hand, there were some participants (f=3) who stated that making changes was difficult as they were supposed to follow a pre-determined syllabus and teach in a standardized way. T1 exemplified this point by saying: *“I might change the order of things when I feel that the students are bored, but most things are standardized here. I suspect that any of my colleagues can make big changes.”* It could be deduced from this quote that institutional demands played an important role in teachers’ decisions related to their teaching.

Table 19

Theme 8: The Practice of Reflection

Theme 8: The Practice of Reflection	Teacher (f)
Category 1: The Degree of Reflection	
• Reflects on their teaching regularly	5
• Reflects less due to less teaching workload	3
• Reflects less as most things are automatized	2
Category 2: Opinions on Reflection	
• Sees reflection as a vital part of teaching	5
Category 3: Practice of Reflection	

• Sees reflection as verbal exchanges with colleagues/ students	3
• Does written reflection using a teaching journal	3
• Reflects 'all in their head'	2
Category 3: The Focus of Reflection	
• The weaknesses/ problems they encounter	4
• Ideas to be creative and step out of routine	3
• Relationships with students	3

The last theme emerging from the data related to how the participants carried out reflective teaching. To begin with, the participants were inquired about how much reflection they did on their teaching. Five participants stated that they reflected on their teaching regularly. For instance, T11 stated: *"Reflection is inevitable. We need to approach ourselves from a critical standpoint. I try to do that as a self-aware person."* In addition, T2 comments: *"I'm doing this regularly. When issues related to my class emerge, I reflect."* On the other hand, some participants (f=3) commented that they started reflecting less as their teaching duties were at a minimum level. One of them was T5, and she stated: *"I used to have an online blog 7-8 years ago, but then I stopped blogging as I evolved into managerial duties."* In addition, some participants (f=2) noted that they reflected less as most things in their teaching were automatized. For instance, T7 stated: *"I have started to reflect less on my teaching over time as I teach the same things over and over. I teach three sections for a total of 30 hours, 10 hours each, so you can see the amount of repetition."* These examples illustrated that the participants carried out reflection at different frequencies depending on various external factors.

In terms of their opinions regarding reflection, five participants explained that they saw reflection as a vital part of their teaching. T7 stated: *"I believe that we would just be simple machines without reflecting on what we're doing."* Similarly, T9 commented: *"Reflection is a natural part of our lives and our school culture. There's*

no way we're dismissing it in this school." These quotes helped demonstrate the significance of reflection for these two participants.

When asked how exactly they reflected on their teaching, the participants provided a variety of different answers. There were three participants who viewed reflection as the verbal exchanges they had with their colleagues and students. One of them was T2, and she stated: *"When we come together with friends and colleagues, we reflect on our jobs. It's only verbal but it works well I think."* In a similar way, T4 commented: *"I reflect all the time. We do it with my colleagues. There are different people every day, and technology changes. So, it's important to keep up and help each other."* On the other hand, some other participants (f=3) stated that they carried out written reflection by using a teaching journal. One of them was T3, and she stated: *"I have a notebook in which I take notes. What I did, whether it worked or not, with which class- it's all written there. I sometimes go back to things I did before."* In a similar way, T5 stated: *"I started keeping teaching journals when I first started the profession. It was my holy book, but managerial duties have kept us away from each other for a long time now."* Finally, there were two instructors who stated that they carried out reflection in their head. One of them was T6, and he stated: *"I don't like routines. So, I reflect in my head after lessons about what I can do differently."* Similarly, T10 commented: *"I think about my weaknesses especially after challenging days. This is my way of reflection, I guess. I don't have time to do more."* As clearly shown by the examples above, the participants' understandings regarding how reflection was carried out varied a great deal.

Another issue was the areas the teachers focused on while reflecting on their teaching. The data revealed that four participants seemed to focus on the weaknesses and problems that occurred in their teaching. For instance, T1 stated: *"I like to focus*

on the problems and possible issues that might arise, so that I can be proactive.” In a similar way, T4 stated: *“I like to think about the problems that I have, why I have them, and how I can solve them. New problems arise every day because we’re dealing with people. So, I have to do this.”* In addition, three participants mentioned thinking of ideas to be more creative in their teaching. T8 commented: *“Experience is sometimes tricky, it’s a burden. You need to reflect and learn how to be more creative and up to date, how to have a younger mindset.”* Finally, three participants mentioned focusing on their relationships with students during reflection. One of them was T2, and she stated: *“One topic that we reflect on a lot is our relationship with students. I always share with my colleagues if we have problems in that regard with a specific student, like if one of them crosses the line while talking to us etc. It’s important in our institution to create discipline.”* As clearly shown by the examples above, in addition to the frequency and practice of reflection, the focus of reflection carried out by the participants also varied a great deal.

5. RESULTS, DISCUSSION, AND RECOMMENDATIONS

The main purpose of this study was to identify the self-efficacy perceptions and reflective teaching practices of Turkish EFL instructors employed at tertiary-level institutions in İstanbul. Furthermore, any possible correlations between the two constructs were investigated. The following section aims to summarize the findings obtained from the current study by comparing the quantitative and qualitative findings and discussing them in relation to the findings obtained from related studies in the available literature.

5.1 Results and Discussion

The next section provides a comparison of the qualitative and quantitative results regarding self-efficacy and teaching reflection obtained in this study. In addition, studies in the literature investigating EFL instructors' perceptions of self-efficacy and their reflective teaching practices are also included in the discussion. To begin with, the self-efficacy beliefs of Turkish EFL instructors working at universities in İstanbul are discussed in relation to findings from the current study, the findings in the literature, and some demographic variables. Next, the reflective teaching practices of the participants are discussed by referring to the findings from the current study, studies from the relevant literature, and certain demographic factors. Finally, a discussion highlighting the correlations between self-efficacy perceptions and reflective teaching practices of the participants is included.

5.1.1 Self-Efficacy Beliefs of Turkish EFL Instructors Employed at Tertiary Level

An analysis of the quantitative results from the current study demonstrated that Turkish EFL instructors working at universities in İstanbul possessed quite strong self-

efficacy beliefs. When the sub-dimensions were considered, however, it was found that they felt self-efficacious in varying degrees for different sub-dimensions. For instance, the participants were found to feel the most efficacious in terms of the sub-dimensions of *classroom proficiency* and *materials*, pointing to their perceived efficiency regarding the ability to use target language effectively for classroom purposes and to choose or create materials suitable to learner level and needs. Next, the participants displayed high levels of efficacy regarding the sub-dimensions of *assessment* and *culture*, which demonstrates that they felt quite self-confident in terms of being able to devise or make use of appropriate assessment tools to evaluate student performance and using the resulting data to guide their teaching. Further, they seemed to believe that they were able to understand the strong relationships between language and culture and incorporate cultural values into their teaching. In addition, the participants were found to have quite high levels of self-efficacy in terms of *language instruction*, which means that they believed themselves to be quite proficient in English morphology, syntax, semantics, and phonology as well as in their ability to reflect this proficiency into their teaching. Finally, the participants were found to have high levels of self-efficacy in terms of *learner focused instruction* although it was the lowest when compared to other sub-dimensions. As a result, it might be said that the participants had confidence in their ability to get to know their learners well and adopt a student-centered approach by considering student-related factors while teaching.

Furthermore, the qualitative findings from the current study revealed some themes that were in congruence with the above quantitative findings, and some themes which might be in contrast. First of all, most of the interviewees stated feeling competent as an EFL instructor, and some added that there was always a need for continuous improvement although they were feeling competent. This finding from the

qualitative section of the study supports the high levels of self-efficacy revealed by the quantitative data. The few instructors who had doubts about their efficacy stated teaching very few hours or administrative duties as reasons which may keep them from teaching. In addition, many of the participating instructors mentioned evolving as a teacher by learning from their students and moving to a more student-centered approach with experience as opposed to their more controlling approach at the beginning of their careers. Furthermore, they emphasized their strong belief in the uniqueness of each learner and how they tried to understand student needs to shape their teaching. Many participants also stated their willingness to exchange ideas and opinions and get feedback from their students with frequent exchanges as well as making necessary changes in their teaching practices based on these exchanges when possible. All of these themes might reflect the high levels of self-efficacy the participating instructors seemed to possess in terms of *learner-focused instruction*.

Furthermore, being good at materials design was a theme emerging from the interviews, and the participants stated that their students reacted positively to materials that were created to meet their needs and make the classes more fun. In addition, it was revealed that the participants frequently discussed issues related to teaching materials with their colleagues or looked for ways to improve them when possible, which is in congruence with the strong self-efficacy beliefs regarding *materials* resulting from the quantitative analysis.

On the other hand, although the participants mentioned strong confidence in their skills as an EFL instructor and frequently mentioned getting better in their job in time, the interview results did not reveal a strong emphasis on *classroom proficiency* or *language instruction* as their strengths by the participating instructors, possibly due to the participants' belief that these skills were a given for EFL instructors working at

tertiary level in Turkey. It might be stated that the participants possibly did not even feel the need to question their abilities regarding their ability to use English for classroom functions or model English use for students because they all worked at institutions where English was the mode of instruction, thus were probably already quite confident in this regard.

A similar conclusion can be made for *language instruction*. Since Turkish EFL instructors need to take language exams and go through challenging interview processes to be able to work at tertiary level, they probably already had strong confidence in their mastery of the English language skills, and did not feel the need to state their ability to use these skills while teaching as they might have thought of it as a given strength for someone in their position. An interesting related theme from the qualitative part of the study was that instructors sometimes preferred to skip pronunciation, grammar, or speaking sections of the materials. However, when they were asked to focus on the reason why these activities were skipped, it was demonstrated that the participants skipped some parts for reasons such as institutional demands, exam requirements, or student unwillingness, and the skipping of these activities was not found to be related to their perceived level of efficacy in terms of the skill in question.

When *assessment* and *culture* are considered, though, it may be understood that although the quantitative results suggested a high level of self-efficacy in terms of these two sub-dimensions, they emerged as areas that some of the participants needed further improvement in the qualitative analysis. This may result from a difference of understanding in terms of the factors in question. While the quantitative analysis questioned participants' overall beliefs regarding their perceived efficacy in terms of potentially designing assessment tools and most participants answered

positively, some of them mentioned being unsure of their efficacy in this area when questioned more closely in the interviews possibly because it was not part of their duty. As most universities have separate testing and assessment units which are responsible for creating assessment tools in Turkey, the teachers who are not part of these teams may not feel quite efficacious in this sense. Thus, it may be suggested that while participants probably dwelled on their potential to develop assessment tools if needed while answering the questions in the quantitative part, more detailed inquiry in the interviews revealed that some of them did not feel fully confident in this sense as their potential was not put into use or tested, and as it was not part of their job description at that moment. A similar pattern was probably observed regarding the sub-dimension of *culture*. While a high level of efficiency in terms of *culture* was demonstrated as a result of the quantitative analysis, some of the participants identified cultural knowledge as an area that needed improvement. This might stem from the fact that while the participants were reflecting on their overall knowledge of cultures and their appreciation of the culture and language interrelationship in the quantitative part of this study, some of them dwelled more on how this knowledge and appreciation was reflected in their teaching in the interviews, and reported feeling somewhat unsure of whether they could do this successfully or to a good extent. They also mentioned not having learned the English language in a culturally integrated way, which shows that they did not have a model of language-culture integration in their own language learning journey.

Another finding emerging from the qualitative data was that some instructors identified classroom management as an area that they felt self-efficacious, while some others identified it as an area that needed improvement, thus leading to contrasting findings. It may be suggested that this difference in self-efficacy beliefs may stem

from differences in levels of teaching experience as instructors who reported feeling self-efficacious in this area were the ones with relatively higher levels of experience.

The findings regarding Turkish EFL instructors' levels of self-efficacy in the current study are consistent with findings from many studies in the literature carried out in Turkey or abroad although past studies in the Turkish context were mostly carried out with pre-service EFL instructors. Similar to the findings from the current study, it was revealed by previous research that Turkish EFL instructors possessed high levels of overall self-efficacy (Balcı et al., 2019; Çankaya, 2018; Güngör & Yaylı, 2012; İpek et al., 2018; Merç, 2015; Özkara, 2019). Furthermore, EFL instructors were found to have strong beliefs of self-efficacy regarding student engagement (Balcı et al., 2019; Choi & Lee, 2018), classroom management skills (Balcı et al., 2019; Choi & Lee, 2018; Çankaya, 2018), instructional skills (Balcı et al., 2019; Yılmaz, 2011), and professional growth (Merç, 2015) although some studies revealed classroom management related self-efficacy levels to be lower for pre-service EFL instructors (Merç, 2015) or female EFL instructors (Güngör & Yaylı, 2012), which is in congruence with contradictory findings in terms of classroom management related self-efficacy levels discovered in the current study.

In addition, the current study identified educational background, classroom research participation, classroom or school visitation activities, institutional support for professional development activities, and participants' current responsibilities at their workplace as factors that led to significant differences in EFL instructors' levels of self-efficacy. To begin with, instructors who hold an MA or Ph.D. degree were found to display higher levels of self-efficacy as compared to instructors who only had a BA degree. Similarly, it was found by Çankaya (2018) that EFL instructors with a Ph.D. degree possessed stronger self-efficacy beliefs than instructors with only BA or

MA degrees. Thus, it might be concluded that EFL instructors who pursued graduate degrees were found to possess more confidence in their self-efficacy possibly due to their improved sense of command of teaching skills resulting from the completion of graduate degrees successfully.

Next, professional development activities such as classroom research and classroom or school visitation, and the presence or absence of institutional support for professional development were found to correlate significantly with participants' perceived self-efficacy levels in the current study. That is, instructors who carried out classroom research or classroom or school visitation practices were found to have stronger self-efficacy beliefs as compared to those who did not. Similarly, instructors supported and motivated by their institutions to participate in professional development activities were found to feel more self-efficacious. Although studies in the related literature did not investigate the correlations between specific kinds of professional development activities or the role of the institutional support on teacher self-efficacy, it was shown by Karimi (2011) and Zonoubi et al. (2017) that taking part in professional development activities significantly improved the levels of self-efficacy EFL instructors possessed regardless of their level of experience. As a result, it might be stated that professional development activities play an important role in helping EFL instructors gain new skills and experiences, making them feel more confident in their job-related skills.

Furthermore, the current study participants displayed significantly varying degrees of self-efficacy depending on their current responsibilities at their institutions. A closer look at the data revealed that this significant variation stemmed from the comparative levels of self-efficacy between instructors who only had teaching duties with or without being an advisor at the same time and instructors who only had

academic or administrative duties, and thus had no teaching responsibility. Interestingly, instructors who only worked for academic offices such as the Testing or Materials Development Office and those who only served administrative duties at their institutions were found to possess significantly higher levels of self-efficacy as compared to instructors who were actively teaching in the classrooms. Although no studies have been found in the literature to focus on the correlations between the duties of EFL instructors and their self-efficacy beliefs, it may be stated that such variation may stem from the lack of actual classroom practice for instructors who only had academic or administrative duties. It might be suggested that since these instructors had not felt the challenges of the actual classroom practice and had limited contact with the students, they may not have had a chance to experience the difficulties and challenges that actively teaching participants did; thus, their perceptions of self-efficacy may have depended more on an idealized perception of themselves as an EFL instructor rather than depending on a version of themselves that had a chance to experience the realities of actively teaching in the classroom.

As opposed to the variables above, EFL instructors' self-efficacy levels were not significantly correlated with their gender, age, institution type, employment status, BA program, CELTA/DELTA/TESOL completion, type of institutional support, work experience, or weekly workload. To begin with, although gender was not found to be a significant factor in determining self-efficacy levels, it was revealed that female EFL instructors felt more self-efficacious as compared to male EFL instructors in the current study. This finding is in congruence with Çankaya's (2018), Rastegar and Memarpour's (2009), and Özkara's (2019) studies which found female EFL instructors more efficacious than males at a statistically insignificant level. On the other hand, there are also contradictory findings in this regard such as Güngör and

Yaylı's (2012) study which found male EFL instructors to have stronger self-efficacy beliefs than females in terms of classroom management, but it is important to note that this study was carried out with pre-service EFL instructors as opposed to the current study. Furthermore, in Karimvand's (2011) study, female EFL instructors were revealed to have significantly stronger self-efficacy beliefs. Overall, it might be stated that findings related to gender and self-efficacy in the literature are contradictory in terms of the results that were obtained.

Next, institutions were divided as state and private institutions in this study, and no significant variation regarding self-efficacy perceptions was found in terms of the type of institution the participants worked at. Yet, instructors who worked at private institutions were revealed to possess stronger beliefs of self-efficacy in comparison to instructors who worked at state institutions. While Çankaya's (2018) study revealed that university-level EFL instructors displayed higher levels of self-efficacy than instructors working at lower levels, the studies in the literature did not make a comparison between state and private institutions. However, it might be suggested that this difference between self-efficacy levels may stem from the fact that private universities usually provide more means of professional development for their instructors compared to state universities, and they also tend to be more supportive of professional development endeavors, which is linked to higher levels of self-efficacy as previously mentioned (Karimi, 2011; Zonoubi et al., 2017).

In addition, the participants were divided into two groups as full-time and part-time depending on their employment status. While no significant difference in self-efficacy beliefs was observed between these two groups, full-time instructors were found to feel more self-efficacious as compared to part-time instructors. While the studies in the relevant literature did not make such a comparison between full-time

and part-time EFL instructors, it might be suggested that this difference might stem from relatively lower amounts of classroom practice that part-time instructors have, which in turn might be weakening their efficacy perceptions. Yet, it is important to note that the number of part-time instructors participating in the current study ($n=17$) was really low as compared to full-time instructors ($n=284$), which means that any conclusions regarding the variation between the two groups might be approached with caution due to low sample size of instructors working part-time.

Another variable that was not found to correlate significantly with self-efficacy levels was the BA program the participants studied. The studies in the related literature do not show significant variance in terms of ELT department graduates and other department graduates, either (Akbari & Moradkhani, 2010). On the other hand, ELT department graduates were found to possess slightly stronger beliefs of self-efficacy in comparison to graduates of other language-related departments such as English Language and Literature or Translation and Interpreting Studies. This insignificant difference in self-efficacy levels might be attributed to the fact that the participants all worked for tertiary-level institutions that required them to pass challenging exams and attend interviews that evaluated their teaching capabilities regardless of the BA program they had studied. Moreover, even if one graduate from different departments, acquisition of teaching formation is a requirement to work as a teacher in Turkey. Thus, it might be suggested that this may be why instructors who had graduated from departments other than ELT did not feel significantly lower levels of self-efficacy compared to graduates of ELT programs.

Furthermore, having a CELTA, DELTA or TESOL certificate and the type of professional development support provided by their institutions were not found to be significant factors affecting the participants' level of self-efficacy. On the other hand,

participants who had a CELTA, DELTA, or TESOL certificate were found to feel slightly more self-efficacious than those who did not. Similarly, instructors who were granted financial support, as well as the necessary permissions for professional development, displayed higher levels of self-efficacy. Although not significant in nature, these findings are consistent with many findings from the relevant literature that pursuing professional development increases the level of self-efficacy of EFL instructors (Karimi, 2011; Zonoubi et al., 2017). In addition, it might be suggested that it is not surprising for financially supported instructors to be able to participate in more professional development activities and thus display higher levels of self-efficacy.

Moreover, the participants of the current study were not found to possess significantly different levels of efficacy perceptions depending on their age. Similar results were obtained in Rastegar and Memarpour's (2009) study which demonstrated the effects of age on the self-efficacy levels of EFL instructors to be insignificant. Yet, participants of the current study who were between the ages of 40-49 were found to possess the highest levels of self-efficacy, followed by instructors older than 50, between the ages of 30-39, and between the ages of 20-29 respectively. It might be suggested that the results demonstrate an increase in self-efficacy levels with age, yet a slight downward trend is observed in participants' self-efficacy perceptions after a certain age. This might stem from the level of exhaustion increasing with age or feelings of job burnout which were also shown to significantly increase with age (Motallebzadeh et al., 2014) which might, in turn create a decrease in the perceived self-efficacy levels of participants. This finding is in congruence with Özkara's (2019) study which revealed that instructors between the ages of 36-45 possessed significantly stronger self-efficacy beliefs compared to instructors between the ages of 46-55 or 23-35. Somewhat similar results were also obtained by Balcı et al. (2019),

who found junior pre-service EFL instructors to have higher self-efficacy levels compared to sophomores. On the other hand, age-related findings from the current study contrast with the findings from Motallebzadeh et al.'s (2014) study which identified age as a factor that was negatively correlated with perceived self-efficacy.

Work experience was another factor that was not shown to be significantly correlated with self-efficacy in this study. Yet, instructors with 20 years or more experience were found to have stronger self-efficacy perceptions than instructors with 10-14 years of experience, 0-4 years of experience, 5-9 years of experience, and 15-19 years of experience, respectively. These findings are in line with the studies from the relevant literature which revealed no significant correlations between self-efficacy perceptions of EFL instructors and their level of teaching experience (Rastegar & Memarpour, 2009). Although not significant, Çankaya's (2018) study revealed that less experienced instructors seemed to have stronger self-efficacy beliefs than more experienced instructors, which is somewhat in contrast to the findings of the current study. On the other hand, in Karimvand's (2011) study, the level of experience was found to be positively and significantly correlated with self-efficacy. Thus, it might be suggested that studies investigating self-efficacy in relation to teaching experience in the literature reached contradictory results.

Finally, another variable that was not found to be significantly correlated with self-efficacy levels was weekly workload. Yet, a closer look at the findings from the current study revealed a negative correlation between weekly workload and self-efficacy, with instructors who taught between 0-9 hours weekly having the strongest efficacy perceptions, followed by instructors teaching 10-19 hours and 20 hours and above, respectively. Although no studies that investigate self-efficacy in relation to weekly workload were found in the related literature, it might be suggested that the

finding from the current study is not surprising since stress-causing factors such as increased workload were shown increase teacher burnout, which was identified as a factor that negatively correlated with self-efficacy (Khani & Mirzaee, 2014; Motallebzadeh et al., 2014). It might be suggested that this may be the reason for decreased self-efficacy levels found in the current study as the teaching workload increased.

5.1.2 Reflective Teaching Practices of Turkish EFL Instructors Employed at Tertiary Level

In the quantitative part of this study, it was found that Turkish EFL instructors employed at universities in İstanbul reported applying reflective teaching skills at a higher than moderate level. When the sub-dimensions were considered, it was revealed that they reported employing *metacognitive reflection* the most, which meant that they reported thinking about their philosophy of teaching, background, and role models they had in addition to how these affected their teaching practice. Further, they dwelled on their own strong and weak points, their level of satisfaction with the profession, and the overall significance of their profession. Next, they employed *affective reflection* at a high level, which meant that they valued interactions with their learners to find about their learning styles and preferences, backgrounds and interests, and whether they were happy with certain teaching practices. In addition, the participants reported carrying out *critical reflection* frequently, which points to the fact that they viewed themselves as EFL instructors who took into account issues such as dealing with social injustice, promoting tolerance and democracy, and examining political aspects of teaching. Further, they believed that they thought of variables such as gender, social status, and race and tried to be more inclusive in their classes by incorporating topics such as discrimination, poverty, or AIDS. The sub-dimension of

practical reflection came next, which refers to the participants' willingness to reviewing their own teaching through exchanges with colleagues by sharing experiences, asking for advice, discussing theoretical or practical issues, carrying out observations, or asking colleagues to observe them. Finally, the participants also reported carrying out *cognitive reflection* commonly. This means they tried to follow the literature in their area by reading articles and books or even writing them. In addition, they reported being willing to investigate their own teaching and learning processes and carry out classroom research when possible. Further, they also believed that they were willing to join conferences or workshops in their area.

The qualitative findings from the current study revealed some themes that were in congruence with the quantitative results in addition to some themes that were somewhat contradictory. First of all, while the participants obtained higher than average scores of overall teaching reflection in the quantitative part of the study, it was revealed that many of the participants in the interviews could not provide a thorough definition of reflective teaching or had a somewhat vague idea of it. Although they reported being familiar with the term in the interviews, more than half of the participants were not found to possess comprehensive knowledge of specific reflective teaching tools. On the other hand, some participants were found to be quite knowledgeable about reflective teaching and actively use reflective teaching tools in their practice. They further defined reflective teaching as a significant part of their practice, improving them professionally. This variation may stem from a lack of initiative for actively practicing teaching reflection at higher education institutions, which may have caused the participants to have a rather general idea of the concept rather than being able to fully understand it or apply it in their teaching using various tools.

In addition, it was revealed through the interview data that some participants also carried out reflection less frequently due to not having or having less teaching duties because of academic or administrative duties, due to being too busy, or due to things being quite automatized at their institutions, which lowered their motivation to approach classroom issues critically. Yet, it was revealed in the interviews that some instructors reported thinking about things they did and why or how they did them in addition to considering the weak and strong sides of their teaching, which might point to their practice of *metacognitive reflection*. Furthermore, most of the interview participants reported being in contact with their students both using formal means such as questionnaires, and informal means such as chatting with them after classes. They reported getting student feedback on classroom practices, focusing on building a good rapport with them, and creating good relationships with students, and nearly half of the participants also mentioned making changes in their practice based on student feedback. It may be deduced that all of these are qualitative findings that demonstrate *affective reflection* practices of the interviewees.

Critical reflection emerged as a sub-dimension that the participants reported frequently applying in the quantitative section, but no themes regarding critical reflection emerged from the qualitative data. This finding may not be surprising because issues pertaining to critical reflection such as political, socio-economical, gender, or race-related issues might be viewed as taboos in the Turkish culture, and the interviewees may not have felt comfortable discussing these during the interview. Furthermore, the high score gained in terms of critical reflection in the quantitative data may be due to the interviewees viewing themselves as individuals who are sensitive about these issues rather than their actual integration of such topics into their teaching.

Moreover, the interview participants reported being in regular contact with their colleagues to varying degrees and discussing issues such as lesson materials, student behavior, and problems related to the institution with them. In addition, some participants mentioned consulting colleagues in case of difficulties, carrying out lesson observations, or inviting colleagues to observe them. It was also observed that some participants preferred to consult colleagues who were friendlier, open to sharing, or experienced. In addition, most of the interviewees reported being open to making changes in their teaching practice based on discussions with colleagues. It might be stated that all these themes emerging from the qualitative data reflect the presence of *practical reflection* in the interviewees' teaching.

Finally, many interview participants mentioned joining professional development activities such as conferences, workshops, and talks organized by the professional development units of their institutions and the positive effects these had on their teaching. On the other hand, their level of participation in such events changed depending on availability, needs, and how busy they were. They appreciated activities that were applicable and useful to their contexts and those that focused on practice rather than theory. All of these qualitative findings may point to the practice of *cognitive reflection* by the interviewees.

Studies in the relevant literature also revealed similar results to the current study although not many studies in the Turkish context tried to disclose the reflective teaching practices of EFL instructors. First of all, in line with the qualitative findings from the current study, Kırmızı, and Tosuncuoğlu (2019) highlighted the need for better inclusion of reflective teaching skills and tools into teacher education programs and making it an integral part of teaching EFL. Similarly, it was found that EFL instructors were inclined to focus on the issues and problems they faced while carrying

out teaching reflection which was also a theme in the qualitative findings (Yüksel, 2013; Zulfikar & Mujiburrahman, 2017) and they reported positive changes in their practice resulting from teaching reflection (Genç, 2010; Hung & Thuy, 2021; Kırmızı & Tosuncuoğlu, 2019; Loan, 2019; Mede, 2010; Yüksel, 2013; Zulfikar & Mujiburrahman, 2017). In addition, lack of time, exhaustion, and a lack of awareness of reflective teaching tools were reported to be reasons for the lack of reflective practice as was the case in the qualitative findings (Hung & Thuy, 2021; Kırmızı & Tosuncuoğlu).

On the other hand, other studies that employed English Language Teaching Reflection Inventory (ELTRI) (Akbari et al., 2010) revealed different results regarding the sub-dimensions. For instance, although metacognitive cognition was identified as the highest scoring sub-dimension, similar to the current study in Pazhoman and Sarkosh's (2019) study, the sub-dimensions that followed were critical reflection, cognitive reflection, practical reflection, and affective reflection, respectively, showing differences to the current study. These differences may stem from the fact that the study was conducted in the Iranian context and with high school EFL instructors as opposed to the current study participants who are employed at universities in İstanbul. In Gözüyeşil and Soylu's (2014) study, however, the participants were found to score the highest for critical reflection, followed by cognitive reflection, practical reflection, metacognitive reflection, and affective reflection, respectively. Although Gözüyeşil and Soylu's (2014) study was also carried out with EFL instructors working at universities in Turkey, this difference might be attributed to the personal factors related to the participants or the participants of the current study being composed of mostly private university employees, or the relatively bigger sample size of the current study.

This study also revealed that reflective teaching practices of EFL instructors varied significantly in relation to gender and the presence or absence of classroom research activities in their practice. Firstly, it was found that female EFL instructors working at universities in İstanbul applied teaching reflection significantly more than male instructors. On the other hand, Gözüyeşil and Soylu's (2014) study did not support this finding as gender was not found to play a significant role in terms of teaching reflection in their study. Further, male EFL instructors were shown to possess significantly higher levels of teaching reflection in Afshar and Farahani's (2015) study, which shows that findings related to gender and reflective teaching in the literature are contradictory.

Another variable that was found to be significantly correlated with reflective teaching practices was found to be the application of classroom research. It was shown by the findings of the current study that instructors who conducted classroom research scored significantly higher than instructors who did not in terms of the practice of reflective teaching. It might be said that this finding is not surprising since classroom research was defined as one of the ways of carrying out cognitive reflection by Akbari et al. (2010), and its efficiency was demonstrated by many studies in the related literature (Gözüyeşil & Soylu, 2014; Qing, 2009).

On the other hand, some factors such as age, work experience, responsibilities at workplace, weekly workload, institution type, employment status, educational background, BA program, CELTA, DELTA, or TESOL completion, classroom or school visitation activities, the presence or absence of institutional support for professional development or the type of institutional professional development support were not found to significantly create any difference in teaching reflection. Yet, instructors between the ages of 30-39 were found to apply reflective teaching

practices more frequently than older or younger age groups. Although the studies in the literature did not examine reflective teaching in relation to certain age groups, this finding is somewhat contradictory to Afshar and Farahani's (2015) study which implied a positive correlation between reflective thinking, reflective teaching, and ageing.

In terms of teaching experience, while the current study did not reveal any significant correlations with teaching reflection, Afshar and Farahani's (2015) study identified teaching experience as a variable that positively correlated with reflective teaching. In the current study, however, instructors with 5-9 years of experience were found to score higher in terms of teaching reflection as compared to instructors with 0-4 years of experience, instructors with 10-14 years of experience, instructors with 20 years of experience or more, and instructors with 15-19 years of experience, respectively. This shows that contradictory findings exist in the literature regarding the correlation between reflective teaching and teaching experience.

Considering the other variables such as responsibilities at workplace, weekly workload, institution type, employment status, educational background, BA program, CELTA, DELTA, or TESOL completion, classroom or school visitation activities, the presence or absence of institutional support for professional development or the type of institutional professional development support, though, it might be said that although significant correlations were not found in the current study, studies that focused on these specific variables in relation to teaching reflection cannot be found in the related literature, either. On the other hand, though found to be statistically insignificant, it was revealed in the current study that instructors who carried out professional development activities such as classroom or school visitation and those who got supported by their institutions to join professional development activities had

higher scores in terms of the practice of teaching reflection, implying a positive correlation between PD activities and reflection. It might be said that this finding is not surprising since participating in professional development was identified as a type of cognitive reflection in Akbari et al.'s (2010) study. In addition, although not significant, instructors who only had academic or administrative duties were found to apply teaching reflection more frequently than instructors with teaching duties and academic or administrative duties, and instructors who solely had teaching responsibilities with or without being an advisor, respectively. Another interesting finding from the current study was that though insignificant, instructors who had 10-19 hours of weekly teaching workload seemed to adopt reflective teaching practices more commonly as compared to instructors who taught 0-9 hours and 20 hours and above, respectively.

5.1.3 EFL Instructors' Self-Efficacy Beliefs in Relation to Their Practice of Teaching Reflection

A high level of significant and positive correlation was discovered between the overall self-efficacy beliefs and reflective teaching practices of the participants in the current study. In other words, it was found that the more commonly the participants applied reflective teaching strategies, the more self-efficacious they were found to feel in terms of their teaching skills, and vice versa. Although no studies exploring the correlations between these two factors could be found in the Turkish context, some studies from the Iranian context were found to support these findings (Babaei & Abednia, 2016; Kurosh et al., 2020; Moradkani et al., 2017). In addition, the level of significance discovered between these two variables in the current study was quite similar to the level of significance discovered by Babaei and Abednia (2016), who defined it as "significant but weak" (p. 12). They further commented that this finding

was not surprising since some amount of skepticism was normal for instructors who carried out reflective teaching practices since they were used to viewing their teaching-related beliefs and practices critically, thus leading to somewhat lower levels of overall self-efficacy. It might be suggested that a similar situation might be observed in this study since Turkish and Iranian cultures share certain similarities.

On the other hand, when the correlations between the sub-dimensions of reflective teaching and overall self-efficacy beliefs were investigated in the current study, it was found that the lowest level of positive correlation was observed between self-efficacy and the sub-dimension of critical reflection. Somewhat similar results were obtained in Moradkhani, Raygan, and Moein's (2017) study in which significant positive correlations were discovered between self-efficacy beliefs and all sub-dimensions of teaching reflection except critical reflection. Moradkhani et al. (2017) defined this finding as an unsurprising one since socio-cultural, gender, or race-related issues were believed to be delicate issues in the Iranian culture, and the participants probably did not feel that these issues were to be included or incorporated into their teaching practices. It may be commented that a similar situation might have been present for the participants of the current study who may have found the components of critical reflection to be less crucial in their teaching.

On the other hand, the other sub-dimensions of reflective teaching were found to have the same level of significance in relation to self-efficacy in the current study, meaning that carrying out practical, cognitive, affective, or metacognitive reflection promoted the participants' feelings of self-efficacy to the same degree. When the correlations between overall reflective teaching practices and sub-dimensions of self-efficacy were considered, it was found out that the lowest level of significant correlation existed between teaching reflection and classroom proficiency. Thus, it

might be suggested that though significant, there was a weaker relationship between how efficacious the participants found themselves in terms of being able to use English for various classroom purposes and being able to model the correct use of the English language and to what extent they practiced reflective teaching. On the other hand, reflective teaching was found to correlate significantly to the same degree with the other sub-dimensions of self-efficacy, meaning that efficacy beliefs regarding learner-focused instruction, assessment, language instruction, culture, and materials positively and significantly affected the application of reflective teaching practices of the participants of this study to the same extent.

5.2 Conclusion

The aim of the current study was to identify the self-efficacy beliefs and reflective teaching practices of Turkish EFL instructors employed at universities in Istanbul. In addition, any possible relationships between these two variables were also investigated. The following conclusions can be reached based on the findings from this study. To begin with, Turkish EFL instructors working at tertiary-level institutions in Istanbul were found to display strong self-efficacy beliefs in terms of classroom proficiency, materials, assessment, culture, language instruction, and learner-focused instruction. In addition, the participants were revealed to carry out practices pertaining to metacognitive reflection, affective reflection, critical reflection, practical reflection, and cognitive reflection in varying but more than average frequencies. Furthermore, a significant positive correlation was uncovered in the current study between the variables of self-efficacy beliefs and reflective teaching practices, which means that adopting reflective practices into one's teaching promotes feelings of self-efficacy that EFL instructors possess, and instructors who feel more self-efficacious are more likely to employ reflective teaching practices. Furthermore, many factors were found to bear

significant effects on EFL instructors' levels of self-efficacy or their practice of teaching reflection such as educational background, conducting classroom research, conducting classroom or school visitation practices, the presence or absence of institutional support for professional development, responsibilities at workplace, and gender.

5.3 Practical Recommendations

Some practical recommendations pertaining to the findings from the current study and the discussion above were made for EFL instructors, policy makers and further research in the area. These recommendations can be found below.

5.3.1 Recommendations for Practitioners

To begin with, some practical recommendations could be made for EFL instructors. To begin with, EFL instructors are recommended to exchange ideas and feedback with their students and colleagues in a variety of ways and join professional development activities as frequently as possible since making more frequent use of such reflective practices in teaching was shown to promote feelings of self-efficacy and motivate EFL instructors to make necessary changes in their teaching practices which could lead to more satisfaction both on the part of instructors and students. On the other hand, EFL instructors may also be advised to identify the areas of their teaching practice for which they feel less self-efficacious and reflect on the reasons for these feelings and take the necessary actions to increase their sense of efficaciousness regarding these areas such as conducting classroom research, asking for help from colleagues, or reviewing the relevant literature. In addition, since institutional support of professional development endeavors was found to be a significant factor for EFL instructors, they can make more demands on their managers in terms of organizing and providing support for professional development

opportunities such as workshops, conferences, or teacher education courses based on the requests from the instructors. Furthermore, EFL instructors may also share their expertise on any EFL-related area with their colleagues by organizing workshops in their institutions and supporting the creation of a collaborative work environment in which sharing is valued. Moreover, educational institutions should get regular feedback from the teachers concerning their professional development needs. Upon identifying these needs, professional development activities such as workshops and conferences should be organized by the institutions. In addition, since EFL instructors were shown to possess different needs, their participation in these activities should be voluntary and not obligatory. These practical solutions may promote the feelings of self-efficacy experienced by EFL instructors and motivate them to be more reflective with regard to their teaching practices.

5.3.2 Recommendations for Policy Makers

Based on the findings and discussion provided above, some suggestions may be offered for policymakers. To begin with, since a lack of knowledge and expertise was highlighted in the current study regarding reflective teaching practices, it might be suggested that pre-service teacher education programs must put greater emphasis on reflective teaching and how it benefits to one's teaching practice as well as providing training to pre-service or novice EFL instructors on how to make use of various reflective teaching tools effectively in their classrooms, and how to shape their teaching in accordance with the results they obtain from such practices. Similarly, the Council of Higher Education and CPD (Continuing Professional Development) units of universities should provide training to EFL instructors to familiarize them with reflective teaching skills and strategies. Moreover, higher education institutions should organize the workload of EFL instructors to allow for flexibility for

participation in professional development activities and enable them to have enough time and energy to employ reflective teaching practices when necessary.

On the other hand, higher education institutions should promote the exchange of feedback among EFL instructors and between students and EFL instructors to enhance the level of collaboration at workplace. Such exchange of feedback may provide the basis for personal and professional development, thus acting as a tool that furthers feelings of efficaciousness among EFL instructors. Furthermore, the areas in which Turkish EFL instructors may seem to lack feelings of self-efficacy should be identified by policy-makers by getting regular feedback from both instructors and students, and instructors should be provided with opportunities for professional development that are easily reachable and affordable. In the same vein, it might be suggested that the Council of Higher Education may ensure that there is not a big gap in accessibility to tools and opportunities that will possibly benefit EFL instructors' feelings of self-efficacy and promote their adoption of reflective teaching strategies across different types of higher education institutions.

5.3.3 Recommendations for Further Research

The current study explored the self-efficacy levels and reflective teaching practices of Turkish EFL instructors employed at universities in İstanbul and any possible correlations between the two variables. It may be suggested that more studies that focus on the correlations between these two variables in the Turkish context should be carried out since no such previous research was found to exist. In addition, since the current study was limited to university-level EFL instructors working in İstanbul, new studies with Turkish EFL instructors may investigate these variables among participants from various regions or levels of education. Furthermore, there was a limited number of studies investigating self-efficacy and reflective teaching in

relation to certain variables in the relevant literature, and none for certain variables. Thus, new studies may focus on how reflective teaching practices of EFL instructors and their self-efficacy perceptions interact with certain personal or demographic factors. In addition, it might be suggested that there is a need for a bigger number of experimental studies examining these variables and the relationships between them since the related literature shows a lack of such studies concerning these variables.

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Appendix A

Background Information Form

English Language Teaching Self- Efficacy Beliefs and Reflective Teaching Practices of Turkish EFL Instructors

Dear colleagues,

I am carrying out an MA Thesis study under the consultancy of Asst. Prof. Ferdane DENKCI AKKAŞ at Istanbul Medeniyet University Institute of Graduate Studies, Department of Foreign Languages Teaching, English Language Teaching MA Program. Within the scope of the current study, English language teaching self-efficacy beliefs and reflective teaching practices of university-level EFL teachers in Turkey will be examined, and the relationships between the two variables, if any, will be uncovered.

For the purposes of the current study, you are kindly asked to complete the following survey. The answers that you provide will only be used for the aims of this study. It is of utmost importance that you answer each question sincerely. The survey includes three parts: Background Information Form, English Language Teacher Self-Efficacy Beliefs Scale, and English Language Teaching Reflection Inventory. It is estimated that completing the survey will take 10 minutes at most.

Thank you in advance for your participation in the study.

Ayşegül BAYRAM

Voluntary Participation:

- I accept that I am participating in this study voluntarily.

Section 1: Background Information Form

Please answer the questions below by choosing the most suitable option or writing short answers.

1. Age: _____
2. Gender: Female / Male
3. Are you a native speaker of English? Yes / No
4. Work experience (by years): _____
5. Type of institution that you currently work for: State – Public / Private
6. Employment status: Full time / Part time
7. Your current responsibilities at your institution (You can check more than one box):
 - I have administrative duties (Department Head, Coordinator etc.)
 - I have academic duties (Testing Office, Materials Design Office etc.)
 - I am an advisor
 - I am teaching
 - Other _____
8. Your weekly workload (by teaching hours): _____
9. Your educational background (the last degree completed):
 - B.A. degree
 - M.A. degree
 - Ph.D. degree

10. Your B.A. degree

- English Language Teaching
- Other related departments (Linguistics, English Language and Literature, Translation and Interpreting etc.)
- Other _____

11. If you have studied at a department other than English Language Teaching, do you have pedagogical formation/ teaching formation? Yes / No

12. In addition to your B.A./ M.A./ Ph.D. degree, have you been part of any other professional development activities (certificate programs, Professional Development Unit activities, teacher training courses etc.)? Yes / No

13. If your answer to the previous question is 'Yes', please choose the programs/ courses/ activities that you have been part of below: (You can check more than one box)

- CELTA
- DELTA
- Workshops
- Conferences
- Classroom/ school visitation
- Teacher exchange programs
- Classroom research
- Other _____

14. If you have been part of such programs/ courses/ activities, was your participation mostly voluntary or obligatory? Mostly voluntary / Mostly obligatory

15. Does your institution support your participation in professional development activities? Yes / No

16. If your answer to the previous question is 'Yes', how does your institution support your participation in professional development activities? (You can check more than one box):

- ☐ By providing financial support
- ☐ By giving the necessary permissions
- ☐ Other _____

Appendix B

English Language Teacher Self-Efficacy Scale (EL-TSES)

This scale aims to reveal the self-efficacy beliefs of English language teachers in terms of their teaching. Please answer the questions below based on your usual way of teaching English. Please use the answer key below and choose the option that best expresses your opinion about each of the following statements.

1. Strongly disagree
2. Disagree
3. Disagree somewhat
4. Agree somewhat
5. Agree
6. Strongly agree

	Strongly Disagree (1)	Disagree (2)	Disagree Somewhat	Agree Somewhat (4)	Agree (5)	Strongly Agree (6)
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Classroom Proficiency (7)

I can use English as the medium of instruction.						
I can use English for all classroom functions.						
I can use English to provide spoken feedback in class.						
I can use English to provide written feedback.						
I can model natural English use.						
I can use English to manage classroom interactions.						
I can use common phrases/words that frequently occur in English language classrooms.						
Learner-Focused Instruction (3)						
I can make appropriate use of learners' first language skills.						
I can apply my knowledge of the native language(s) spoken by students when teaching.						
I can use my knowledge about learner communities to guide instruction.						

Assessment (6)						
I can design appropriate assessment tasks.						
I can create appropriate tests to assess learners.						
I can connect assessments to stated learning objectives.						
I can make appropriate use of assessment results when teaching.						
I can use appropriate rubrics/rating scales to assess learners' skills.						
I can use various assessment techniques (e.g. performance based, portfolios, observation checklists, self-, peer- etc.).						
Language Instruction (4)						
I can apply my knowledge of the structure of words (morphology) when teaching.						
I can apply my knowledge of sentence and phrase structure (syntax) when teaching.						
I can apply my knowledge of word and sentence meaning (semantics) when teaching.						
I can apply my knowledge of the sound system of English (phonology) when teaching.						
Culture (3)						
I can use my knowledge of world cultures to guide instruction.						
I can use my knowledge about cultural values and beliefs when teaching.						
I can apply my understanding of the interrelationship of language and culture to inform instruction.						
Materials (3)						
I can use appropriate resources and materials.						
I can design and/or adapt materials for instruction.						
I can incorporate activities and materials that integrate listening, speaking, reading, and writing.						

Appendix C

English Language Teaching Reflection Inventory (ELTRI)

This inventory is devised with the aim of looking into your actual practices concerning reflective teaching. To that end, your careful completion of the inventory will definitely contribute to obtaining real data which is crucial for more accurate findings. Therefore, please check the box which best describes your actual teaching practices.

1. Never
2. Rarely
3. Sometimes
4. Often
5. Always

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
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Practical Reflection (6)

I have a file where I keep accounts of my teaching for reviewing purposes.					
I talk about my classroom experiences with my colleagues and seek their advice/feedback.					
After each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague.					
I discuss practical/theoretical issues with my colleagues.					
I observe other teachers' classrooms to learn about their efficient practices.					
I ask my peers to observe my teaching and comment on my teaching performance.					

Cognitive Reflection (6)

I read books/articles related to effective teaching to improve my classroom performance.					
I participate in workshops/conferences related to teaching/learning issues.					
I think of writing articles based on my classroom experiences.					
I look at journal articles or search the Internet to see what the recent developments in my profession are.					

I carry out small scale research activities in my classes to become better informed of learning/teaching processes.					
I think of classroom events as potential research topics and think of finding a method for investigating them.					
Affective Reflection (3)					
I talk to my students to learn about their learning styles and preferences.					
I talk to my students to learn about their family backgrounds, hobbies, interests, and abilities.					
I ask my students whether they like a teaching task or not.					
Metacognitive Reflection (7)					
As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.					
I think of the ways my biography or my background affects the way I define myself as a teacher.					
I think of the meaning or significance of my job as a teacher.					
I try to find out which aspects of my teaching provide me with a sense of satisfaction.					
I think about my strengths and weaknesses as a teacher.					
I think of the positive/negative role models that I have had as a student and the way they have affected me in my practice.					
I think of inconsistencies and contradictions that occur in my classroom practice.					
Critical Reflection (7)					
I think about the instances of social injustice in my own surroundings and try to discuss them in my classes.					
I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.					
In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.					
I think about the political aspects of my teaching and the way I may affect my students' political views.					
I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.					
I think about the ways gender, social class, and race influence my students' achievements.					
I think of outside social events that can influence my teaching inside the class.					

Appendix D

Semi-Structured Interview Form

INTERVIEW PROTOCOL

Subject of the Interview: English Language Teaching Self- Efficacy Beliefs and Reflective Teaching Practices of Turkish EFL Instructors

Place:

Day / Time:

Interviewee:

Dear Participant,

I am going to conduct an interview with you as part of the study named “English Language Teaching Self-Efficacy Beliefs and Reflective Teaching Practices of Turkish EFL Instructors”. As part of the study, I will ask you some questions to reveal your perceptions regarding self-efficacy, your application of reflective teaching practices, and any possible relationships between these two variables. The interview is expected to last around 25- 30 minutes.

Aim:

The current study aims to examine the perceived self-efficacy levels of Turkish EFL instructors working at the tertiary level and how and to what extent they adopt reflective teaching practices. Furthermore, it is aimed to reveal any possible correlations that may exist between these two constructs.

Data obtained through the interviews will not be used for any other purposes except academic research, and your identity will be kept confidential throughout the whole process. Furthermore, you have the right not to join the interview or to leave the interview at any point that you may wish to do so. Thank you in advance for your participation and invaluable contribution to the study.

Interview Questions

1. Can you introduce yourself?
 - a. *Can you tell me about your educational background?*
 - b. *Can you tell me about your previous experience as an EFL teacher?*
 - c. *How do you feel about teaching English?*
 - d. *In what ways has your teaching changed since you started to work as an EFL teacher?*
2. Do you find yourself efficient in teaching English?
 - a. *If yes, to what extent?*
3. Which aspects of your teaching do you feel more confident in? (using English effectively for pedagogic purposes, being learner-focused, assessment, language instruction, materials design, culture knowledge etc.)
 - a. *Why do you think you feel more confident in these areas?*
4. Do you think that any aspects of your teaching could be improved?
 - a. *If yes, which aspects are these? Why?*
 - b. *If yes, what are you planning to do in order to improve your teaching in those areas?*
 - c. *If no, why not?*
 - d. *Do you think that you have a supportive environment (institution/ colleagues) that helps improve your teaching? If yes, how do they support you?*
5. Are there any teaching tasks that you think you sometimes avoid or skip?
 - a. *If yes, which ones are these and why?*
6. Have you heard of the term “reflective teaching” before?
 - a. *If yes, what do you know about this concept?*

7. Are you involved in professional development activities like workshops, conferences, etc.?
 - a. *If yes, how often are you involved in such activities?*
 - b. *If yes, how do you feel about their contribution to your teaching skills?*
 - c. *If no, why not?*
8. Do you exchange ideas with your colleagues about your lessons/ teaching?
 - a. *If yes, which colleagues do you prefer to exchange ideas with? What motivates you to exchange ideas with them?*
 - b. *If yes, what do you usually talk about?*
 - c. *If yes, do you try to integrate what you learn from them into your teaching? Can you provide an example?*
 - d. *If no, why not?*
9. Do you get feedback from your students about your lessons?
 - a. *If yes, how often do you get feedback from them?*
 - b. *If yes, how do you get your feedback?*
 - c. *If yes, how does this affect your teaching? Can you provide an example?*
 - d. *If no, why not?*
10. Do you reflect on your teaching?
 - a. *If yes, why do you feel the need to reflect on your teaching?*
 - b. *If yes, when do you reflect on your teaching?*
 - c. *If yes, how do you reflect on your teaching?*
 - d. *If yes, when you reflect on your teaching, what aspects do you focus on?*
Why?
 - e. *If no, why don't you feel the need to reflect on your teaching?*

Appendix E

The Ethics Committee Approval

 İSTANBUL MEDENİYET ÜNİVERSİTESİ	T.C. İSTANBUL MEDENİYET ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ETİK KURULU KARARI
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Tarihi 01/02/2021	Sayı 2021/02-02
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ARAŞTIRMA BAŞLIĞI	English Language Teaching Self- Efficacy Beliefs and Reflective Teaching Practices of Turkish EFL Instructors (Türkiye’de İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin İngilizce Öğretmedeki Öz-Yeterlik İnançları ve Yansıtıcı Öğretim Uygulamaları)
ARAŞTIRMANIN TÜRÜ	Karma Yöntem Araştırması
ARAŞTIRMACI(LAR)	Öğr. Gör. Ayşegül Bayram Dr. Öğr. Üyesi Ferdane Denkçi Akkaş
KARAR	Etik açıdan uygundur.

Görevi	Kurul Üyeleri	İmza
Başkan	Prof. Dr. Halil İbrahim SAĞLAM	
Üye	Prof. Dr. Ahmet AKIN	
Üye	Prof. Dr. Özlem FEDALİ	
Üye	Prof. Dr. Çiğdem KILIÇ	
Üye	Doç. Dr. Yeşim GÜLEÇ ASLAN	
Üye	Doç. Dr. Özge CENGİZ	
Üye	Doç. Dr. Özcan Erkan AKGÜN	
Üye	Av. Fevziye DOĞRUEK	

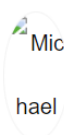
Appendix F

The Permission for Using English Language Teacher Self-Efficacy Scale (EL-TSES)

Michael Karas sent you a message on ResearchGate

e

Michael sent you a message



Michael Karas

The University of Western Ontario

Hello,

Thank you for your message and your kind words. I'm glad my thesis was helpful. Yes, please feel free to use the scale from my thesis. Your project sounds very interesting. Self-efficacy and reflective teaching have been minimally researched together. This will be a very useful project. If you would like to message me in the future, please email me at [redacted] (I don't check Research Gate as often). Take care!

Best,

Michael

[Reply on ResearchGate](#)

Appendix G

The Permission for Using English Language Teaching Reflection Inventory (ELTRI)

Permission to Use English Language Teaching Reflection Inventory



Ramin Akbari

Kime: Ayşegül BAYRAM








1.12.2020 Sal 02:51

Greetings

Of course, feel free to use any of my papers or instruments for your research projects. By the way, I have an instrument for L2 teacher efficiency published in RELC Journal; you can use it too if it helps.

Good luck with your project.

Best
Ramin

[Sent from Yahoo Mail for iPhone](#)

...



Ayşegül BAYRAM

Kime: [Redacted]







1.12.2020 Sal 02:19

Dear Professor,

I am a university level English instructor from Turkey and I am also an MA student in the English Language Teaching department of a state university. For my MA thesis, I'm considering studying the relationships between English language teacher self-efficacy beliefs and reflective teaching practices in the Turkish context. While investigating the relevant literature, I have read some of your studies and I would like to thank you for your illuminating work. In addition, I was wondering if it is possible for me to use the English Language Teaching Reflection Inventory which was developed and validated by you and your colleagues in your 2010 study 'Development of English language teaching reflection inventory'. Therefore, I would like to kindly ask for your permission to use this inventory to collect data for my MA thesis.

Thank you,
Instr. Ayşegül Bayram
Yalova University

Özgeçmiş

KİŞİSEL BİLGİLER

Adı Soyadı: Ayşegül İnce

Uyruğu: T.C.

EĞİTİM

Derece	Kurum	Mezuniyet Yılı
Lisans	Boğaziçi Üniversitesi, Eğitim Fakültesi, ELT	2012
Yüksek Lisans	İMU, Lisansüstü Eğitim Enstitüsü, Yabancı Diller Anabilim Dalı	devam ediyor

İŞ TECRÜBESİ

Tarih	Kurum	Görev
2012-2013	Collège François Grudè	Comenius Dil Asistanı
2013-2015	İstanbul Kemerburgaz Üniversitesi	Öğretim Görevlisi
2015-2021	Yalova Üniversitesi	Öğretim Görevlisi
2021-devam	Sabancı Üniversitesi	Öğretim Görevlisi

YABANCI DİLLER

İngilizce İleri Seviye

HOBİLER

Seramik, resim, ve yemek yapmak.