EFL TEACHERS' SENSE OF EFFICACY FOR LITERACY INSTRUCTION DURING COVID-19 IN TURKEY

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MASTER'S THESIS

Department of Foreign Languages Education
English Language Teaching Programme with Thesis
Advisor: Prof. Dr. Aysu Aryel ERDEN

İstanbul
T.C. Maltepe University
Graduate School
January, 2023

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JÜRİ VE ENSTİTÜ ONAYI

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6698 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

ETİK İLKE VE KURALLARA UYUM BEYANI

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ÖZET

TÜRKİYEDEKİ İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETMENLERİN COVİD-19 SÜRECİNDEKİ OKURYAZARLIK ÖĞRETİMİ ÖZ-YETERLİK ALGISI

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Bu çalışma, Covid-19 pandemisi döneminde Türkiye'de 2. Sınıftaki öğrencilere İngilizce öğreten öğretmenlerinin okuma yazma öğretimine yönelik öz-yeterlik inançlarını araştırmayı amaçlamaktadır. Mevcut çalışma karma araştırma yöntemini uygulamaktadır. Nicel veriler, 2020-2021 akademik yılı boyunca 103 2. sınıf EFL öğretmeninden, Tschannen-Moran ve Johnson (2011) tarafından oluşturulan Öğretmenlerin Okuryazarlık Öğretimi Özyeterlilik Algısı Ölçeği (TSELI) kullanılarak hem çevrimiçi hem de şahsen toplanmıştır. Anket sonuçlarına göre 6 katılımcı ile nitel verilerin toplanması için yarı yapılandırılmış görüşme yapılmıştır. Nitel veri analizi, kod oluşturmak ve içerik analizi için ATLAS.ti kullanılarak gerçekleştirilmiştir. Bu çalışmada elde edilen nicel sonuçlar, öğretmenlerin cinsiyetinin, okulların cinsinin ve bölgelerinin öğretmenlerin okuryazarlık öğretimine yönelik öz-yeterlik inançlarını etkileyen faktörler olduğunu göstermektedir. Öte yandan, öğretmenlerin yaş ve eğitim düzeyi, mezun oldukları fakülte ve hizmet içi süreleri, okuryazarlık öğretimine yönelik öz-yeterlik inançlarıyla ilişkili bulunmamıştır. Nitel sonuçlar İngilizce öğretmenlerinin genel olarak okuryazarlık öğretimi için öz-yeterlik inançlarını etkileyen toplam 24 faktör göstermiştir. Covid-19 döneminde öğretmenlerin okuryazarlık öğretimi için öz-yeterlik inançlarını etkileyen 14 faktör ifade ettikleri de gözlenmiştir. Online Öğretime Covid Adaptasyonu ve Öğretim Yöntemleri arası Sürekli Geçiş olmak üzere iki faktörün Covid-19 pandemi dönemine özgü olduğu gözlenmiştir.

Anahtar Sözcükler: Öz-yeterlik, Okuryazarlık Öğretimi, Covid-19

ABSTRACT

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Master's Thesis
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This study aims to investigate the self-efficacy beliefs of teachers of EFL teaching students in 2nd grade for literacy instruction in Turkey during the Covid-19 pandemic. The current study applies a mixed-method research design. The quantitative data is collected from 103 2nd grade EFL teachers during the 2020-2021 academic year both online and in person by using the Teachers' Sense of Self-efficacy for Literacy Instruction Scale (TSELI) created by Tschannen-Moran and Johnson (2011). According to the results of the survey, a semi-structured interview was held to gather qualitative data with 6 participants. The qualitative data analysis was carried out using ATLAS.ti to create codes and for content analysis. The quantitative results achieved in this study show that the gender of the teachers, the type and district of the schools are affecting factors of teachers' self-efficacy beliefs for literacy instruction. On the other hand, the age and education level, graduated faculty, and in-service time of teachers were found not related to their self-efficacy beliefs for literacy instruction. The qualitative results indicated a total of 24 factors affecting EFL teachers' self-efficacy beliefs for literacy instruction in general. It was also observed that teachers expressed 14 factors affecting their self-efficacy beliefs for literacy instruction during Covid-19. Two factors, Covid Adaptation to Online Teaching and Constant Switch Teaching Modality, were observed to be unique to the Covid-19 pandemic period.

Keywords: Self-efficacy, Literacy Instruction, Covid-19

GENİŞLETİLMİŞ TÜRKÇE ÖZET

TÜRKİYEDEKİ İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETMENLERİN COVİD-19 SÜRECİNDEKİ OKURYAZARLIK ÖĞRETİMİ ÖZ-YETERLİK ALGISI

Bu çalışmada Covid-19 döneminde Türkiye'de 2. sınıftaki öğrencilere İngilizce öğreten öğretmenlerin okuryazarlık öğretimi öz-yeterlik inançlarını gözlemlemek amaçlanmıştır. Çünkü öğretmenler öğrencilere uygun materyal ve etkinlikleri seçip planlayarak olumlu bir öğrenme ortamı yaratıp öğretim kalitesinde önemli bir rol oynamışlardır (Moon, 2000). Mevcut çalışmada, araştırma sorularını mümkün olan en iyi şekilde cevaplayabilmek için karma yöntemli bir araştırma tasarımı uygulanmıştır. Çalışmada, örneklem havuzundan sonuçlar çıkararak popülasyonun özelliklerini tanımlamak için kesitsel bir tasarım izlenmiştir. Anket sonuçlarına göre, seçilen katılımcılardan nitel verilerin toplanması için yarı yapılandırılmış bir görüşme yapılmıştır. Ankete katılan katılımcılar arasında İstanbul'dan 5 farklı ilçeden -Şişli, Beşiktaş, Kağıthane, Sultangazi ve Arnavutköy- hem özel okullar hem de MEB okullarının öğretmenleri yer almıştır. Bu ilçeler, Sanayi ve Teknoloji Bakanlığı (2019) tarafından İstanbul İlçeleri Sosyo-Ekonomik Kalkınma Sıralaması'na göre seçilmiştir. Tschannen-Moran ve Johnson (2011) tarafından oluşturulan TSELI Ölçeği'ni tamamlayarak toplam 123 katılımcı çalışmaya katılmıştır. Ancak katılımcılardan toplanan verilerin sadece 103 tanesi veri analizi aşamasına uygun bulunmuştur. Görüşme için katılımcılardan 6 tanesi görüşme için bir tarih belirlemeyi onaylayarak çalışmanın ikinci yarısında yer almayı kabul etmiştir. Katılımcıların ilk elden deneyimlerini gözlemleyebilmek için ayrıntılı bir yarı yapılandırılmış görüşme oluşturulmuştur.

Tschannen-Moran ve Johnson (2011) tarafından oluşturulan TSELI Ölçeği'nden toplanan veriler SPSS 23 istatistik paketi programına işlenmiştir. Verilerin dağılımı incelenmiş ve eksik değer sorunu olmadığı gözlemlenmiş, ancak bir aykırı değer olduğu için toplanan verilerden çıkarılmıştır. Ölçeğin güvenirliğini test etmek amacıyla Cronbach's Alpha güvenirlik analizi yapılmıştır. Okuryazarlık öğretiminde öğretmenlerin öz-yeterlik inançlarını ölçmek amacıyla ölçekten elde edilen veriler arasındaki farklar karşılaştırılmadan önce çarpıklık ve basıklık değerleri ölçülmüştür. Test varyanslarının

homojenliği, yani Levene homojenlik testi sonuçlarının normal dağıtıldığı gözlemlenmiştir. TSELI'nin verilerini tanımlamak için betimsel istatistiklerden yararlanılmıştır. Öğretmenlerin farklı demografik gruplarını okuryazarlık öğretimi öz yeterliklerine göre değerlendirmek için t-Testleri ve ANOVA kullanılmıştır. Görüşme sonuçları içerik analizi kullanılarak incelenmiştir. Nitel veri analizi, kodların oluşturulması ve içerik analizi için ATLAS.ti kullanılarak gerçekleştirilmiştir.

Bu çalışmada elde edilen nicel sonuçlar öğretmenlerin cinsiyetinin, okulların türünün ve bölgelerinin, İngilizce öğretmenlerinin okuryazarlık öğretimi öz-yeterlik inançlarını etkileyen faktörler olduğunu göstermiştir. Öte yandan, İngilizce öğretmenlerinin yaş, eğitim düzeyi, mezun oldukları fakülte ve hizmet içi sürelerinin okuryazarlık öğretimi öz-yeterlik inançlarıyla ilişkili olmadığı gözlemlenmiştir.

Nitel sonuçlar İngilizce öğretmenlerinin hem genel hem de Covid-19 sırasında okuryazarlık öğretimi öz yeterlilik inançlarıyla ilişkili olduğuna inandıkları faktörlerin ayrıntılarını ortaya koymuştur. Öğretmenlerin öz-yeterlik inançları yaşadıkları duruma göre farklılık gösterdiğinden, EFL öğretmenleri tarafından üçü betimsel analiz yoluyla elde edilen sonuçlarla ilişkili olmak üzere toplam 24 faktörden bahsedilmiştir. Öğretmenler, Sağlanan İmkanlar, Kaynaklar (Materyaller), Ders Süresi / Ders Saatleri, Sınıf Büyüklüğü / Sayısı gibi bağlamsal faktörlerden ve Öğrenci Geçmiş Bilgisi, Öğrenci Adaptasyonu / Motivasyonu, Öğrenci Özel İhtiyaçları, Öğrenci Öğrenimi, Yabancı Öğrenciler ve Öğrenci Etkileşimi / Katılımı gibi öğrenciyle ilgili faktörlerden bahsetmiştir. Ayrıca, Öğretim Tercihleri, Öğretim Stratejileri, Öğretmen Adaptasyonu, Ebeveyn Katılımı, Teknoloji Kullanımı, Ortak Öğretim, Mesleki Gelişim ve Kişilik Özellikleri (Açık Fikirlilik, Uyumlu, Rahat) gibi öğretmenlerle ilgili faktörleri kullanmışlardır. Hemen hemen tüm faktörler bir şekilde diğer faktörleri etkilediği için faktörlerin çoğu birlikte kullanılmıştır.

Daha önce de belirtildiği gibi okul bölgesinin İngilizce öğretmenlerinin okuryazarlık öğretimi öz-yeterlik inançlarını etkileyen bir faktör olduğu bulunmuştur. Görüşmeye katılan öğretmenlerden üçü bu bulguya katılmıştır. Bununla birlikte, öğretmenler daha yüksek sosyoekonomik bölgelerde daha iyi fırsatlara sahip olduklarını belirtseler de daha düşük sosyoekonomik seviyeli bir bölgede öğretmenlik yapmaktan daha fazla keyif aldıklarını ifade etmişlerdir.

İngilizce öğretmenlerinin çalışmakta olduğu okul tipinin, okuryazarlık öğretimi öz-yeterlik inançlarıyla ilişkili olduğu gözlenmiştir. Görüşmeye katılan öğretmenlerin hepsi devlet okullarında öğretmenlik yapmaktadır. Öğretmenlerden ikisi okul tipinin bir fark yaratmayacağını düşünmektedir. Öğretmenlerin üçü okuryazarlık öğretimi öz-yeterlik inançlarına yardımcı olacağı konusunda hemfikirdir. Bir vakada öğretmen, devlet okulunda olmanın özel okullardan daha rahat olduğunu belirtmiştir.

Bu çalışmanın sonuçları, öğretmenlerin cinsiyetini öğretmenlerin okuryazarlık öğretimine yönelik öz-yeterlik inançlarını etkileyen bir faktör olarak ortaya koymuştur. Görüşmeye katılan tüm öğretmenler, cinsiyetin okuryazarlık eğitimi ve genel olarak öğretim söz konusu olduğunda herhangi bir fark göstermediğine inanmaktadır. Ancak katılımcılardan üçünün anketten elde edilen nicel sonuçlarla hemfikir oldukları şeklinde yorumlanabilecek örnekler verdikleri gözlenmiştir. İki kadın katılımcı erkek öğretmenlerin okuryazarlık öğretimi için daha yüksek öz-yeterlik inançlarına sahip olmasının kendilerinin sınıf dışında bile öğrencilerine gösterdikleri yoğun ilgi, erkek öğretmenlerin bu çalışmada kullanılan gibi anketleri göz ardı etmeleri veya Dunning-Kruger sendromu deneyimlemeleri sebebiyle olabileceğine inanmışlardır.

Görüşmeye katılan İngilizce öğretmenleri, Covid-19 sırasında deneyimleri için yeni ve daha önce bahsedilen bazı faktörleri dile getirmişlerdir. Online Öğretime Covid Adaptasyonu ve Öğretim Yöntemi Arası Sürekli Değişim olmak üzere iki faktörün Covid-19 pandemi dönemine özgü olduğu gözlenmiştir. Bahsi geçen faktörler tüm görüşmecileri etkileyen faktörler olarak gözlemlenmiştir. Tüm katılımcılar, çevrimiçi öğretim nedeniyle karşılaştıkları zorluklar hakkında ayrıntılı olarak konuşmuşlardır. Pandemi zihniyetiyle birlikte gelen deneyimsizliğin, öğretmenlerin öğretim anlayışlarını etkilediği ve olup biten her şeye uyum sağlamaya çalışma sürecinde okuryazarlık öğretimi öz-yeterliliklerini etkileyen yeni bir öğretim biçimine ittiği gözlemlenmiştir. Öğretmenler öğretim yöntemini her değiştirdiklerinde, okuryazarlık eğitimi öz-yeterlik inançlarını etkileyecek şekilde yeniden uyum sağlamaya zaman ayırmak zorunda kalmışlardır. Öğretmenlerin zamanla duruma uyum sağlayabildikleri gözlenmiştir.

Görüşmeye katılan İngilizce öğretmenleri, ayrıca Covid-19 döneminde okuryazarlık öğretimi öz-yeterlik inançlarını etkileyen faktörler olarak Öğrenci Etkileşimi / Katılımı, Öğretmen Uyumu, Öğrenci Uyumu / Motivasyonu, Ders Süresi / Ders Saatleri, Teknoloji Kullanımı, Veli Katılımı, Sağlanan İmkanlar, Ödev, Kaynaklar (Materyaller), Sınıf

Büyüklüğü / Sayısı, Öğrenci Öğrenmesi, Kişilik Özellikleri (Açık Fikirlilik) faktörlerden tekrar bahsetmiştir.

Covid-19 sırasında öğretmenlerin deneyimlediği öğrencilerle ilgili faktörler çoğunlukla öğrencilerin katılım sıkıntısı, derslere ilgilerinin çekilememesi ve öğrenmelerinin kontrol edememesi ile ilgilidir. Covid-19 sırasında teknoloji kullanımı sınırlı olan kaynak ve olanaklarla ilgili sorunlardan dolayı öğretmenler, bunun sıkıntılara yol açtığını belirtmiştir. Bununla birlikte, değişim fikrine açık olan öğretmenlerin daha kolay adapte olabildiği gözlemlenmiştir. Öğretmenlerden ikisinin ebeveynlerin katılımı konusunda endişelerini ifade etmiş ve bunu bir stres nedeni olarak görmüşlerdir. Öğretmenler ödev vermekte zorlandıklarını bunun sebebi olarak da öğrencilerine ödev verdikleri zaman ödevi öğrenciler tarafından mı yapıldığını yoksa ebeveynlere tarafından mı yapıldığını anlayamadıklarını ve öğrenci öğrenmesini takip edemedikleri belirtmiştir. Öğretmenler ayrıca pandemi nedeniyle ayarlanan yeni ders saatleriyle ilgili sorunlarını dile getirmişlerdir. Yeni belirlenen saatleri yeterli bulmadıklarını ve bunun öğrenci öğrenmesindeki eksikliğe yol açtığını ve sınıf yönetimini olumsuz yönde etkileyen bir neden olduğuna inandıklarını ifade etmişlerdir. Öğretmenlerin iş yükü, sahip oldukları sınıf sayısı ve çevrim içi ve hibrit öğretim için yapmak zorunda oldukları yeni hazırlıklar nedeniyle de artmıştır.

İngilizce öğretmenleri, okuryazarlık öğretimi öz-yeterlik inançlarını geliştirmek için dikkate alınmasını istedikleri bazı önerileri dile getirmiştir. Yapılan sonuçlar 9 kod altında toplanmıştır: Tesisler, Ders Süresi / Sınıf Saatleri, Öğrenci İlgi / Katılımı, Kaynaklar (Materyaller), Ebeveyn Katılımı, Mesleki Gelişim, Sosyoekonomik Düzey, Okul Miktarı / Sınıf Büyüklüğü ve Hiçbiri.

Öğretmenlerden dördü daha fazla materyale ve daha iyi olanaklara ihtiyaç duyduklarını belirtmiştir. Bu tür kaynakların eksikliğinin, öğrencilere ulaşmayı sınırladığını hissettikleri için öğretimlerini etkilediğini açıklamışlardır. Öğretmenlerden biri, öğrenci sayısından ve öğrencileriyle geçirdikleri sınırlı zamandan şikayet etmiş ve daha fazla okul açılması durumunda, sınıflarındaki öğrenci sayısını azaltacağını ve bunun da tüm öğrencilerine bireysel olarak odaklanabilmelerine yardımcı olacağını düşünmektedir. Öğretmenlerden dördü ayrıca ders süresinin artırılması ve makul sayıda sınıfların derslerini daha iyi yürütmelerine yardımcı olacağına inandığı için sorumlu oldukları sınıf sayısının azaltılmasını önermiştir. Öğretmenlerden biri, öğrencilerin ailelerinin ve

ilçelerin sosyoekonomik düzeylerinin iyileştirilmesi gereken hususlar olduğunu ifade etmiş ve düşük sosyoekonomik bölgelerden gelen ebeveynlerin çocuklarına daha fazla değer vermeleri gerektiğini ve ilçelerin koşullarının öğrencilerin, ailelerin ve öğretmenlerin ihtiyaçlarını karşılayabilmeleri için iyileştirilmesi gerektiğine inanmaktadır. Öğretmenlerden ikisi, öğretmenliğin tek başına yeterli olmadığını, öğrencilerin kendilerini geliştirme sorumluluğuna sahip olmaları gerektiğini ve derslere daha fazla dahil olmaya çalışmaları gerektiğini ifade etmiştir. Öğretmenlerden bir tanesi okuryazarlık öğretimi öz yeterlilik inançlarını artırmak için hiçbir iyileştirmeye gerek olmadığına inanmaktadır. Son öneri olarak öğretmenlerden biri yaptıkları işte daha iyi olmak için daha fazla hizmet içi eğitim ve mesleki gelişim imkanları istemiştir. Bazı öğretmenler, belirttikleri önerilerin hiçbirinin gerçekleşmeyeceği inancında olduğu için, okuryazarlık öğretimi öz yeterliliklerinde iyileştirmeler isteme konusunda tereddütlü oldukları anlaşılmıştır.

TABLE OF CONTENTS

JÜRİ VE ENSTİTÜ ONAYI ii
ETİK İLKE VE KURALLARA UYUM BEYANI iii
ACKNOWLEDGEMENT iv
ÖZET v
ABSTRACT vi
GENİŞLETİLMİŞ TÜRKÇE ÖZET vii
TABLE OF CONTENTS xii
LIST OF TABLES xvii
LIST OF FIGURES xviii
ABBREVIATIONS xix
1. INTRODUCTION 1
1.1 Statement of the Problem 1
1.2 Purpose of the Study 3
1.3 Significance of the Study 4
1.4 Assumptions 5
1.5 Limitations 5
2. LITERATURE REVIEW 7
2.1 Teaching Profession 7
2.1.1 General competencies for teaching profession 7
2.1.2 Subject area competencies for teaching profession 8
2.2 Self-Efficacy 8
2.2.1 Social cognitive theory 9

2.2.2 Self-efficacy beliefs 11
2.2.3 Processes of efficacy beliefs 12
2.2.4 Sources of efficacy beliefs 15
2.3 Teacher Efficacy 17
2.3.1 Sources of efficacy beliefs 19
2.3.1.1 Measures based on the RAND study 20
2.3.1.2 Measures based on social cognitive theory 21
2.4 New Measures of Teacher Efficacy 24
2.4.1 Ohio state teacher efficacy scale 25
2.4.2 Teacher's sense of self-efficacy for literacy instruction scale 26
2.4.2.1 Literature related to teacher's sense of self-efficacy for literacy instruction scale 28
2.5 Covid-19 32
2.5.1 Covid-19 and education 33
2.5.2 Covid-19 and families 34
2.5.3 Covid-19 and teachers 36
2.5.3.1 Teachers' self-efficacy beliefs during covid-19 38
3. METHODOLOGY 41
3.1 Research Model 41
3.2 Sampling 42
3.3 Data Collection 42
3.3.1 Teachers' sense of self-efficacy for literacy instruction scale 42

3.3.2 Semi-structured interview 43

3.3.3 Data collection procedure 45

3.4 Data Analysis 48

4. FINDINGS AND DISCUSSION 50

4.1 Findings 50

4.1.1 Findings of the demographic information 50

4.1.2 Findings of the district information 54

4.1.3 Findings of the interview 55

4.1.3.1 Interview question 1 – could you evaluate your self-efficacy for literacy instruction? 55

4.1.3.2 Interview question 2 – do you think your school's student profile and the environment it is in have an impact on your literacy instruction self-efficacy? 75

4.1.3.3 Interview question 3 – would there be a change in your literacy instruction self-efficacy if you worked in a private school instead of a public school / worked in a public school instead of a private school? 78

4.1.3.4 Interview question 4 – as a female/male teacher, do you think your gender has an effect on your literacy instruction self-efficacy? 80

4.1.3.5 Interview question 5 – can you compare how education and your literacy instruction self-efficacy were affected before and during the Covid-19 pandemic? 81

4.1.3.6 Interview question 6 – under what circumstances your self-efficacy beliefs for literacy instruction would be higher? 98

4.2 Discussion 105

4.2.1 Discussion of the demographic and district information 105

4.2.1.1 Gender 105

4.2.1.2 Age 106

4.2.1.3 Education level 106

4.2.1.4 Faculty 107

4.2.1.5 In-service time 107

4.2.1.6 School type 108

4.2.1.7 School district 109

4.2.2 Discussion of the interview 110

4.2.2.1 Interview question 1 – could you evaluate your self-efficacy for literacy instruction? 110

4.2.2.2 Interview question 2 – do you think your school's student profile and the environment it is in have an impact on your literacy instruction self-efficacy? 122

4.2.2.3 Interview question 3 – would there be a change in your literacy instruction self-efficacy if you worked in a private school instead of a public school / worked in a public school instead of a private school? 124

4.2.2.4 Interview question 4 – as a female/male teacher, do you think your gender has an effect on your literacy instruction self-efficacy? 125

4.2.2.5 Interview question 5 – can you compare how education, and your literacy instruction self-efficacy were affected before and during the Covid-19 pandemic? 126

4.2.2.6 Interview question 6 – under what circumstances your self-efficacy beliefs for literacy instruction would be higher? 136

5. CONCLUSION AND IMPLICATIONS 141

REFERENCES 147
APPENDICES 164
Appendix.1 Teachers' Sense of Efficacy for Literacy Instruction Scale..... 164
Appendix.2 Interview Questions 165
Appendix.3 Permisson to Use TSELI Scale 166
Appendix.4 Permisson for Survey and Research from Governorship of İstanbul.... 167
CURRICULUM VITAE..... 168

LIST OF TABLES

Table 1. Timeline of Teaching Modality Switches 46

Table 2. Independent Samples t-Test results of the relationship between teachers' sense of efficacy for literacy instruction and gender 50

Table 3. One Way ANOVA results of the relationship between teachers' sense of efficacy for literacy instruction and age 50

Table 4. Independent Samples t-Test results of the relationship between teachers' sense of efficacy for literacy instruction and education level 52

Table 5. One Way ANOVA results of the relationship between teachers' sense of efficacy for literacy instruction and in-service time 52

Table 6. Independent Samples t-Test results of the relationship between teachers' sense of efficacy for literacy instruction and school type 53

Table 7. One Way ANOVA results of the relationship between teachers' sense of efficacy for literacy instruction and the faculties they graduated 53

Table 8. One-Way ANOVA results of the relationship between teachers' sense of efficacy for literacy instruction and the school district they work in 54

LIST OF FIGURES

Figure 1. Means of TSELI based on age..... 51
Figure 2. Means of TSELI based on Graduated Faculty 54

ABBREVIATIONS

ANOVA : Analysis of Variance

EBA : Education Information Network

ELA : English Language Arts

EFL : English as a Foreign Language

GTE : General Teaching Efficacy Beliefs

IEP : Individualized Education Program

MoH : Ministry of Health

MoNE : Ministry of National Education

OSTES : Teacher Ohio State Teacher Efficacy Scale

PTE : the personal teaching efficacy Beliefs

RAND : Research and Development

RTEI : Reading Teaching Efficacy Instrument

RSA : Responsibility for Student Achievement

SEB : Self-Efficacy Beliefs

SPSS : Statistical Package for the Social Sciences

TES : Teacher Efficacy Scale

TLC : Teacher Locus of Control

TSELI : Teacher's Sense of Self-efficacy for Literacy Instruction Scale

TSELI-SR : Teacher Sense of Efficacy for Literacy Instruction of Struggling Readers

TSES **:** Teachers’ Sense of Efficacy Scale

UNESCO **:** United Nations Educational, Scientific and Cultural Organization

UNICEF **:** United Nations International Children's Emergency Fund

WHO **:** World Health Organization

1. INTRODUCTION

Learning a foreign language at an early age has many benefits like improving the mental development of children and helping them be more flexible with their thinking. These benefits are the reason why many countries start teaching a foreign language to students at a young age. With this in mind, Turkey added the 'Teaching English to Young Learners I' and 'Teaching English to Young Learners II' courses to the English Language Teaching programs in the 2006-2007 academic year to be able to train qualified teachers to teach young learners (Kırkgöz, 2007).

Starting in 1997, the grade to start learning a foreign language in schools was lowered to Grade 4 in Turkey (Haznedar & Uysal, 2010). However, in 2012, according to the resolution numbered 69 by the Board of Education on 25.06.2012, the grade to start teaching a foreign language was further changed from 4th grade to 2nd grade (MoNE, 2012). With the same resolution, it was decided that primary school students take 2 hours of foreign language education per week.

1.1 Statement of the Problem

It is very important to meet some conditions to assure learning like the curriculum and textbooks suitable for the young learners' levels and of course employ teachers who can combine multiple competencies and motivate young learners.

In this manner, teachers play a essential role in the quality of teaching by creating a positive learning environment by selecting and planning materials and activities suitable for students (Moon, 2000). The research about the effects of the teachers' abilities on learners' success revealed that learners who had been taught by teachers with high skills are more successful than learners taught by teachers with low skills (Darling-Hammond, 2000).

Thus, it is assumed that teachers' ability has a positive effect on learners' success. The qualities needed by teachers are defined as teacher competencies which are defined as *"the knowledge, skills, values and attitudes that teachers need to have to be able to perform their teaching profession effectively and productively" (MoNE, 2017, p.4).*

Teachers with these competencies play a vital way in "improving students' achievement and personal development" (MoNE, 2017, p.4). However, Bandura (1997) argues that the beliefs are "*more powerful than one's actual abilities for the task in the hand in influencing people's level of motivation, affective states, and actions"* (p.3).

Bandura (1994) suggests that there are sources to improve self-efficacy beliefs. Bandura's (1994) suggests four main sources of influence on people's self-efficacy beliefs. The first source is mastery experiences, and it is known to be the most effective. The second source is vicarious experiences provided by social models. Social persuasion is the third source for self-efficacy beliefs. And finally, Bandura's fourth source is psychological and affective state.

With Bandura's work on self-efficacy (1977, 1994, 1997), many pieces of research were made and are still being made about self-efficacy beliefs in sports, health, art, and education. Teacher efficacy is related to teachers' beliefs about their teaching. Teacher efficacy is defined by Ashton (1985) as the *"teachers' belief in their ability to have a positive effect on student learning"* (p. 142). Guskey and Passaro (1994) explain teachers' self-efficacy as their *"belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated"* (p. 4).

Several methods of measuring teacher efficacy are developed over the years (Armor et al., 1976, Ashton et al., 1982, Gibson and Dembo, 1984; Guskey, 1987; Enochs and Riggs, 1990, Tschannen-Moran and Woolfolk Hoy 2001) to measure teacher's self-efficacy. However, none of these teacher efficacy measurement instruments is subject-specific. Subject-specific instruments are important to measuring self-efficacy beliefs of teachers as teachers can have different efficacy beliefs towards different parts of teaching and *"they can be expected to feel more or less efficacious under different circumstances"* (Tschannen-Moran et al., 1998, p. 228). Bandura's (2001a) suggestion of "*Scales of perceived self-efficacy must be tailored to the particular domains of functioning that are the objects of interest*" (p.1) supports this claim as well.

All things considered, Tschannen-Moran and Johnson (2011) developed the Teacher's Sense of Self-efficacy for Literacy Instruction Scale (TSELI) "*to provide a means for researchers to examine this subject-specific aspect of teachers' sense of self-efficacy*" (p.

754). TSELI scale emphasizes the "*assessment of current capability*" (Tschannen-Moran and Johnson, 2011, p. 754) based on Bandura's (1997) warning of capturing the current capabilities. For this reason, the instructions of the scale specifically ask "*Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position*" (Tschannen-Moran and Johnson, 2011, p. 754). This study takes place during Covid-19 pandemic which is believed to have an effect on teachers' current capabilities. One of the ways Covid-19 affected teachers is the switch to online teaching and learning.

Due to Covid-19 affecting many countries, Turkey decided to switch to online learning for the 2019-2020 spring semester to prevent the spread of Covid-19 (MoNE, 2020a) and completed the term through online learning. The reason behind such decision is based on the fact that the virus spreads mainly from one person to another with direct contact of droplets mostly generated by coughing, sneezing and speaking. (WHO, 2020a). The fact that there was no vaccine or drug for the disease, and up to two weeks of incubation time, it was evident that the uncertainty of the situation caused confusion and concerns. Teachers, just like the rest of the public, shared the same concerns about their own health, their family's health and of course their student's health.

For the 2020-2021 academic year, Minister of National Education Selçuk announced, "*Schools will begin on August 31 as distance education and "gradual and reduced" face-to-face education … Students who are not able to get face-to-face education will continue to follow their classes from distance education*" (MoNE, 2020b, para. 4). Throughout the 2020-2021 academic year, the education switched between face to face and distance multiple times depending on the severity of Covid-19 cases. The uncertainty of how long each switch will last puzzled many teachers and their way of conducting their lessons.

1.2 Purpose of the Study

This study aims to observe the self-efficacy beliefs of teachers of EFL teaching students in 2nd grade for literacy instruction in Turkey during Covid-19. The 2nd grade is emphasized in this study because it is when students first meet English as a foreign language. This period is crucial to the results because the situation we are in due to the

pandemic also has a great impact on the education system, students, schools, and of course teachers. In light of the current situation the research questions are as follows:

1. To what extent sense of self-efficacy for literacy instruction is based on gender, age, education level, in-service time, graduated faculty, and workplace of the teachers?

2. What are the self-efficacy beliefs of teachers of EFL teaching students in 2nd grade for literacy instruction during the Covid-19 pandemic and

3. How are the self-efficacy beliefs of teachers of EFL teaching students in 2nd grade for literacy instruction affected?

1.3 Significance of the Study

Teachers are one of the most significant parts of the education system. Their qualifications, abilities, and competencies are "*the keys to improving students' achievement and personal development*" (MoNE, 2017, p.4). Exploring what teachers think of their skills can be an indicator of how well they can conduct their teaching.

According to Bandura (1977, 1997), the beliefs of one's abilities are powerful enough to impact performance. For this reason, Tschannen-Moran and Johnson (2011) suggest that "*self-efficacy beliefs can therefore become self-fulfilling prophesies, validating either beliefs of capability or of incompetence*" (p.751).

However, teachers can have different efficacy beliefs towards different parts of teaching. As their efficacy beliefs change according to their expertise in the field, preparation beforehand, students, and to the subject area (Raudenbush et al., 1992; Ross et al., 1996; Ross et al., 1999). Thus, Bandura (2001a) suggests: "*Scales of perceived self-efficacy must be tailored to the particular domains of functioning that are the objects of interest*" (p.1). Literacy instruction is one of the subject-specific areas that contributes to teachers' self-efficacy beliefs (Tschannen-Moran and Johnson, 2011).

Therefore, exploring the self-efficacy beliefs of teachers for literacy instruction can be an indicator of their actions in class as "*effective action depends, in part, on one's perceived self-efficacy that the knowledge and skills needed to perform the task can be mobilized*

successfully under varied and unpredictable circumstances" (Tschannen-Moran and Johnson, 2011, p.752).

During Covid-19 pandemic, many unpredictable situations took place. Teachers as part of the society also experienced many of the problems caused by the pandemic. Therefore, by exploring the teacher's self-efficacy beliefs for literacy instruction during this time, their state of mind can be examined and it can be seen whether this virus is affecting the way they are teaching and if so how it is affecting teachers' actions as these sudden shifts had disrupted their routines greatly (Ashton, 2022).

1.4 Assumptions

This study aims to gather data from teachers of EFL teaching students in 2nd grade about their self-efficacy beliefs for literacy instruction. It is assumed that the participants of this study will provide accurate and honest information regarding their answers to the survey and the interview. It is assumed that the scale and the interview questions used for teachers' self-efficacy beliefs for literacy instruction would yield valid and reliable results. Therefore, it is also assumed the data collected from the survey and the interviews will provide an overview of the effects of the pandemic on teachers' self-efficacy beliefs for literacy instruction.

Furthermore, it is assumed that not all teachers have the same level of confidence, preparation, experience, or knowledge towards online education; it is expected that the teachers' self-efficacy beliefs for literacy instruction are affected by many factors.

1.5 Limitations

This study aims to explore the self-efficacy beliefs of teachers for literacy instruction which is one of the subscales of teacher efficacy beliefs. It is beyond the scope of this study to observe and analyze the other subscales of teacher efficacy beliefs, such as student engagement, instructional strategies, and classroom management.

The data for this study is collected through TSELI Scale. This can be considered a limitation of the study as using a different type of scale could result in different findings. The current study only collected data from teachers of EFL teaching students in 2nd grade.

Because the sample pool is limited to these teachers the results achieved cannot be extended to teachers from other levels of education like middle schools or high schools. Moreover, the number of participants in the study is limited to 103 due to the pandemic restrictions.

2. LITERATURE REVIEW

2.1 Teaching Profession

Children learn and acquire the knowledge and skills necessary to participate in society from school. The school is where they develop their cognitive functioning and competencies. Creating a suitable learning environment is mainly the responsibility of the teacher (Bandura, 1994). That's why, teachers are one of the most crucial determinants to achieve quality results in the education system (MoNE, 2017). They are role models for students and they spend a great amount of time on students' achievements (MoNE, 2017; Brookover et al. 1978). They motivate students and help them develop their skills (Bandura, 1994; 1997) The helping hand from the teachers leads students to believe in their capabilities and increases their interest in academic activities and accomplishments (Bandura, 1994).

Therefore, the quality of the education provided is only successful if the teacher bears the necessary qualifications and competencies. For this reason, "*Teachers make the most direct and most effective impact on the quality of education*" (MoNE, 2017, pp. 6-7). Hence, it is a must to have qualified teachers equipped with the competencies which can be defined as "*the knowledge, skills, values and attitudes that teachers need to have to be able to perform their teaching profession effectively and productively*" (MoNE, 2017, p. 8).

2.1.1 General competencies for teaching profession

Teacher competencies are one of the essentials to improve students' achievement and personal development as well as the teachers' achievements and development since the teacher training programs are constructed based on competencies as stated by the Tenth Development Plan (2014) Item 152: "*the system of teacher training and development will be organized in a way that is based on teachers' and students' competences*" (p. 32).

According to The General Competencies for Teaching Profession (MoNE, 2017), teacher competencies are collected under three domains: "*professional knowledge*",

"*professional skills*", and "*attitudes and values*" under these domains, there are "*11 competencies and 65 indicators related to the competencies*" (p.13).

2.1.2 Subject area competencies for teaching profession

Subject Area Competencies for primary education and secondary education teachers were developed in order to ensure the development of teachers in their subject area by providing them with the necessary knowledge, skills and attitudes. Subject Area Competencies were prepared to actively present the teachers with developmental goals to follow which include the competency domains and their scope, and the specific competencies under each domain with indicators.

Subject Area Competencies for the English Teacher were created only for the primary school level. The indicators, therefore, are based on primary education programs and fall under three categories namely: A1 Level, A2 Level, and A3 Level.

A1 Level is an indicator related to the awareness of the teachers' knowledge, skills and attitudes toward the teaching profession and the teaching programs. A2 Level is an indicator of fulfilling the program requirements with the diversification of the application of the teaching process by taking into account the students' needs and interests. A3 Level is an indicator which shows teachers can create their own teaching variables and new applications and cooperate with colleagues and parents (MoNE, 2015).

The subject area competencies include:

- Plan and organization of the English teaching process
- Development of language skills
- Assessment and evaluation of language development
- Cooperation with family and society
- Provide professional development for English subjects (MoNE, 2015).

2.2 Self-Efficacy

In this part of the literature, the self-efficacy beliefs theory and the foundational theory of social cognitive theory are explained.

2.2.1 Social cognitive theory

Wood and Bandura (1989) claim that human behavior has been explained to be either influenced by the environment or internal disposition and that this is not the case in social cognitive theory. According to Social Cognitive Theory, psychological functioning occurs through triadic reciprocal causation (Bandura, 1986). That is to say, people are not completely independent from the environment but also not programmed to carry the influence of the environment altogether. Rather, people improve their actions and motivation through dynamic and reciprocal interaction of the person, environment and behavior (Bandura, 1989). In Social Cognitive Theory, behavior, inner factors and environment interact to influence each other (Tschannen-Moran et al., 1998).

In Social Cognitive Theory, people are their own influencers and contributors to their development and functioning since they can exercise a personal sense of control over what they do (Bandura, 1996, 1997). "*The capacity to exercise control over one's own thought process, motivation, and action is a distinctively human characteristic. Because judgements and actions are partly self-determined, people can effect change in themselves and their situations*" (Bandura, 1989, p. 1175). This agentic action shaping people's development and functioning continues throughout their whole life. (Kolb & Whishaw, 1998).

Cognitive, vicarious, self-regulatory, and self-reflective processes are fundamental functions of Social Cognitive Theory. "*Cognitive processes play a prominent role in the acquisition and retention of new behavior patterns*" (Bandura, 1977, p. 192). The cognitive process is influenced by the environment. It creates meaning from the environment, whether or not the effects will last or what information will be used in the future. People process experiences into cognitive models to guide actions. (Bandura, 1996).

People are not limited to learning through direct experience only. Such limitation would certainly slow down human development since any error would be dangerous. This makes vicarious learning vital for the survival of humans (Bandura, 1996; 1997). Vicarious learning creates a shortcut to acquisition since all learning whether behavioral, cognitive or affective can take place through observation of other people's behavior and the

consequences of their actions (Bandura, 1986, 1996; Rosenthal & Zimmerman, 1978). Observational learning can occur through the modelling of new behavior or way of thinking (Bandura, 1996).

Observational learning is composed of four subfunctions. Determination of what to observe or pay attention to take as new information is the additional process. There are certain factors in what is chosen to be observed and how the chosen observation will be perceived by the environment (Bandura, 1996; 2004). Representational process is a transformation process of the information received from the model into new behavior patterns. It is not possible to be influenced by models if it is not memorable enough since observed information is coded in the memory based on perception and emotional states (Bandura, 2004). Production process is the transformation of the conceptions into appropriate actions through adjustments until the actions and conceptions match (Bandura, 1996). This matching is acquired through behavior modification (Bandura, 2004). The last subfunction, motivational process is related to the motivation of people to perform the observationally learned behavior. People tend to perform learned behaviors if they find them rewarding. They consider the benefits, success, and satisfaction they will get from performing the behavior (Bandura, 2004). Motivators which influence the learned behavior, fall into three categories: direct outcomes, vicarious outcomes, and self-evaluative outcomes. (Bandura, 1996).

Forethought is another unique human characteristic which regulates human behavior. People do not just perform actions; they anticipate the likely outcome and they set goals for themselves to ensure desired outcomes. To achieve desired outcomes, they perform things they have seen achieve success before and not fail (Bandura, 1996). Gradual internal regulation and direction help develop behaviors. Developed self-direction serves as a guide for motivation which brings self-satisfaction for personal achievement. People set themselves challenging goals and when they achieve these goals, it motivates them and increases their self-efficacy to create higher challenges in the future (Bandura, 1996).

In social cognitive theory, self-reflection is another notable characteristic of one's thinking and personal efficacy. People have their ideas and predict likely outcomes from their ideas when they act on them and judge the results they achieved to adjust their ideas.

That is why the capability to exercise control over one's own functioning is fundamental for their own judgement.

2.2.2 Self-efficacy beliefs

People contribute to their functioning through a personal agency which refers to intentional acts (Bandura, 1997). Personal efficacy belief is a fundamental part of human agency. People tend to act on if they believe they can create desired effects with their actions. Effects are the consequences of agentive action and these actions are performed based on the belief of achieving desired outcomes (Bandura, 1997). Therefore, the personal efficacy beliefs of people guide their lives since it is a basis for action.

According to Bandura (1997) "*Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments*" (p.3). Self-efficacy is also related to how people perform a particular course of action at a given level of achievement and how they manage their actions (Bandura, 1997). Bandura (1977, 1997, 2006) suggests that such beliefs are powerful enough to influence the motivation to pursue the courses of action, the amount of effort put forth in a given endeavor, persistence in the face of failures, setbacks and obstacles, the stress and depression experienced to cope with situations and flexibility towards these situations.

Perceived sense of efficacy is an important influence on activity choices, performances, achievements and settings (Bandura, 1977, 1997). The belief of producing results will affect people's desires and attempts to do things (Bandura, 1997). These beliefs affect people's effort to exercise action, whether or not they are willing to face difficulties and if so how long can they tolerate any kind of failure (Bandura, 1997; Tschannen-Moran et al., 1998). The expectations created through self-efficacy are important determinants because they affect the effort put forth and sustain those efforts. If perceived self-efficacy is stronger, people will make more effort (Bandura, 1977).

Self-efficacy beliefs are influenced by forethought which includes goals set for situations where people can exercise control over actions (Tschannen-Moran & McMaster, 2009). Self-appraisal is an important step in setting personal goals (Bandura, 1993). People will set higher challenging goals for themselves, will put more effort to master set challenges

and will increase their commitment to them if they have higher self-efficacy (Bandura, 1982).

Self-efficacy is about competences expected to present in a given circumstances and for that reason, is a future-oriented belief (Tschannen-Moran & McMaster, 2009). Highly efficacious people tend to consider alternatives, and visualize possible outcomes and success scenarios to create a positive guide for self-support (Bandura 1993, 1997). It is possible to say that thoughts are a guide for action and for that reason, efficacious people have a different mindset than inefficacious ones (Bandura, 1997). Collin's (1985) study shows that people may perform poorly either because of lack of skills or self-efficacy to use existing skills. Self-efficacy beliefs influence choices of activities people decide to perform whether accurate or not (Bandura, 1982).

2.2.3 Processes of efficacy beliefs

Self-efficacy beliefs influence the way people think, feel and motivate themselves as well as the way they act (Bandura, 1989, 1994, 1997,). These beliefs are produced and regulated by diverse effects through four major processes: cognitive, motivational, affective and selection process (Bandura, 1992, 1993, 1997).

Self-efficacy beliefs influence thought patterns whether self-aiding or self-hindering (Badura, 1989). The cognitive effect of self-efficacy beliefs can take a variety of forms (Bandura, 1989, 1994, 1997). High efficacious people consider future results throughout their lives (Bandura, 1997). Human behavior is purposeful and regulated by forethought which includes goals. (Bandura, 1989, 1994, 1997). If the self-efficacy beliefs of people are high, they will set higher goals for themselves and will commit to these goals more (Bandura & Wood, 1989; Wood & Badura, 1989; Bandura, 1998).

The human thought mechanism allows people to predict the likely outcomes of events and create ways to exercise control over those events (Bandura, 1989,1994,1997,1998). Since self-efficacy beliefs affect cognitive processing through motivation and information (Bandura, 1989), this demands self-efficacy strong enough to remain task-oriented to be able to face difficulties, setbacks, situational demands and judgement based on failure (Bandura, 1997, 1998).

Motivation is a key aspect of the sense of self-efficacy (Bandura, 1989). The self-efficacy beliefs of people determine their motivation level (Bandura, 1994). This can be observed through forethought. People motivate themselves and guide their actions based on the beliefs they have formed about what they can achieve. They set goals and plan a course of action according to likely outcomes (Bandura, 1989). The motivation level also determines how much people will put on in difficult situations and how long they will keep on trying (Bandura, 1994). If the self-efficacy beliefs of people are high, they will have to believe in their capabilities more, thus, will be more persistent in their efforts (Bandura, 1988a). People who tackle self-doubt will reduce the effort they put in when they face difficulties and will settle for mediocre solutions and results. While highly efficacious people will try to overcome the challenge they are facing and master it (Bandura & Cervone, 1983, 1986, Cervone & Peake, 1986). Besides, the sense of self-efficacy is an crucial part of the cognitive regulation of motivation (Bandura, 1997). There are three different forms of cognitive motivators: causal attributions, outcome expectancies, and cognized goals (Bandura, 1994, 1997). Self-efficacy beliefs function in these cognitive motivation types.

Attribution theory is influenced by self-efficacy beliefs. People who think they have high self-efficacy will attribute their success to their capabilities and failures to their insufficient efforts. On the other hand, people who think they have low self-efficacy will contribute their success to situational factor and their failures to insufficient ability (Bandura, 1994, 1997). Highly efficacious people will try harder to undertake a difficult task as they believe they can change their outcomes with their efforts, whereas inefficacious people because they believe they do not possess the necessary ability to complete the task at hand, give up easily (Bandura, 1997). Therefore, casual attribution can affect the motivation hence the performance.

People motivate and guide themselves according to the outcomes they wish to acquire. Motivation is influenced by the expectation that certain actions will produce certain outcomes (Bandura, 1994, 1997). According to the expectancy-value theory, as the expectations from the outcomes get higher, the value given to those outcomes increases. Thus, the motivation to perform the activities increases (Bandura, 1997). Therefore, the

influence of motivation on outcome expectancy is partially governed by self-efficacy beliefs (Bandura, 1994).

Another cognitive motivation mechanism is the capacity to exercise self-influence through setting goals for challenges and evaluating one's own achievements. Challenging goals help to boost and sustain motivation. Goals do not influence motivation and action directly, rather it operates through a self-influence process (Bandura, 1994, 1997). Goal-centered cognitive motivation is controlled by three self-influence types: self-evaluation to performance, self-efficacy beliefs towards gola attainment, and adjustment to goals on progress (Bandura, 1994, 1997).

Self-efficacy beliefs assist motivation and have influence over the goals people set and the effort they put in, the persistence to follow the goals, how much they will put up with the difficulties they are going to face and their resilience to failures (Bandura, 1986, 1994, 1997). People who struggle with self-doubt will either slacken their efforts or give up easily when they face difficulties or failures (Bandura, 1994). On the other hand, people with strong beliefs in their capabilities tend to put more effort in when they face failure and keep trying until they succeed (Bandura & Cervone, 1983; Cervone & Peake, 1986; Peake & Cervone, 1989).

Self-efficacy beliefs also have a central function in the self-regulation of affective states as well (Bandura, 1997). Just like with motivation, self-efficacy beliefs of people in their capabilities affect the depression and stress they experience in difficult situations (Bandura, 1989, 1994). These types of emotional reactions to actions can affect the thinking process directly or indirectly (Bandura, 1989) and can lead to anxiety arousal (Bandura, 1994). People who believe they can exercise control over their actions also believe they can do it with threats, and they are not bothered by these threats. However, people who believe they cannot exercise control over actions tend to experience high levels of anxiety arousal and stress facing threats (Bandura, 1989, 1994). They also worry about things unlikely to happen or how major the possible threats can be (Bandura, 1994) and think the environment is full of threats and danger (Bandura, 1989) which in turn can lead to constraints on their action and impairment in their functioning (Bandura, 1988b).

People are also a product of the environment they are in (Bandura, 1994, 1997). Therefore, people can shape their life course through the selection of their environments (Bandura, 1989, 1994, 1997). People tend to avoid certain types of activities, situations and environments they believe to exceed their capabilities and select environments where they believe to be within their capabilities. It is possible to argue that factors affecting the choice behavior patterns can also directly affect personal development, due to the fact that the selected environment influences the competencies, values and interests even after the decision (Bandura, 1989, 1994, 1997). Selection processes can be clearly observed through career choices and development which again clearly affects the course of life. Self-efficacy thus is an essential factor in career development (Betz & Hackett, 1986; Hackett & Betz, 1981).

2.2.4 Sources of efficacy beliefs

Bandura's (1977, 1989, 1994, 1997) self-efficacy theory suggests that self-efficacy beliefs are based on four major sources of information and influence. These sources are mastery experiences, vicarious experiences, verbal persuasion and emotional/ physiological arousal (Bandura, 1997).

Mastery experience is the most powerful source of efficacy information (Tschannen-Moran & Johnson, 2011). This source is known to be the most effective source to create a strong self-efficacy belief since it is related to direct success and accomplishment (Bandura, 1977, 1997). Mastery experience provides the influencing proof of capabilities through actual performance (Bandura, 1997). Bandura (1997) says that "*Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established*" (p. 80). Repeated successful performance results in an increase in self-efficacy (Tschannen-Moran et al, 1998; Tschannen-Moran & Johnson, 2011). However, if success is achieved easily through experience, people tend to expect quick results and can also be discouraged easily by failure (Bandura, 1994, 1997). and repeated failures can result in a decrease in motivation thus lowering self-efficacy beliefs (Tschannen-Moran et al, 1998; Tschannen-Moran & Johnson, 2011). However, setbacks have a key role in creating a resilient sense of self-efficacy since it requires overcoming difficulties with continuous effort (Bandura, 1994,

1997). Setbacks and difficulties also provide opportunities to turn failures into successes and lead to a better exercise of control. When people believe they have what takes to perform the task after achieving successful results through experience, they emerge with stronger self-efficacy beliefs (Bandura, 1994, 1997). After strong self-efficacy beliefs are developed through repeated success, the negative influences of failures are reduced (Bandura, 1977).

Vicarious experience is the second source to create and strengthen self-efficacy beliefs through social models (Bandura, 1994). Vicarious experience happens when the target activity is modeled by someone else (Tschannen-Moran & Johnson, 2011; Tschannen-Moran & Woolfolk Hoy, 2007). People observe others similar to themselves and compare their capabilities to theirs (Bandura, 1996). Based on the similarity of the model, the sense of self-efficacy may increase or decrease according to the successes or failures of the models (Bandura, 1997). If the models achieve success after sustained efforts, it will lead the observer to believe they can also achieve similar results or at least see some improvement in their own performances (Bandura, 1977, 1994). With the same logic, if people observe their models failing despite their efforts, it will have a negative impact on the self-efficacy beliefs of the observers and undermine their further efforts (Bandura, 1994). People search for proficient models who are similar to themselves. The sense of similarity to the model affects the observers' self-efficacy beliefs as they feel a connection between themselves and the models. If the models are different from them, self-efficacy beliefs might not be influenced (Bandura, 1994). Vicarious experience mostly shows its influence on people who have the least experience of their own (O'Neill & Stephenson, 2012).

Verbal persuasion is the third way to strengthen people's self-efficacy beliefs about their capabilities through verbal interactions (Tschannen-Moran & Johnson, 2011). People can be verbally persuaded if their significant others or persuaders express faith in them (Bandura, 1997). When people are assured they are capable to perform or master the activities, people tend to show more effort and try hard to achieve success (Bandura, 1994, 1997). Efficacy beliefs created with verbal persuasion boosts might be weaker than one's own accomplishment (Badura, 1977). However, it can still encourage people to sustain their efforts to achieve progress and accomplishment (Bandura, 1997).

Psychological and affective state as the fourth way of the self-efficacy sources relies on emotional and somatic information (Bandura, 1994, 1997). Emotional and psychological arousal experienced from performances as a sense of excitement or anxiety can increase the capability or incapability feelings of people (Tschannen-Moran & Woolfolk Hoy, 2007; Tschannen-Moran & Johnson, 2011). The mood also plays a role in self-efficacy beliefs. If people are in a positive mood, it will increase their sense of self-efficacy and if they are in bad mood, it will show its negative effects on their self-efficacy beliefs (Bandura, 1994). Highly self-efficacious people consider their arousal state as an energy source for their performance whereas, inefficacious people consider their arousal as a weakening experience because of their self-doubts (Bandura, 1994).

2.3 Teacher Efficacy

Teacher efficacy to individual differences in the effectiveness of teaching (Gibson & Dembo, 1984). It is the beliefs rather than the actual observable behavior (Coladarci, 1992). Teachers' sense of efficacy as a powerful construct is related to the effort they put forth, their goals and motivations, and their resilience to setbacks (Tschannen-Moran et al., 1998).

According to Berman and his colleauges (1977), teacher efficacy is "*the extent to which the teacher believes he or she has the capacity to affect student performance*" (p. 137). Guskey and Passaro (1994) also describe it as "*teachers' belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated*" (p.4). Teachers' self-efficacy beliefs are related to their judgement of their ability and capability to influence student learning (Dembo & Gibson, 1985) regardless of unmotivated and difficult students (Gibson & Dembo, 1984; Tschannen-Moran & Woolfolk Hoy, 2001).

Teachers' sense of efficacy is also related to some student factors like achievement, motivation and also students' own sense of efficacy (Tschannen-Moran & Woolfolk Hoy, 2001). Self-efficacy beliefs of teachers positively influence students and lead students to higher learning achievement and more engagement (Akbari & Tavassoli, 2014) and it leads students to be better at school (Zimmerman, 1995).

Teachers' sense of efficacy is also influenced by the personal characteristics of the teachers as well as the classroom and the school characteristics (Fackler & Malmberg, 2016). The class size, classroom setting and even the age of students have some effect on teachers' sense of efficacy (Coladarci, 1992). It is also influenced by the actions and outcomes they achieve (Tschannen- Moran et al., 1998) since it is related to the effort they put into teaching (Bandura, 1977).

According to Gibson and Dembo (1984), teachers with high self-efficacy beliefs teach believing it is possible to teach difficult students also with extra effort. However, teachers with low self-efficacy beliefs assume there is not much they can do to gain those students. Ashton and Webb (1986) also conclude that self-efficacious teachers believe it is possible to reach and teach difficult students through effort whereas low self-efficacious teachers believe the reason why students are not gaining the abilities is because these students with difficulties cannot be taught.

Bandura (1997) examines that highly efficacious teachers take time to do more academic-related activities in the classroom and provide students with guidance when they need it. On the other hand, teachers with low self-efficacy beliefs are found to spend more time on nonacademic activities and quickly give up when they couldn't achieve quick and easy results.

A strong sense of teacher efficacy tends to influence the planning and organization of the lessons positively (Tschannen-Moran et al., 1998). Highly efficacious teachers are more likely to be open to new ideas and methods and implement them in the classroom (Guskey, 1987) and they also tend to be more committed to their teaching and stay in the profession (Coladarci, 1992) as they feel more responsible of their efforts (Akbari & Tavassoli, 2014). Moreover, teachers with high self-efficacy beliefs are more supportive of their students (Emmer & Hickman, 1991) and less critical when students make errors (Ashton & Webb, 1986) and try to help students who are struggling (Gibson & Dembo, 1984).

On the other hand, teachers who have a low sense of self-efficacy face difficulties while teaching (Klassen & Chiu, 2010). They put less effort into the preparation of the lessons and the instruction they give to students when they face difficulties. They give up even

though they might actually know the strategies to assist those students (Tschannen-Moran & Woolfolk Hoy, 2007). According to Bandura (1997) teachers with a low sense of efficacy;

> distrust their ability to manage their classrooms; are stressed and angered by students' misbehavior; are pessimistic about students' improvability; take a custodial view of their job; resort to restrictive and punitive modes of discipline; focus more on the subject matter than on students' development. (p. 241)

Bandura (1993) expressed that students of low efficacious teachers suffer from their own self-efficacy and expectancy.

The four sources of self-efficacy are valid for teacher efficacy as well. Teachers' own successful teaching and mastery experience can help build a strong sense of efficacy (Fackler & Malmberg, 2016). Self-efficacy beliefs of teachers increase with gained experience (Tschannen-Moran & Woolfolk Hoy, 2007). The self-efficacy beliefs of teachers settle and stabilize over time and tend to be resistant to change (Bandura, 1997) and in later stages start to drop gradually (Klassen & Chiu, 2010). Vicarious experience as a second source of the sense of teacher efficacy is related to teachers judging their own capabilities based on their observation of others' performances (Bandura, 1997). Teachers can set new goals for their teaching based on the success or failures they observe from models (Tschannen-Moran & McMaster, 2009). Verbal encouragement received from colleagues, principals and administrations strengthens teachers' beliefs about their capabilities. Verbal persuasion can create enough encouragement for improving skills (Tschannen-Moran & McMaster, 2009). Physiological and emotional arousal can affect the sense of efficacy judgements of teachers (Bandura, 1997). The excitement and interest could results in improvements in the performance whereas anxiety and fear could prevent teachers from making the best judgement of their skills and capabilities (Tschannen-Moran & McMaster, 2009).

2.3.1 Sources of efficacy beliefs

Many measurements were created to measure teacher efficacy beliefs (Armor et al., 1976; Ashton & Webb, 1982; Bandura, 1997; Gibson & Dembo, 1984; Tschannen-Moran &

Woolfolk Hoy, 2001). Researchers created all kinds of measures to understand the meaning of this construct.

2.3.1.1 Measures based on the RAND study

The very first measure of teacher efficacy based on Rotter's social learning theory (Rotter, 1966) was conducted by the RAND organization. The sum of two items from the extensive questionnaire was used to measure teacher efficacy through their agreement level with the said items (Armor et al., 1976).

The first item said "*When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment*" (Armor et al., 1976, p. 73). It indicated that if a teacher agrees with this statement strongly, it can be interpreted as they are overwhelmed by the environmental factors which surpass their individual capabilities. These external factors have been named general teaching efficacy (Tschannen-Moran et al., 1998; Tschannen-Moran & Woolfolk Hoy, 2001).

The second item said "*If I really try hard, I can get through to even the most difficult or unmotivated students*" (Armor et al., 1976, p. 73). It indicated that if a teacher agrees to this statement, it demonstrates their confidence in their teaching abilities to reach students who are experiencing difficulties. This statement related to teachers' own efficacy beliefs is known as personal teaching efficacy (Tschannen-Moran et al., 1998; Tschannen-Moran & Woolfolk Hoy, 2001).

Through these two items, it was realized that teachers' beliefs about their capabilities proved to be a factor in teachers' success. (Armor et al., 1976). This discovery led to an increasing interest in the detailed exploration of teacher efficacy as instead of the two-item scale, longer and more comprehensive measures were developed (Tschannen-Moran et al., 1998). Three new measures were created based on the RAND study which was based on Rotter's (1966) social learning theory (Tschannen-Moran & Woolfolk Hoy, 2001).

Responsibility for Student Achievement: Guskey (1981) based on the RAND study, developed a 30-item scale to measure Responsibility for Student Achievement (RSA).

Participants were asked to distribute 100 points for each item between the two alternatives. One alternative stated that the event was caused by the teacher, on the other hand, the second alternative stated the event was caused by external factors out of the control of the teacher. As for causes of student achievement the task difficulty, specific teaching abilities, whether resulting in success or failure, luck and the effort put into teaching were used. Scores obtained from the scale measured how much responsibility teachers take for their students' success (R+) or failure (R-) and found teachers assumed more responsibility for students' success than their failure.

Teacher Locus of Control: The literature review of Tschannen-Moran and her colleagues (1998) and Tschannen-Moran and Woolfolk Hoy (2001) continued with Rose and Medway's (1981) Teacher Locus of Control (TLC) measure including 28 items. The participants choose between two choices in a given situation in order to measure their responsibility for student success or failure. Half of the items included success situations whereas the other half included failure situations. Each item gave an internal teacher factor and an external teacher factor explanation. TLC results were found to be related to both of the items individually and to the sum of the items as well.

Webb Efficacy Scale: This seven-item instrument was constructed to increase the reliability of the RAND measure and expand on the teacher efficacy concept (Ashton et al., 1982). The items were related to social desirability and the results achieve indicated that if a teacher had a high score on the scale, they had less negative effect influencing their teaching.

2.3.1.2 Measures based on social cognitive theory

Another approach to teacher efficacy rose from Bandura's (1977) social cognitive theory and the self-efficacy beliefs.

According to Bandura (1997) self-efficacy beliefs refers to "*beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments*" (p.3). These beliefs are powerful enough to influence the motivation to pursue the courses of action, the amount of effort they put forth in a given endeavor, persistence in the face

of failures, setbacks and obstacles, and the stress and depression experienced to cope with situations and flexibility towards these situations (Bandura, 1977, 1997).

Bandura (1997) indicated that Rotter's (1966) locus of control and self-efficacy beliefs are not the same concepts. Bandura (1997) explained locus of control to be related to the actions and how they affect the outcomes whereas self-efficacy beliefs are about whether or not one can produce certain actions. He further suggests these two concepts have little to no relation (Bandura, 1997). Tschannen-Moran and her colleagues (1998) explained that the locus of control is concerned with the relationship between the action and the outcome and not with personal efficacy. Thus, unlike self-efficacy, locus of control is a weak predictor of behavior.

The Ashton Vignettes: Ashton and her colleagues (1984) with the intention of putting more emphasis on the specificity of teacher efficacy created a series of situations for teachers to judge their effectiveness to handle given situations. The vignettes included two frames. The first version asked teachers to explain how they would perform ranging from 'extremely ineffective' to 'extremely effective'. The second version, on the other hand, asked teachers to compare themselves to other teachers ranging from 'much less effective than most teachers' to 'much more effective than most teachers'. The first version of the scale was not correlated with the RAND items but for the second version of the scale, the correlation was significant to the RAND items. The study also concluded that efficacy and stress had little relation.

Teacher Efficacy Scale: Gibson and Dembo (1984) developed the Teacher Efficacy Scale based on Bandura's (1977) framework. This scale was developed as a 30-item measure including two factors of teacher efficacy: personal teaching efficacy and general teaching efficacy. Gibson and Dembo (1984) assumed these two factors reflected self-efficacy and outcome expectancy of Bandura's (1977) social cognitive theory. Personal teaching efficacy was believed to be related to self-efficacy and respectively, and general teaching efficacy was related to outcome expectancy.

> If we apply Bandura's theory to the construct of teacher efficacy, outcome expectancy would essentially reflect the degree to which teachers believed that environment could be controlled … Self-efficacy beliefs would be teachers'

> evaluation of their abilities to bring about positive student change. (Gibson & Dembo, 1984, p. 570)

Gibson and Dembo (1984) observed that teachers who had high scores both on general and personal teaching efficacy had a higher ability to influence students' learning. They also observed teachers when faced with challenges would not give up easily and endure longer. They also had a more comprehensive academic focus in the classroom. However, teachers with low scores on both efficacies were observed to give up easily when they did not achieve results and also criticize students when they make mistakes instead of helping the students they would prefer to switch to students who knew the answers. They were also observed to be annoyed when their routines were disturbed.

According to Tschannen-Moran and her colleagues (1998) and Tschannen-Moran and Woolfolk Hoy (2001), most of the items in the Teacher Efficacy Scale were indicators of both factors and in time researchers developed a shortened version of the scale. A 16-item version clearly focusing on only one of the factors at a time was used by Woolfolk and Hoy (1990). Later on, Hoy and Woolfolk (1993) created an even shorter version of the scale with five items focusing on personal teaching efficacy and five items focusing on general teaching efficacy which resulted in higher reliability than the longer versions of the scale.

Guskey and Passaro's Questionnaire: Guskey and Passaro (1994) in an attempt to clarify the two factors of Gibson and Dembo's Teacher Efficacy Scale, created an altered and modified version of the TES and also included the RAND items. Before altering the items to create the new questionnaire, they realized the personal teaching efficacy-related items used 'I' statements and had positive indications. On the other hand, items related to the general teaching efficacy used 'teachers' statements and had negative statements.

Guskey and Passaro (1994) changed the wording on these items taken from Gibson and Dembo (1984). Personal teaching efficacy-related items were changed to be half external and half internal statements. The same was made for general teaching efficacy-related items. They found that there are internal and external differences and not personal or general efficacy type of distinction. They also explained even though these two factors are related they are also independent.

Teacher Self-Efficacy Scale: In the search to construct the best instrument to measure teacher efficacy, Bandura (2006) himself also created a scale consisting of 30 items and suggested that there cannot be a measure that can cover every aspect of self-efficacy. He further explained how this could result in the items used in scales being too general and not context-specific enough (Bandura, 2006). Bandura (2006) explained

> this leaves much ambiguity about exactly what is being measured or the level of task and situational demands that must be managed. Scales of perceived efficacy must be tailored to the particular domain of functioning that is the object of interest. (pp. 307-308)

As a result, he attempted to create a new scale not too specific or general. He included six subscales in his instrument: instructional self-efficacy, efficacy to influence decision making, efficacy to enlist parental involvement, disciplinary self-efficacy, efficacy to create a positive school climate, and efficacy to enlist community involvement. Each item required a grading from zero to a hundred for confidence (Bandura, 2006).

2.4 New Measures of Teacher Efficacy

Bandura (2006) addressed the issues related to creating an instrument to measure teacher efficacy and created a scale himself. He believed the measure of teacher efficacy needs to be context-specific rather than general (Bandura, 1986, 1997, 2001a, 2006). Therefore "*Teachers feel efficacious for teaching particular subjects to certain students in specific settings, and they can be expected to feel more or less efficacious under different circumstances*" (Tschannen-Moran et al., 1998, pp. 227-228). Thus, Bandura (2001a) suggested that "*Scales of perceived self-efficacy must be tailored to the particular domains of functioning that are the object of interest*" (p. 1). However, the problem continued since the scale he created seemed concerning that the subscales in the instrument did not reflect the teachers' real teaching situations (Tschannen-Moran & Woolfolk Hoy, 2001). On the other hand, as Pajares (1996) pointed out while trying to create a context-specific measure, one should be careful not to lose the validity and the relevance of the scale by getting lost in too much specificity. Therefore, Tschannen-Moran and her colleagues (1998) and Tschannen-Moran & Woolfolk Hoy (2001)

believed that previous scales were lacking specificity and for this reason, there was a need to develop a new measure with higher reliability and validity for teacher efficacy.

2.4.1 Ohio state teacher efficacy scale

Tschannen- Moran and colleagues (1998) proposed a model for teacher efficacy based on Bandura's (1977, 1997) social cognitive theory which viewed efficacy as cyclical which means "*efficacy beliefs are created, assessed, utilized, and then lead to new beliefs*" (Akbari & Tavassoli, 2014, p. 31).

Tschannen-Moran and Woolfolk Hoy (2001) developed the Ohio State Teacher Efficacy Scale (OSTES) which later on was changed to the Teachers' Sense of Efficacy Scale (TSES), taking into consideration the model of teacher efficacy they created. They decided to develop the items for their own scale from Bandura's scale. They have created over 100 Likert items, however, in the end, they had a 24-item teacher efficacy instrument. They eliminated most of the items either because of overlapping or similarities with each other. Some other items were also eliminated after discussion and revision and through testing of the items. They decided to use a 9-point scale for each item in the scale.

Through the testing of the scale, Tschannen-Moran and Woolfolk Hoy (2001) developed two forms of the scale: a long-form including 24 items, and also a shorter version which includes 12 items. When they finalized the reliability and validity of the new instrument, it was found that this new scale with both versions was appropriate to use with in-service and pre-service teachers. The instrument was found to be composed of three factors. They were labeled as efficacy for instructional strategies, efficacy for student engagement, and efficacy for classroom management. These factors managed to keep the scale practically useful and still specific to the context and these factors had high subscale reliabilities in both versions of the scale.

Tschannen-Moran and Woolfolk Hoy (2001) believed this measure is "*superior to previous measures of teacher efficacy*" (p. 801). According to Klassen and Chiu (2010), many researchers investigated both forms of the instrument as well as the three subscales and found them to be reliable and valid.

2.4.2 Teacher's sense of self-efficacy for literacy instruction scale

Bandura (1994) suggested teachers' abilities and beliefs in their self-efficacy beliefs are essential to creating learning environments that foster cognitive skill development. Therefore, Bandura (1993, 1997) suggested that personal efficacy beliefs influence people's activities and environments. Likewise, teachers' sense of efficacy affects their educational and instructional process (Woolfolk & Hoy, 1990) as well as their academic development (Bandura, 1993). Literature shows many studies related to teachers' self-efficacy beliefs.

Tschannen-Moran and Johnson (2011) agreed that even though the effects of teachers' self-efficacy beliefs are being examined thoroughly in the literature, "*little is known about the effects of teachers' self-efficacy beliefs in literacy instruction*" (p. 752) considering there are not many studies related to teachers' self-efficacy beliefs for literacy instruction since the RAND study. According to Tschannen-Moran and Johnson (2011), the few studies done about self-efficacy beliefs in literacy instruction proved to be relevant.

For example, Graham, Harris, Fink, and MacArthur (2001) created a teacher efficacy instrument for writing based on the belief teacher efficacy should be specific and not generalized. They aimed to underline effective instruction of subject matter. To achieve this, they developed a modified, 16 items and 6-point Likert scale version of Gibson and Dembo's (1984) Teacher Efficacy Scale. Writing Orientation Scale which was also designed to measure teachers' beliefs towards writing teaching and included 13 items with a 6-point Likert scale was used together with the Teaching Writing Scale to measure how often teachers would use instructional practices while teaching writing (Graham, Harris, Fink, & MacArthur, 2001).

The factor analysis of the study provided 2 dimensions for personal teaching efficacy and general teaching efficacy just as in previous teacher efficacy research. The findings revealed these two dimensions slightly correlated with each other but also differed. It was observed that the classroom practices of the efficacious and inefficacious teachers were different. They found teachers with high efficacy spend more time teaching about writing components and processes, unlike teachers with low efficacy. It was observed that they felt not comfortable nor confident enough about teaching writing.

Szabo and Mokhatari (2004), on the other hand, developed the Reading Teaching Efficacy Instrument (RTEI) to measure the self-efficacy beliefs of teacher candidates for teaching reading. The items for the scale were developed through the adaptation of two different subject-specific scales namely: The Science Teaching Efficacy Belief Instrument created by Riggs and Enochs (1990) and the Math Teaching Efficacy Belief Instrument created by Enochs and his colleagues (2000). The final version of the instrument included 10 self-efficacy subscale items to measure feelings and beliefs about teacher candidates' ability to teach reading, and 6 outcome expectancy subscale items to measure beliefs about teacher candidates' ability to influence students' development related to reading. The results obtained indicated that the instrument created is valid and reliable for assessing teacher efficacy beliefs for teaching reading.

Based on the idea that self-efficacy beliefs can "*become self-fulfilling prophesies*" (Tschannen-Moran & Woolfolk Hoy, 2007, p. 945), Tschannen-Moran and Johnson (2011) presumed if teachers do not believe they could be successful in literacy instruction, this might lead them to put less effort for the preparation and actual instruction stage of teaching regardless of their capability to apply strategies that could benefit students. Consequently, Tschannen-Moran and Johnson (2011) decided to develop a scale to observe the relationship between literacy instruction and self-efficacy beliefs, the factors related to these beliefs, and the connection and effect of these beliefs on general teaching. They developed the Teachers' Sense of Self-efficacy for Literacy Instruction Scale.

The TSELI started as 33 items with various aspects of literacy instruction. According to the factor analysis made "*six items with low communalities (below .50) were removed, along with five eliminated for low factor coefficients*" (Tschannen-Moran and Johnson, 2011, p. 755). The remaining 22 items were presented as a unipolar response scale with a "*9-point continuum with anchors at 1- None at All, 3- Very Little, 5- Some Influence, 7- Quite A Bit, and 9- A Great Deal*" (Tschannen-Moran and Johnson, 2011, p. 755). Through factor analysis, they observed teacher efficacy beliefs to be the result of a set of subskills and that self-efficacy beliefs of teachers for literacy instruction is an important subskill that contributes to the general self-efficacy beliefs of elementary and middle school teachers.

Besides, they examined the demographic variables, the teaching context and the experience to test if they would contribute to the teachers' self-efficacy beliefs for literacy instruction (TSELI). It was found that gender is related to these beliefs and female teachers had higher TSELI as well as the school level with elementary teachers having higher TSELI. However, they found the years of experience to be unrelated which aligns with Bandura's (1997) claim that after settling early on learning, self-efficacy beliefs are stable and do not change easily.

Teachers' sense of efficacy for literacy instruction was also found to be related to general teaching self-efficacy. This relation between the two constructs indicates that teachers who have high self-efficacy beliefs, in general, can also feel efficacious for literacy instruction.

2.4.2.1 Literature related to teacher's sense of self-efficacy for literacy instruction scale

Dominguez (2019) in her study aimed to investigate the middle school teachers' self-efficacy beliefs for their teaching practices and language instruction as well as any difference in the self-efficacy based on their demographic information like educational degree, years of teaching, or teaching assignment. The quantitative study collected data from 72 teachers teaching sixth, seventh and eighth grades in California, USA. The survey applied for the study included all the items of the Teachers' Sense of Efficacy Scale (Tschannen- Moran & Woolfolk Hoy, 2001) and Teachers' Sense of Efficacy for Literacy Instruction Scale (Tschannen-Moran and Johnson, 2011) which together created the four subscales of the study: student engagement, instructional strategies, classroom management and language instruction. The results show a significant positive relationship between the subscales' effect on teachers' sense of efficacy. Findings show middle school teachers have the highest efficacy beliefs towards classroom management and the least efficacy beliefs towards language instruction. It was also observed that teachers' sense of efficacy did not indicate a significant difference based on teachers' education level, years of teaching, and teaching assignments.

Galbally (2014) in her study investigated the relationship between pre-service teachers' self-efficacy beliefs for literacy instruction and their pedagogical content knowledge

during their student teaching course. The Teacher Knowledge of Reading and Reading Practices (Carlisle et al., 2008) scale was used to measure the pedagogical content knowledge and the TSELI Scale (Tschannen-Moran and Johnson, 2011) was used to measure the literacy instruction self-efficacy beliefs of 67 pre-service teachers. The results indicated that pedagogical content knowledge of literacy and the teaching efficacy beliefs of literacy instructions operate separately and are not related. It was observed that pre-service teacher did improve their self-efficacy beliefs significantly. However, the pedagogical content knowledge did not show such improvement.

Ciampa and Gallagher (2018) in their study examined the pre-service elementary teachers' self-efficacy beliefs for literacy instruction and contextual factors. The study collected data using the TSELI Scale by Tschannen-Moran and Johnson (2011) for two years from 173 American and Canadian pre-service elementary teachers before and after elementary literacy methods courses. The results indicated no significant difference in pre-service teachers' self-efficacy beliefs for literacy instruction from the pre-test to the post-test. The researchers divided literacy instruction into six categories: oral reading, assessment, student self-monitoring, instructional strategies, engagement and differentiation and reading/writing connections,. The results indicated only oral reading differed significantly and the results obtained from other categories were non-significant. There was a weak negative correlation between Canadian pre-service teachers' total scores from the scale and their teaching experiences specific to the context of literacy instruction. A weak positive correlation was also observed with pre-service teachers' scores from Canada related to their engagement and differentiation and their work experience, specifically tutoring, related to literacy instruction. Another weak correlation was found between university coursework and reading/writing connections for pre-service teachers' self-efficacy beliefs.

Poggio (2012) in her study examined the extent of the effects of teachers' sense of efficacy for literacy instruction on the reading achievement of students from third to eighth grade based on classroom variables. To test teachers' efficacy beliefs for literacy instruction the TSELI scale created by Tschannen-Moran and Johnson (2011) was implemented on 176 teachers from three different districts. The Kansas Assessment was implemented to measure the reading achievement of students. Teachers' sense of efficacy

for literacy instruction did not show a statistical difference through grades or districts. There was also no significant difference between male and female teachers. Variables related to teachers like years of teaching and education level were observed to have a significant effect on teachers' sense of efficacy for literacy instruction, meaning teachers with higher education levels or with more years of teaching were observed to have higher self-efficacy beliefs towards literacy instruction. The student-related variables were also analyzed to observe whether or not these variables also affect the teachers' sense of self-efficacy for literacy instruction. It was examined that the economic status of students, as well as their race, had an impact on teachers' sense of efficacy for literacy instruction. Finally, the relations between the reading achievements of students and the self-efficacy beliefs of teachers indicated students of highly efficacious teachers scored higher than the average in the measure used for measuring the reading achievements.

Schmidt (2017) in her action research study aimed to observe the effects of the professional development of teachers on their self-efficacy beliefs for literacy instruction, as well as students' reading achievements. The teachers teaching in kindergarten, first and second grades in Virginia took part in a professional development program. The data from the teachers were collected through the application TSELI scale created by Tschannen-Moran and Johnson (2011) and a semi-structured interview with measures for student reading achievements. The results indicated that the reading achievement of students taught by teachers who participated in professional development significantly increased. It was observed that teachers' sense of efficacy in literacy instruction increased significantly after professional development experience. Teachers explained that at the end of the professional development, they were more confident and felt more capable of helping students at improving their reading.

Keys (2016) in her study aimed to investigate the high school teachers' sense of efficacy in general and for literacy instruction after the implementation of new literacy standards in Tennessee, USA. The participants were 77 apprentice and professional teachers from 10 different high schools in Tennessee who taught English language arts (ELA), math, science and so on (non-ELA). She developed a survey including demographic information, TSES Scale (Tschannen-Moran & Woolfolk Hoy, 2001) and TSELI Scale (Tschannen-Moran & Johnson, 2011) and one final question about professional

development. It was found that gender, teaching experience and the content area did not show a significant difference in the self-efficacy beliefs of teachers. It was seen that there was also no difference in sense of efficacy between apprentice and professional teachers. The findings of the study showed all teachers had high self-efficacy beliefs for teaching content-specific classes. However, for literacy instruction ELA teachers were more confident than non-ELA teachers. Teachers listed student motivation, student deficiencies and time management as the top challenges they face. Some teachers also added that they did not think teaching literacy was their job at the high school level.

Sture (2014) in her study aimed to further investigate the factors related to teacher efficacy in general, and for literacy instruction. She also aimed to observe the self-efficacy beliefs of teachers teaching students with reading difficulties. To achieve this, she developed Teacher Sense of Efficacy for Literacy Instruction of Struggling Readers (TSELI-SR) consisting of 17 items by modifying the TSELI Scale (Tschannen-Moran & Johnson, 2011) and by creating new items. TSES Scale (Tschannen-Moran & Woolfolk Hoy, 2001) and TSELI Scale (Tschannen-Moran & Johnson, 2011) and TSELI-SR Scale were applied to 73 teachers from nine elementary schools teaching grades K-7 in British Colombia. The results indicated that self-efficacy beliefs for literacy instruction and literacy instruction to struggling students were all related to self-efficacy beliefs in general. It was observed that gender, years of experience and education level do not have a significant effect on all efficacy types in this study as well as the grade level of the students. The results also showed teachers have high efficacy beliefs for all efficacy types of this study.

West-Raymond (2016) in her study aimed to examine whether novice teachers' participation in preparation programs affects teachers' self-efficacy beliefs for teaching reading as well as if the traditional preparation programs and alternative programs differ in key components and whether there is a difference in how this affects their sense of efficacy for teaching reading. 104 novice teachers teaching reading to kindergarten, first and second grade in Houston, USA answered the Novice Teacher Self-Efficacy in Literacy Instruction Survey which was created through the combination of three different questionnaires of which one is TSELI (Tscahennen-Moran & Johnson, 2011). The results achieved from the data indicated that between the two types of preparation programs,

traditional programs offered more coursework and experience than alternative programs. The experience was found to be related to the self-efficacy beliefs of teachers for teaching reading. However, it was also observed that the type of preparation program did not have a significant effect on teachers' sense of efficacy for teaching reading. This indicated that gaining experience through preparation influences the efficacy beliefs of teachers regardless of the type of their preparation program.

A validity and reliability study of the Turkish adaptation of the TSELI scale was made by Karatay et al. (2018). The scale was translated into Turkish and applied to Turkish and English teachers. As a result of the study, it was found that the Turkish version of the scale had high reliability and construct validity rate. It was also observed that the gender, age and in-service time of the teachers did not create a significant difference in the self-efficacy beliefs of teachers for literacy instruction. However, the graduated faculty of teachers was found meaningful. Teachers who graduated from the education faculty had higher TSELI than teachers who graduated from Arts and Sciences Faculty and other faculties. They also found the education level of teachers has a significant difference in which teachers with bachelor's degrees had lower TSELI than teachers who have PhD. Another meaningful difference was observed in the school level of teachers. They observed that teachers teaching in middle schools had higher TSELI than teachers in high schools, and primary school teachers had the highest TSELI.

2.5 Covid-19

Covid-19 has been identified as an infectious disease caused by the newly discovered coronavirus which is in the same virus family as SARS with the outbreak in Wuhan, China, in December 2019 (WHO, 2020a). The virus spreads mainly from one person to another with direct contact of droplets mostly generated by coughing, sneezing and speaking. The droplets can also land on surfaces and objects and people can also catch the virus by touching contaminated areas first and later on touching their faces (WHO, 2020a).

Covid-19 had such a tremendous effect that it was characterized as a pandemic by World Health Organization (WHO) in about two months (WHO, 2020b) after the rapid spread and severity in many countries. The pandemic had an enormous impact on the society and

many aspects of it like health, economy, and education (Bozkurt & Sharma, 2020; Başeğmez & Aydın, 2021; Munastiwi & Puryono, 2021). The global crisis is the first one to occur in our digital knowledge age and is nothing like the previous encounters (Bozkurt & Sharma, 2020; Starr, 2020).

After the pandemic declaration, many countries with the purpose of slowing down the spreading and infection rate decided to take measures including lockdowns, and temporary closures for public interaction places like workplaces, education institutions, museums and many more. Remote working options were provided with flexible hours to help people social distance. (Bozkurt & Sharma, 2020; Eyimaya & Irmak, 2021).

According to the Minister of Health Koca (2020), Turkey began taking an action before Covid-19 was declared a pandemic. The Ministry of Health (MoH) decided to create the Scientific Advisory Board on Coronavirus including several experts to follow the Covid-19 related developments in the world and guide the Ministry to manage the pandemic on January 10, 2020. With the pandemic reaching Turkey, measures taken increased and included "*quarantine and restriction, the lockdown of children, teenagers and people 65 years old and over, travel bans and restrictions, online education in schools and universities, and cancelling outdoor activities in public places*" (Koca, 2020, p. 57).

2.5.1 Covid-19 and education

The measures taken included the closure of educational institutions in almost all countries. According to a report by UNESCO et al. (2021) as of early April 2020, "*At the peak of national school closures in early April, over 1.6 billion learners and 100 million teachers and school personnel in more than 190 countries were affected*" (p. 11). These closures resulted in the loss of "*an average of 95 (roughly 50 per cent) instruction days globally*" (UNICEF, 2021, p. 6) which affected 94% of the student population all over the world (UNESCO, 2020a). This loss ranged depending on the income levels of the countries. In 2020, for high-income countries, the loss was on average 53 instruction days and in low-income and middle-income countries it was on average 115 instruction days (UNESCO et al., 2021). When partial closures are considered, the average loss for instruction days increases to an enormous amount of 224 days (The World Bank et al., 2021).

The shift to emergency remote teaching is defined by Hodges and his colleagues (2020) as a sudden temporary change in the delivery of instruction due to a crisis. This shift caused educators to adapt to new technologies in a very limited time which was new to many teachers and created many challenges for them (Bozkurt & Sharma, 2020; El-Soussi, 2022). To help students continue learning, countries used online platforms, TV and radio broadcasts and even some used take-home packages (UNICEF, 2020; UNESCO et al., 2021). According to UNICEF (2020) and UNESCO et al. (2021), the most common approach used by countries was digital instruction. It was also observed in low-income countries mainly radio-based instruction was used in middle-income countries on the other hand, mainly used TV broadcasts and online teaching and in high-income countries mainly through the usage of online platforms which indicates the influence of income levels on countries' choice for remote teaching approach.

In Turkey, to prevent these types of learning losses, many measures were taken rather strictly (UNESCO, 2020b). Following the declaration of Covid-19 as a pandemic, the schools got closed on March 16, 2020, as a measure to prevent the spread of Covid-19 and protect 1,126,780 teachers and 17,870,712 students which led to emergency remote education options to be able to continue practice teaching and learning (MoNE, 2020a; Başeğmez & Aydın, 2021). The Ministry of National Education decided to use Education Information Network (EBA) and a new TV channel called TRT EBA TV for remote teaching (MoNE, 2020a).

2.5.2 Covid-19 and families

According to Uzun and his friends (2021), some events in life could cause a crisis within the family, and disturb the balance of the family. The pandemic has disrupted the regular continuity of daily life for children and their parents (Sun et al., 2022). Families had to endure financial difficulties due to the pandemic, they had never-seen changes in their work environments, and on top of all of these, they had to keep themselves and their loved ones safe from Covid-19. Since the home environment is crucial for the development of children (The World Bank et al., 2021), they could get affected by these changes in their environments which could lead to problematic behaviors (Sun et al., 2022).

It was observed that during the quarantines and shutdowns, both parents' and children's well-being is affected, especially with children of young age, external behavior problems like acting out have increased and with older children, internalized behavior problems like anxiety and fear were revealed. It was also discovered that the distress of the parents had a negative effect on children's behavior problems and increased with parents' distress. (Sun et al., 2022).

Parents also had problems with balancing their work life and personal life during the pandemic which can lead to some difficulties and create stressful experiences (Eyimaya & Irmak, 2021; Uzun et al., 2021). For example, Eyimaya and Irmak (2021) in their study found that parents had problems controlling their children's screen time and children had an average of 6.42 hours of screen time per day during the pandemic.

Children during the pandemic were forced to stay at home and try to continue their education at home as well. As mentioned previously, 1.6 billion learners were affected by school closures which cost them 224 instruction days on average when full closures and partial closures are considered (UNESCO et al., 2021; The World Bank et al., 2021). These closures brought up the importance of the home environment also as a learner environment and the responsibility of the parents to help their children learn. This type of responsibility could become a burden if the parents have to keep working or they have limited education themselves. (Brossard et al., 2020). It was discovered that parents with limited education are not able to help their children with their learning-related issues and risk of expanding learning poverty (The World Bank et al., 2020). Many low-income parents were observed to be particularly in a disadvantaged situation as they were mostly essential workers who had to still work during the pandemic regardless of the shutdowns and sometimes were not able to take care of their children's learning journey. This situation created even more problems for parents with children who have special needs (Gandolfi et al., 2021). All these difficulties and challenges faced during the pandemic have highlighted the importance of parents' role to create a home learning environment for their children (Brossard et al., 2020; The World Bank et al., 2020).

2.5.3 Covid-19 and teachers

School closures in most countries due to the pandemic have forced most teachers to switch to distance education (UNESCO et al., 2021). It is accepted the switch to distance education can become troublesome since some of the teachers lacked the skills needed for distance education or they did not have the pedagogical background or information to conduct distance education and even if they had the ability and knowledge, external factors like poor internet connectivity stood as challenges teachers had to face in order to help students continue learning through the pandemic (UNESCO at al., 2021).

As a key opponent of education systems (MoNE, 2017; UNESCO et al, 2021), teachers need help with the challenges they might face due to the distance education switch. They need to be supported with the sudden switch as well as the unfamiliar modalities of distance education and new resources to cooperate in distance education. Providing teachers with the help they need will result in students continuing learning. Many countries have provided teachers with new resources, curricula and content suitable for distance education as well as necessary tools to conduct the lessons and in some cases free connectivity. They provided teachers with professional development opportunities to figure out the proper technology usage with suitable pedagogies. Most countries also put emphasis on the psychological and emotional needs of teachers and provided them with the help they needed. Teachers were also prioritized for vaccines against Covid-19 (UNESCO et al., 2021). However, middle and low-income countries were not able to support teachers on the same level as high-income countries. They had limited professional development opportunities for teachers which left teachers in these countries disoriented. (The World Bank et al., 2021).

The pandemic caused changes in the practices and attitudes of teachers (Etchells et al., 2021; Moser et al., 2021; Minihan et al., 2022) as well as their identity and role as teachers (Ashton, 2022). These changes led them to reshape the pedagogies they apply in order to maintain the set goals for education (Ashton, 2022; Chen, 2022). This also led teachers to explore alternative techniques for distance education (Chen, 2022) with a limited time to prepare and train (MacIntyre, 2020).

The switch to distance education occurred through three stages of "*preparing, adapting and stabilizing*" through the usage of "*identification, coordination, reflection and transformation*" (Yan & Wang, 2022, p.1). However, teachers had some problems as their readiness was based on their digital competencies (Chen, 2022) as well as their attitudes and perceptions (Etchells et al., 2021; Moser et al., 2021). Even though the daily use of technology is common (Chen, 2022), most teachers lacked the knowledge or the experience required for distance education (MacIntyre, 2020; Etchells et al., 2021; Moser et al., 2021).

Regardless of the confusion or worries surrounding the procedures, teachers were expected to continue teaching (Yan & Wang, 2022) and use a series of online resources to conduct lessons without problems (MacIntyre et al., 2020). Teachers had to prepare a new curriculum and adjust to the new learning environment (Etchells et al., 2021). Synchronous teaching and asynchronous teaching differed in many ways. For example, synchronous teaching required a steady internet connection and help from parents, especially for younger students, asynchronous teaching, on the other hand, lacked social interaction (Etchells et al., 2021). This pressure from the expectations and challenges led teachers to feel helpless, frustrated and strained (Etchells et al., 2021) and stressed (MacIntyre et al., 2020).

The pandemic especially due to the online switch has added new stress-related elements to teachers' already existing problems and challenges (MacIntyre et al., 2020; The World Bank et al., 2021). Teachers have continued to worry about not just themselves but also their loved ones and also about the well-being of their students and students' families (Etchells et al., 2021; MacIntyre et al., 2020). This fear was observed when schools were reopened, as teachers would fear carrying the virus to their own families as they did not feel safe in physical school environments (Minihan et al., 2022).

During school closures, some teachers did not feel comfortable using online methods for teaching as they did not feel ready for such conversion to a medium of instruction (Moser et al., 2021; MacIntyre et al., 2020). They also expressed concerns about student participation rates, their involvement and engagement in online learning (Ferri et al., 2020; Ashton, 2022). As a result, teachers had to reduce the burden on students with fewer

materials and topics, however, they were concerned about the success of students in learning because of the reduction in teaching materials which also affected their instructional goals (Moser et al., 2021). Some teachers expressed feeling less effective while teaching and were afraid students were not learning (Ashton, 2022).

Some teachers faced challenges related to parents (Moser et al., 2021) and some even felt judged by the families of students (Ashton, 2022). Some teachers admitted feeling like they could not reach students (Ashton, 2022). Many teachers complained about their increased workload and responsibilities (Minihan et al., 2022; Moser et al., 2021; Yan & Wang, 2022) and how they had some problems trying to balance their work and personal life since the boundaries between home and school were almost nonexistent in this period due to irregular teaching hours and many other reasons which made them believe they have lost control over their work (MacIntyre et al., 2020). Another issue that has been voiced by language teachers is that they expressed that they did not feel what they were teaching was seen as important or core area as other subjects since their training and the support needed was not provided in the way it should have been (Moser et al., 2021).

2.5.3.1 Teachers' self-efficacy beliefs during covid-19

No known study was found about the self-efficacy beliefs of teachers for literacy instruction during Covid-19 however, the literature even though scarce includes studies about the self-efficacy beliefs of teachers during Covid-19. As teachers were forced to change their teaching methods and how they teach on such short notice, teachers faced many challenges while switching to online teaching (Pressley, 2021) since online teaching differs so much from face-to-face teaching (Cory & Stella, 2018).

Baroudi and Shaya (2022) surveyed 113 K-12 teachers from six Arab countries who taught online during the Fall semester of 2020. They used a modified version of the TSES Scale to measure online teacher self-efficacy. The results demonstrated that teachers' self-efficacy for student engagement was low. They found a significant difference in teachers' self-efficacy beliefs for teachers who had the opportunity to teach online before. They also observed teachers who took part in a seminar or course about online teaching had higher self-efficacy beliefs than teachers who did not attend such training. Also, teachers

who had support for the online instructional design had higher self-efficacy than teachers who did not receive this type of support.

Most of the teachers expressed feeling frustrated and confused especially at the beginning of transitioning to online teaching. Teachers mentioned some factors affecting their online self-efficacy beliefs: "*being unprepared to design online instruction, lack of familiarity with online educational applications and platforms, students' disengagement and classroom management, connectivity issues, and lack of technical support*" (Baroudi & Shaya, 2022, p. 8101).

Ma et al. (2021) aimed to observe the changes in online teachers' self-efficacy in China by surveying 351 teachers and interviewing 6 of them. They observed teachers had lower self-efficacy beliefs at the beginning of online teaching due to the lack of experience. However, overall teachers' self-efficacy beliefs improved for technological application. They have observed 4 themes affecting teachers' online self-efficacy beliefs: initial anxiety, issues caused by separations with students, school administration and outcomes of the student studying. They also identified some factors affecting teachers' online self-efficacy beliefs: "*lack of experience in online teaching, prior worries, separation of teachers with students, school administrative processes and unsatisfactory student academic performance*" (Ma et al., 2021, p. 6693).

Pressley and Ha (2021) surveyed 361 teachers in the United States by using TSES by Tschannen-Moran and Woolfolk Hoy (2001) and they aimed to explore teachers' instructional efficacy and engagement efficacy as they thought new approaches and requirements for teaching during the Covid-19 period would impact teachers' self-efficacy beliefs. When compared with previous literature, they observed teachers had lower instructional and engagement efficacy. They also observed teachers who were able to teach face-to-face during the beginning of the Fall semester of 2020 had the highest instructional self-efficacy than teachers who were teaching hybrid or all virtual. They also observed teachers in all virtual teaching situations had the lowest instructional self-efficacy.

Dolighan and Owen (2021) surveyed 132 Canadian secondary school teachers' self-efficacy beliefs for online teaching during the transitioning to the online teaching

environment during Covid-19. The results achieved indicate that teachers who had additional courses and professional development opportunities had higher online teaching self-efficacy beliefs. They assumed low teacher self-efficacy for online teaching could be related to the anxiety and stress caused by the forced transition to online teaching.

Pressley and Ha (2022) also had another study to understand the relationship between school administration support, teachers' anxiety and stress, and teachers' self-efficacy during Covid-19 in the US. They explored teachers' perceptions of going back to school in the Fall semester of 2020 in form of hybrid or online. They found teachers' engagement efficacy significantly related to their instruction efficacy. They also observed if teachers had lower instructional self-efficacy, they had higher levels of stress and anxiety and teachers with higher instructional efficacy had low-stress levels.

Gao and her colleagues (2022) observed Chinese EFL teachers' self-efficacy beliefs and their acceptance of online teaching. They found EFL teachers had higher self-efficacy towards online teaching and were accepting of the transitioning to online teaching. They also found teachers' self-efficacy beliefs for online teaching have an impact on their acceptance of online teaching.

3. METHODOLOGY

In this chapter, the overall research model is described by defining the general outlines of the mixed research model including the details of both quantitative and qualitative methods. The reason behind the suitability of the mixed research model is further explained. Furthermore, the context, sample and participant profile of the research is described along with both of data collection tools and the data collection procedures in great details. The chapter is finalized with a precise explanation of the data analysis procedures.

3.1 Research Model

The current study applies a mixed-method research design to be able to answer the research questions in the best way possible. Johnson and his colleagues (2007) suggest "*Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches*" (p. 123).

The study follows a cross-sectional design to describe the characteristics of the population by drawing conclusions from the sample pool. The quantitative data is collected during the 2020-2021 academic year with a survey both online and in-person methods. According to the results of the survey, a semi-structured interview is held to gather qualitative data from selected participants. Considering the fact that the research will have both quantitative (survey) and qualitative (interview) elements, the mixed-method approach will be used in the research.

Quantitative research mainly focuses on testing and examining variables by measuring instrument results. It also analyzes numbered data through statistical procedures (Creswell, 2014). Qualitative research, however, can be framed as related to words rather than numbers. It is used for "*description, explanation, reporting, creation of key concepts, theory generation, and testing*" (Cohen et al, 2018, p. 287). The process of qualitative research builds on themes that can be interpreted by the researcher (Creswell, 2014).

In this study, after gathering quantitative data and achieving statistical results, interviews were made to explore the attitudes of the participants. This qualitative data collection method was preferred to give voice to participants to tell their stories since it reflects real-life situations (Dörnyei, 2007).

3.2 Sampling

For this study, the aimed participant pool includes teachers of EFL teaching students in 2nd grade in elementary schools. The participants include both private schools and MoNE schools' teachers. In total 123 participants took part in the study. However, only 103 of the data collected from the participants were suitable for the data analysis stage. Some participants did not fill in all the items in the survey and some submit the same survey multiple times. For this reason, 20 of the data collected from the participants were not used for the data analysis.

For the interview part, the aim was to choose 10 teachers with results showing they have low self-efficacy for literacy instruction. In total, 26 participants were pre-approved to take part in the interviews. However, when contacted to set a date for the interview, 2 participants refused to take part in the interview stating they were not available for the foreseeable future. 18 participants did not return to numerous attempts to contact them. Eventually, 6 of the participants accepted to take part in the second half of the study by confirming to set a date for an interview.

3.3 Data Collection

3.3.1 Teachers' sense of self-efficacy for literacy instruction scale

Several methods of measuring teacher efficacy were developed over the years (Gibson & Dembo, 1984; Guskey & Passaro, 1994;). Gibson and Dembo (1984) developed the Teacher Efficacy Scale (TES) with two dimensions to teacher efficacy. The first dimension defines general teaching efficacy beliefs (GTE); whereas the second dimension defines personal teaching efficacy beliefs (PTE). The TES was seen as the dominant scale for studying teacher efficacy.

In light of the previous models, Tschannen-Moran and Woolfolk Hoy (2001) developed the TSES Scale based on social cognitive theory. Even though Gibson and Dembo' scale (1984) was seen as the dominant scale. Cerit's Cerit's study (2010) shows that it "*may not be a valid tool to evaluate efficacy beliefs of pre-service classroom teachers in Turkey*" (p. 68). On the other hand, the study conducted by Çapa and her colleagues (2005) about the validity and reliability of the TSES in Turkish found it to be a valid tool for Turkish pre-service teachers.

However, the factors TSES observes include very general three factors. Nevertheless, as mentioned previously, teachers can have different efficacy beliefs towards different parts of teaching. Thus, Bandura (2001a) suggested: "*Scales of perceived self-efficacy must be tailored to the particular domains of functioning that are the objects of interest*" (p.1). All things considered, Tschannen-Moran and Johnson (2011) developed the TSELI Scale (Appendix 1).

The TSELI started as 33 items with various aspects of literacy instruction. According to the factor analysis made "*six items with low communalities (below .50) were removed, along with five eliminated for low factor coefficients*" (Tschannen-Moran and Johnson, 2011, p. 755). The items were presented as a unipolar response scale with a 9-point continuum (Tschannen-Moran and Johnson, 2011).

A validity and reliability study of the Turkish adaptation of the scale was made by Karatay et al. (2018). The scale was translated into Turkish and applied to Turkish and English teachers and it was found that the Turkish version of the scale had high reliability and construct validity rate.

3.3.2 Semi-structured interview

TSELI Scale by itself was deemed not capable of ensuring the reasons behind the effects of the Covid-19 pandemic on teachers by the researcher. For that reason, a detailed semi-structured interview was created to capture the insight of the first-hand experiences of the participants. Semi-structured interview questions are "*designed to encourage the interviewee to talk freely and extensively about the topic(s) defined by the researcher*"

(Howitt, 2016, p. 60) which allows participants to "*reflect and respond freely and the researcher to ask for elaboration when needed*" (Haghegh, 2021, p. 50).

The questions created for the semi-structured interview were changed and the number of questions was increased due to the results obtained from the survey analysis. The changes seemed necessary as some interesting results were acquired that needed addressing by the participants. The final version of the semi-structured interview included the following questions:

1. Could you evaluate your self-efficacy for literacy instruction?
2. Do you think your school's student profile and the environment it is in have an impact on your literacy instruction self-efficacy?
3. Would there be a change in your literacy instruction self-efficacy if you worked in a private school instead of a public school / worked in a public school instead of a private school?
4. As a female/male teacher, do you think your gender has an effect on your literacy instruction self-efficacy?
5. Can you compare how education and your literacy instruction self-efficacy were affected before and during the Covid-19 pandemic?
6. Under what circumstances would your self-efficacy beliefs for literacy instruction be higher? (Appendix 2)

The interview outline was created based on the quantitative data results with the help of an experienced qualitative researcher to allow participants to cover all topics by building their answers. A friendly online environment was created to help participants feel welcomed and safe to speak frankly. The researcher did not interfere with the answers from the participants to be able to "*explore issues further and clarify what is unclear*" (Cohen et al., 2018, p. 61). Participants had time as much as they needed before answering, and to prevent misunderstandings and have complete answers, some questions were rephrased, and even new supporting questions were generated.

3.3.3 Data collection procedure

One of the creators of the TSELI Scale was contacted and asked permission to use the scale for this master thesis. The creator gave her permission through a formal e-letter (Appendix 3).

For the data collection process, an online version of the TSELI scale was created using Google Forms and was shared with friends and associates as well as on certain social media sites, groups, and communities which had hundreds of thousands of members. However, the online version of the TSELI scale had only 16 responds. For that reason, after 4 months of waiting for participation online, it was decided to apply the TSELI scale to teachers face to face.

It was decided to collect the data face to face, some primary schools should be visited in İstanbul. To be able to visit the schools, first, a pre-application was made for permission to conduct the research. Following the pre-application, the thesis proposal of the study was translated into Turkish as well as all the scales and tool which was planned to be used in the study for the application file. The file was submitted to the university of the researcher as required by the procedure. On February 2nd, 2021 the application to conduct a study in the primary schools in İstanbul was accepted by İstanbul Provincial Directorate for National Education (Appendix 4).

The permission to conduct the research was granted; however, because of the Covid-19 pandemic, the Ministry of Education took some precautions based on Ministry of Health's advice in trying to reduce the spreading of the pandemic. The precautions included schools being physically closed and teaching online and when the situation gets better switching to hybrid. Hybrid education was only allowed, again in accordance with the Ministry of Health, when the number of cases was low enough to be considered safe for schools to be open. The ministry would allow some grades to start physical face-to-face education in school again but only with a limited amount of time and days and the students would complete the rest of their learning in their homes through online teaching.

For primary schools, the case was that students would come to school for 2 days a week and the rest of the week would be online teaching. Also, each class in most schools was

divided into 2 so half of the students would go to school on Mondays and Tuesdays and the other half of the class would go on Thursdays and Fridays and Wednesday would be an off day when the schools were emptied and sanitized. (MoNE, 2020j). The purpose was to reduce the number of students per classroom as each student needed 4 m^2 according to studies made (Başeğmez & Aydın, 2021)

As mentioned this hybrid education model would only be applied when the number of Covid-19 patient cases was considered low(safe) by the Ministries. Throughout the whole 2020-2021 academic year the schools were shut down to switch to online teaching three times, a total of 21 weeks and the hybrid education model was applied for 16 weeks for 2^{nd} grade students.

Table 1. Timeline of Teaching Modality Switches

Dates	**Education Type**	**Period**
31.08.2021 – 12.10.2020	Online teaching	6 weeks
12.10.2021 – 16.11.2020	Hybrid teaching	5 weeks
20.11.2020 – 22.01.2021	Online teaching	9 weeks
01.03.2021 – 13.04.2021	Hybrid Teaching	6 weeks
14.04.2021 – 01.06.2021	Online Teaching	6 weeks
01.06.2021 – 02.07.2021	Hybrid Teaching	5 weeks

The data collection for the survey was only possible when the schools were open. Since the permission to be able to collect data from teachers was granted before the second term, the researcher had 11 weeks to collect data from surveys. The limited time obligated the researcher to collect data from a limited number of places. The Socio-economic Development Ranking of the Districts by Providence List of İstanbul by the Ministry of Industry and Technology (2019) was examined and it was decided to visit 6 districts chosen based on their socioeconomic level in the list published by the Ministry.

The researcher chose the highest two socioeconomic level districts, namely Şişli and Beşiktaş, followed by the lowest two socioeconomic level districts Arnavutköy and

Sultangazi. And to keep the sample pool balanced the middle two socioeconomic level districts of Kağıthane and Kartal were chosen. However, due to time limitations, the researcher was only able to visit 5 of the districts: Şişli, Beşiktaş, Kağıthane, Sultangazi and Arnavutköy.

A list of all the elementary schools in the previously mentioned districts was created. This list included 207 schools both private and state:

Arnavutköy: 39 – 35 state schools and 4 private schools

Sultangazi: 36 – 31 state schools and 5 private schools

Kağıthane: 37 – 28 state schools and 9 private schools

Beşiktaş: 33 – 16 state schools and 17 private schools

Şişli: 32 – 17 state schools and 15 private schools

The researcher contacted 138 schools out of 207 in the districts by phone first and tried to get the approval of the principals to conduct the survey with their English teachers. At this point, it was realized, based on observation, that most schools in the lowest two districts in fact did not have an English teacher in their schools and the English lessons were conducted by the classroom teacher in such cases. In total 43 elementary schools did not have an English teacher in their school to conduct the English lessons. 33 schools, which rounds up to 77 per cent, out of the total 43 were from the lower socioeconomic level districts namely Arnavutköy(9) and Sultangazi (24). On the other hand, the researcher faced rejection specifically from private schools in the higher socioeconomic level districts. Total of 29 schools out of 50 private schools refused to participate in the survey.

Aside from the rejections and teacher absentee, the researcher was not able to visit each and every school due to some limitations like time restrictions on the permit and lockdowns. In the end, the researcher was able to contact 138 schools personally and was able to collect data from 47 schools.

3.4 Data Analysis

The data collected from the TSELI Scale created by Tschannen-Moran and Johnson (2011) is processed into the SPSS 23 statistical package program. The distribution of the data is examined and it is observed that there was no missing value problem, however, there was one outlier so it was removed from the data collected. Cronbach's Alpha reliability analysis is performed to test the reliability of the scale. Skewness and Kurtosis values are measured before comparing the differences between the data obtained from the scale to measure teachers' self-efficacy beliefs for literacy instruction. The homogeneity of the test variances, i.e. Levene homogeneity test, is distributed. Inferential statistics are used to describe and make predictions from the data of the TSELI. To assess the different demographic groups of the self-efficacy for literacy instruction t-Tests and ANOVA is used.

The interview results were examined using content analysis to "*represents a systematic and objective means of describing and quantifying phenomena*" (Elo, 2014, p. 1). The qualitative data analysis was carried out using ATLAS.ti to create codes and for content analysis.

To conduct the analysis, a folder was created for each participant beforehand, including the video recording of the interview with a Word document file of the transcription of the participants' interview. The transcription was first exported from the website Sonnix.ai, later on, the transcription obtained was reviewed to make sure the transcription did not have any issues related to the accuracy as it is possible for the website used for transcription to miss some parts since the interviews were conducted in Turkish. The process for the revision of the transcriptions was done by rewatching the video recordings multiple times to assure the video recordings matched the transcriptions. Later on, the transcriptions were translated into English by the researcher.

These transcriptions were later uploaded to Atlas.ti website to code points that answer the interview questions and analyze the data. Atlas.ti is preferred for this data analysis because it is a software developed to assist with qualitative data analysis and it is one of the most well-known software for qualitative analysis. This program offered the

opportunities to create codes, add notes and comment on created codes as well as arranging codes into main code clusters.

4. FINDINGS AND DISCUSSION

It is observed that the distribution of data obtained from the TSELI scale varies between -1 and +1. Skewness value was found to be -.315 (Std. Error=,238) and Kurtosis value was ,034 (Std. Error=472). For this reason, it was decided that parametric tests can be used in the analysis of the data. Levene Statistics concluded that the test variances of the score distribution were homogeneously distributed according to p>,05, that is, the assumption of homogeneity was achieved.

4.1 Findings

4.1.1 Findings of the demographic information

Table 2. Teachers' sense of efficacy for literacy instruction and gender

	Gender	**N**	**X̄**	**SS**	**t**	**p**
TSELI Scale	Male	21	144,57	29,72	2.078	,040
	Female	82	129,56	29,49		

When Table.2 is examined, it can be seen that the Independent Samples *t*-test reveals meaningful differences in teachers' self-efficacy beliefs for literacy instruction by gender [t(101)= 2.078; p<.05]. It is observed that male teachers' self-efficacy beliefs for literacy instruction (**X̄**=144,57) are higher than female teachers (**X̄**=129,56).

Table 3. Teachers' sense of efficacy for literacy instruction and age

	Age	**N**	**X̄**	**SS**	**F**	**p**
TSELI Scale	21-25	12	132,50	36,29	,672	,645
	26-30	17	124,47	26,80		
	31-35	35	131,14	28,70		
	36-40	17	142,53	38,40		
	41-50	15	131,73	36,20		
	50+	7	137,86	07,14		

According to the results of Table.3, there are no meaningful differences in teachers' self-efficacy beliefs for literacy instruction by age [F (5, 97) =,672; p=,645]. The results of the One Way ANOVA test do not indicate clear differences.

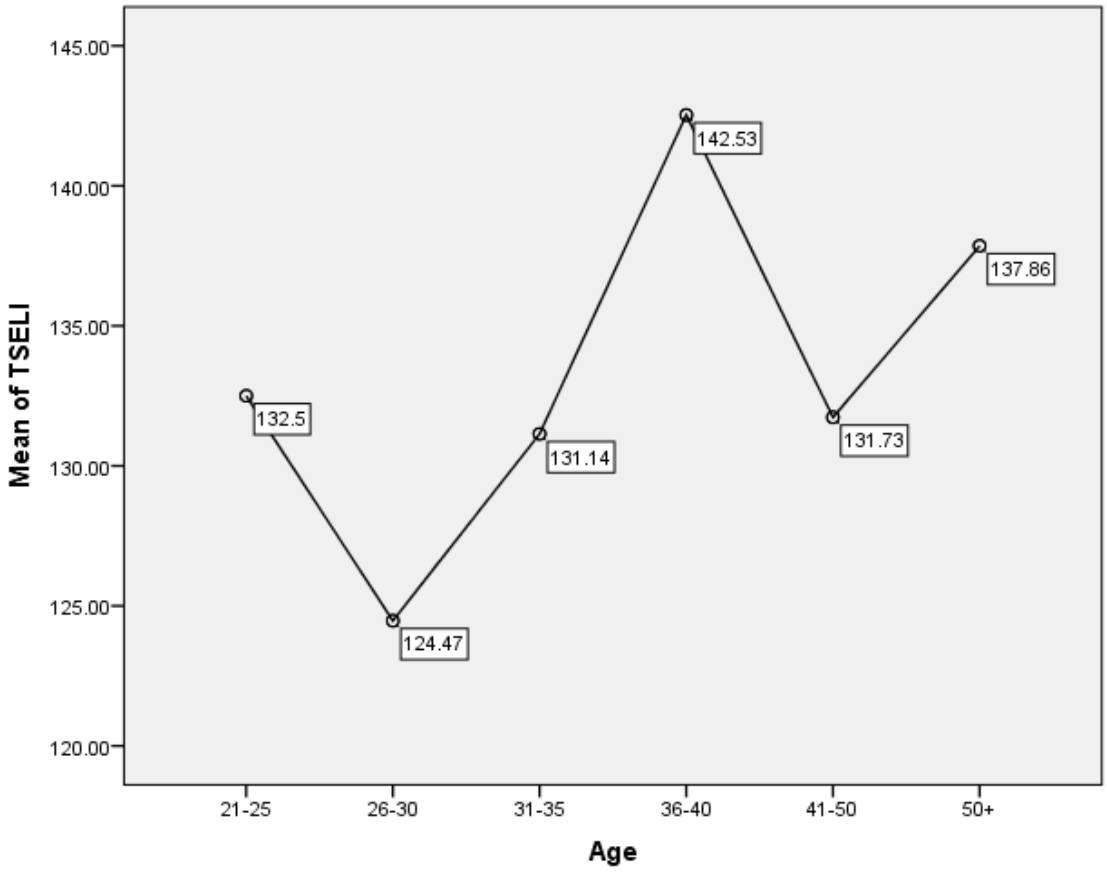


Figure 1. Means of TSELI based on age

However, it is possible to examine from the figure above teachers between the ages 26 and 30 are the only age group to be below average when it comes to their self-efficacy beliefs for literacy instruction. It can be noted that teachers from the age group of 36-40 and teachers who are older than 50 have slightly higher self-efficacy beliefs for literacy instruction.

Table 4. Teachers' sense of efficacy for literacy instruction and education level

	Education Level	N	$\bar{X}$	SS	t	p
TSELI Scale	Undergraduate	84	131,06	30,38	-1.112	,269
	Graduate	19	139,53	28,06		

When Table.4 is examined, it can be seen that the Independent Samples t-test reveals no meaningful differences in teachers' self-efficacy beliefs for literacy instruction based on their education level [t(101)= -1.112; p>,05]. Even though there is no meaningful difference between the groups when the means are compared the teachers from the Graduates group have slightly higher ($\bar{X}$=139,53) self-efficacy beliefs for literacy instruction than the teachers in the Undergraduates group ($\bar{X}$=131,06).

Table 5. Teachers' sense of efficacy for literacy instruction and in-service time

	In Service Time	N	$\bar{X}$	SS	F	p
TSELI Scale	1-5	28	130,50	32,28	,705	,621
	6-10	28	132,79	32,11		
	11-15	22	134,23	28,83		
	16-20	13	138,62	26,26		
	21-30	9	119,78	29,36		
	31+	3	151,67	06,35		

According to the results of Table.5, there are no meaningful differences between teachers' self-efficacy beliefs for literacy instruction and their in-service time [F (5, 97) =,705; p=,621]. The results of the One Way ANOVA test do not indicate clear differences between the groups.

Table 6. Teachers' sense of efficacy for literacy instruction and school type

	School Type	N	$\bar{X}$	SS	t	p
TSELI Scale	Government	59	126,54	30,74	-2.437	,017
	Private	44	140,77	27,28		

It can be concluded from Table.6 that the Independent Samples t-test reveals meaningful differences in teachers' self-efficacy beliefs for literacy instruction based on the school type of the teachers [t(101)= -2.437; p<.05]. The analysis of the results shows that the teachers who teach in government schools have lower self-efficacy beliefs ($\bar{X}$=126,54) than the teachers who teach in private schools ($\bar{X}$=140,77).

Table 7. Teachers' sense of efficacy for literacy instruction and the faculties they graduated

	Faculty	N	$\bar{X}$	SS	F	p
TSELI Scale	Education Faculty	70	130,01	32,17	1,958	,146
	Arts and Sciences Faculty	29	135,28	23,63		
	Others	4	159,00	21,35		

According to the results of Table.7, there are no meaningful differences in teachers' self-efficacy beliefs for literacy instruction based on their graduated faculty [F (2,100) =1,958; p=,146]. The results of the One Way ANOVA test do not indicate clear differences between the faculties graduated.

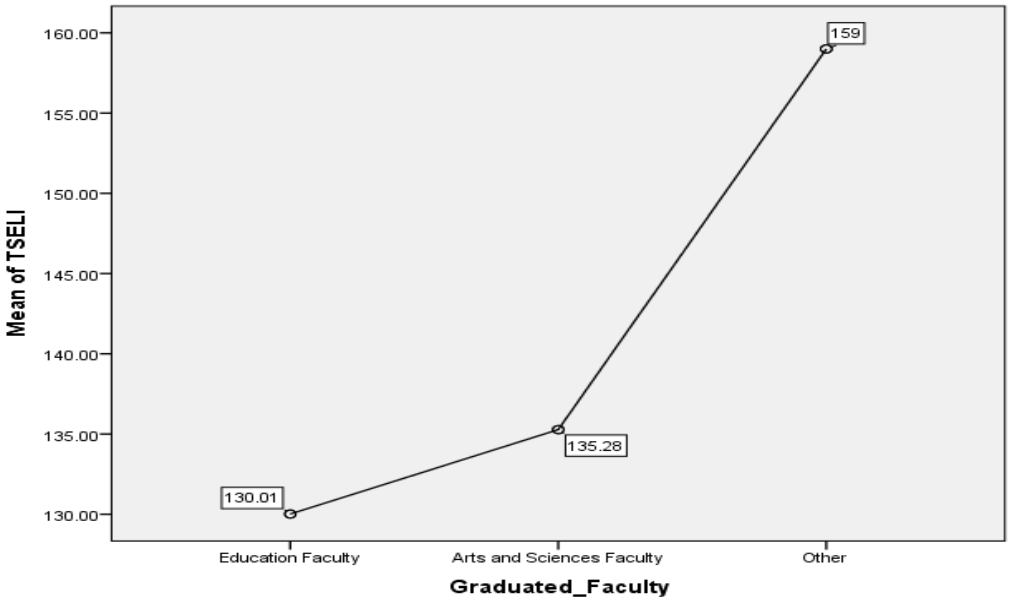


Figure 2. Means of TSELI based on Graduated Faculty

However, it is possible to observe from the figure above teachers who graduated from education faculties have the lowest self-efficacy beliefs for literacy instruction when compared with teachers who graduated from Arts and Sciences Faculty and others.

4.1.2 Findings of the district information

As previously mentioned, the data was collected both online and by hand. 87 of the total data was collected by visiting schools and meeting with teachers. The districts were chosen according to the Socio-economic Development Ranking of the Districts by Providence List of İstanbul by Ministry of Industry and Technology (2019). In total 5 districts of İstanbul were visited and the data was collected from these areas.

Table 8. Teachers' sense of efficacy for literacy instruction and the school district they work in

	District	**N**	**X̄**	**SS**	**F**	**p**
Teachers' Sense of Efficacy for Literacy Instruction Scale	Arnavutköy	9	131,22	23,62	2,577	,043
	Sultangazi	13	121,62	26,39		
	Kağıthane	12	155,17	24,97		
	Beşiktaş	24	134,25	28,99		
	Şişli	29	130,28	28,84		

According to the results of Table.8, there are meaningful differences in teachers' self-efficacy beliefs for literacy instruction based on the district they teach in [F (4, 82) =,705; p=,621]. The results of the One-Way ANOVA test indicate clear differences between the groups.

4.1.3 Findings of the interview

4.1.3.1 Interview question 1 – could you evaluate your self-efficacy for literacy instruction?

The participants who took part in the interviews when asked this question give detailed descriptions of instances and situations related to the factors affecting their self-efficacy beliefs for literacy instruction. The interviewees go into detail of many factors affecting their general self-efficacy beliefs for literacy instruction. All these factors are collected under the code General SEB.

Interviewee #1 indicates that there are always somethings that she needs to improve which aligns with her open-mindedness to improve and her ideology that teaching is an ever-changing - improving profession thus it is not possible to stay the same and that is why she always feels the need to improve her literacy instruction abilities as well as others aspects of her teaching as her current level does not feel sufficient to her.

Interviewee #2 mentions some factors affecting her general self-efficacy beliefs and for literacy instruction. She points out the importance of student motivation to her and the efforts she puts in to keep that motivation up. She mentions the district she teaches is an aid to her. The students have an idea about what English is and some even encountered the language before her English lessons. She also mentions her use of technology to improve teaching conditions.

She also discusses some other factors that can cause her self-efficacy for literacy instruction to decrease such as parent involvement, lesson time/class hours and resources (materials). She concludes that "*with my experience at this age, I think I have a skill that*

can be injected into each of them. I am sure that my self-confidence is very high as the years pass".

Interviewee #3 while talking about her general self-efficacy beliefs for literacy instruction indicates her self-efficacy beliefs for literacy instruction are low. This conclusion comes from the many factors she mentions to affect her self-efficacy beliefs for literacy instruction and from her own words.

> Of course, it is a little more difficult for second graders… I do not feel that I am fully competent in literacy if it is only for the second grade… I am not fully competent in literacy. If you're asking about it, in their literacy (Interviewee #3).

Throughout the interview, Interviewee #3 lists many factors to affect her self-efficacy beliefs for literacy instruction. She mentions the lack of students' background knowledge and how it affects the way she conducts her classes to motivate students and wishes them to study more so it is easier for her. She points out the lack of resources and their influence on their teaching. Another factor mentioned by the interviewee to affect her self-efficacy beliefs is the foreign students.

The only factor she mentions to affect her self-efficacy beliefs for literacy instruction positively is her class size. She explains since her class size is small, she is able to interact with each student and help them interact with the language.

Interviewee #4 while talking about her teaching preferences and her general self-efficacy beliefs for literacy instruction, touches upon several factors that are affecting her. She points out that she believes some limitations like facilities provided, resources (materials) and parent involvement to be related to the socioeconomic level of the district she is teaching. Yet, she also admits because of the district, the student engagement/participation, and student interest and involvement to be a boost to her. She also mentions the importance of cooperation between branch teachers and classroom teaching. She is also affected by factors like special needs students and lesson time/class hours. However, it is observed that because of her easy-going nature, she believes that complaining about these situations is not going to solve them and did not think complaining would be good.

Interviewee #5 mentions multiple factors affecting her self-efficacy beliefs for literacy instruction. She is pleased with her class size because according to her it is small and it was easier for her to get involved with each student.

Even though she is teaching in a higher socioeconomic level district, she believes the specific area she is teaching is not suitable to fit that category and that the number of foreign students is high enough to affect not only her but all teachers' self-efficacy beliefs in the school.

She lists lesson time/class hours, facilities, and resources to be factors affecting her self-efficacy beliefs for literacy teaching greatly. She also mentions parent involvement to be in the way she is teaching and expresses her disapproval of such involvement.

Interviewee #6 suggests that he is "*a great man*" and considers himself "*perfect*". Therefore, it was concluded the majority of the factors he mentions are beneficial to him. He believes he is good at keeping up with technological developments as he cares about his professional development. He considers the resources and facilities provided to him as sufficient. He also uses parent involvement as a way to implement his homework policies and for that reason, he is happy with parent involvement.

He also points out that because almost all his students have background knowledge, students are able to learn easier compared to the minority of students who did not have the opportunity of engaging with the language before school which in return makes it easier for him to teach as well. He also mentions the importance of being in contact with the classroom teacher.

He only complains about the number of classrooms he is responsible for as he has many. He also mentions he does not like "*chain of command*" in private school settings and how happy he is with his own administration since they never question him.

In total, 24 factors are used, three of which are related to the results of descriptive analysis. These three factors are analyzed through interview questions 2, 3, and 4. All 24 factors are used 251 times by the participants to explain their situations.

Factor – Facilities Provided: Almost all of the participants except Interviewees #3 and #5 comment on the facilities whether they lack them or have them.

Interviewee #1 accepts the facilities provided to be a positive factor to her self-efficacy beliefs for literacy instruction and also expresses how helpful it is for her by saying "*the opportunities here are incomparable*".

Interviewee #2 talks about a few problems she faced due to the lack of facilities provided. Some of these points are mentioned while talking about the type of school she is teaching in and doing a comparison. She names the lack of facilities compared to private schools like the number of class hours students have and the vast publications in reach.

She also discusses the general lack of basic materials needed by the teacher to use in the classroom.

> Maybe my school doesn't have a photocopy machine. Maybe no A4 paper. Where will they write, will the child write on the wall, how will they learn to write? These children should be able to write, speak, and listen. I shouldn't be carrying speakers from my house… The English teachers have their own computers when they come in. Why? Because it's their computer. There are a lot of programs, there are these and I don't know what. We load, we can't open YouTube, we can't log into anywhere. Everything is limited. Load them at home and install them again at school, some of the speakers are broken in the classroom, the projector is broken in some of the classrooms, the facilities are very difficult (Interviewee #2).

Interviewee #4 mentions her request to have an English classroom and smartboard in the classroom to be able to conduct her lessons in a higher quality with the help of these facilities. "*Definitely, a smart interactive whiteboard should come to every school*". She also mentions her school is not able to provide her with an English classroom. She explains how she gave up on her dream.

> Even if you take the students to the classroom there will not be many opportunities. The only difference was going to be that the students were going

> to be in a different classroom. That's why I didn't dwell on it too much (Interviewee #4).

For other types of facilities, she does not believe they make a difference in her teaching. She mentions this point while talking about whether there would be any difference if she was in a private school. She lists a few differences which can be understood as the lack of some facilities.

> The only difference between us is the difference of the building, the difference in the facilities offered inside the building, or the difference in the financial possibilities of the student. Actually, we don't see a big difference. I do not think it would be a major factor in a teacher's enthusiasm or willingness or unwillingness to teach (Interviewee #4).

Interviewee #6 mainly mentions the support he always had from the administration and how everything he required was provided. "*Whether it is my current principal or my previous principals. I have always had principals who paved the way for me*". He also mentions how he has to prepare extra materials until he figures out students' learning styles and differences and how this process is tiring for him. "*you prepare dialogues at home, you prepare flashcards at home, you follow those conversations*".

Factor – Student Background Knowledge: Students' background knowledge in English, as well as Turkish, is seen as a factor affecting their self-efficacy beliefs for literacy instruction.

Interviewee #2 talks about how previous education, training or exposure to the foreign language actually can be an obstacle as the students might have false knowledge imprinted on them.

> Because the children come full or come half full. This half occupancy gives me a huge disadvantage. Because I sometimes argue about how well they learned. For example, the pronunciation of a word is wrong. It's spelled wrong. Their parents somehow taught them or someone taught them. It is very difficult to fix ossification. It is very difficult for me to correct the ossified information (Interviewee #2).

It can also be deduced from her preference to teach in lower socioeconomic level places as she says "*English in low socioeconomic places is a very 'wow' thing*".

Interviewee #3 mainly talks about the problems she is facing with teaching skills. "*there is a problem with reading about the second grades as they did not pronounce what they read in English… there is a problem that they can't write correctly from the books or what I have written*". Under the influence of these problems based on students' previous knowledge, she explains how she does not feel fully efficacious due to the transition to new literacy.

> In terms of literacy, in terms of self-efficacy, it could of course be more comfortable for the second grade… Of course, it is more difficult than the others in the second year, as there is a new transition to literacy and they have not completely completed all their competencies. How efficacious I am, I can tell you like 70 per cent (Interviewee #3).

To further explain this 'transition' and lack of complete understanding of L1 results in extra weight on her, she explains:

> That's why I sometimes think that when I teach English, I complete the missing parts in Turkish. While teaching it, there is a development in their mind about that subject. Even if there is no concept of that, that concept is reformed (Interviewee #3).

Interviewee #5, similar to Interviewee #3, gives an example shedding light on the developmental stage of students and how hard it is to try to add on that.

> These children do not have the concept of the next day or a week, for example, the child asks. "When will you come again?" You say "I'll be back next week". They say "tomorrow?" You say "no". "Look, in 7 days," They say. "Tomorrow?" You explain that Monday will pass, Tuesday will pass, it will be like this. The child says again "tomorrow?" I say "ok I will come tomorrow. I will come tomorrow." That's the capacity of the child. And you're filling the child with information. Then you say that I will come in 1 week. The child has already forgotten them all. Okay, the child puts what they learned in the back of their

> mind but to them 1 week is a much longer period than it is to us adults (Interviewee #5).

Interviewee #6 explains he does not experience teaching the language for the first time to most of the students as they have background education, thus he does not think teaching literacy creates any challenges for him.

> About 70 per cent of the students here came from kindergarten and took courses in first grade. So I know them very well. I didn't get them from scratch. That's why, when I enter a classroom, this child will learn by listening, he will learn by seeing, she needs to repeat it after me because the templates are ready for me. I can apply it just like that. Frankly, I am having fun on my own, rather than forcing it (Interviewee #6).

Factor – Resources (Materials): All interviewees in one way or another mention this factor to affect their self-efficacy beliefs for literacy instruction. Interviewee #1 simply states, "*Resources are very inefficacious, I am very inefficacious to the children. Especially the younger age 2nd and 3rd group printed resources are very useless*".

Interviewee #2 also mentions how she likes the textbook starts with cognates which

> denotes words in different languages that are similar in their orthographic or phonetic form and are possible translations of each other. The similarity is usually due either to a genetic relationship (e.g. English night and German nacht) or borrowing from one language to another (e.g. English sprint and Japanese supurinto) (Kondrak, Marcu and Knight, 2003, p. 46)

She also shows her enjoyment in how this warms up the students to the language and she appreciates the source material on this.

> Our first topic, our first unit Words. In Words, the children say, "Teacher, we already know this. Hotel, Market, Park". I always say these words, "We do these things to show you that it is not very difficult, we teach them at first," and as a matter of fact, it has become a unit that makes children start without frightening them first. This is actually a correct introduction (Interviewee #2).

Even though she appreciates this, she still believes the materials to be inappropriate and that it causes stress over students which leads the interviewee with the restriction of not being allowed to use one of the four skills in the classroom. She expresses the lack of writing activities in the textbook "*You know from the publications of the Ministry of National Education, you see, there is no place for that child to do Writing*". She explains how she completes this absence herself. "*We can't lean much into Writing. But then, I go through the internet, by extracting simple things that I found on Pinterest, or by writing exercises with extra resources*".

Interviewee #3 expresses the problems she faces based on the resources she should have to be able to conduct the lesson according to the ministry-given textbook. She mentions a problem with the listening tracks and how she has to not do those parts because it is literally not possible to do them.

> Our books are predominantly listening tracks. Our whole book is listening tracks. How can I use that book when those tracks cannot be downloaded? Of course, I use half there … The current book has some listening tracks but they don't immediately download it … They come very slowly. Like around mid-semester. This is a problem … I cannot download it right now. I search but I can't find it on the computer- on the smartboard (Interviewee #3).

Interviewee #4, even though something is lacking, indicates the resources she has are easily can be used to conduct the lessons thus her self-efficacy beliefs for literacy instruction increase. "*But now there are even smart boards in our public schools. Not in our school yet, but we have a projector, a computer, a photocopier. Every teacher who wants to do an activity can easily do it*".

Interviewee #5 does not go into so much detail; however, she expresses her need for extra materials "*It may be supported by some material*".

Interviewee #6 does not specifically talk about the resources provided by the ministry nor the school administration but rather the resources he provides himself for preparation to getting used to the routine of his students "*After that month it is relaxing, but it is really*

tiring for a month. Because I also have to prepare materials at home … you prepare dialogues at home, you prepare flashcards at home, you follow those conversations".

Factor – Teaching Preferences: Throughout the interviews teachers' preferences while teaching and the way they implement their lessons differed from interviewee to interviewee. It was clearly seen that the teachers developed these differences throughout the years and shaped them according to the needs of their students.

Interviewee #2 specifically mentions how she prefers to teach in lower socioeconomic level districts even though it is harder for her as she believes she influences students more. "*But let me tell you one difference. This is a very nice difference. I get more pleasure when I work in low socioeconomic areas … But English in low socioeconomic places is a very 'wow' thing*". She cares about that as she also said "*I spend my first lesson glamorizing them. I have to catch that emotional bond in the eyes of every child*".

Interviewee #4 quotes her own teacher from her university time. "*Our teacher said, 'If you laugh in the classroom, that lesson is learned'. Definitely. It doesn't matter which course it is*". She explains how she believes this to be effective in the classroom and prefers this way of approaching the students. "*If the teacher is laughing in the classroom, if the teacher can joke with the student, that is, like a friend, it is impossible, really impossible for the child not to learn in that lesson*".

Interviewee #5 uses the textbook provided by the ministry mainly to teach reading, listening, speaking and writing. She explains for speaking she uses games too.

> We work on Listening right now, and the coursebook already has stuff. We do a lot of listening, so to include Speaking, I used to use games in the lesson while we were in the classic regular classroom… My focus on the reading part is like this, we already follow the book, we follow the government's book (Interviewee #5).

Although she teaches writing too, she does not believe writing should be tough at an early stage. "*We don't have a lot of writing. Normally, there should not be even a notebook in the 2nd and 3rd grade classes anyway*".

Interviewee #6 mentions how in general he approaches teaching skills by pointing out he prefers teaching listening and speaking to teaching reading and writing.

> I'm an English teacher. Therefore, I am a person who works more on speaking than teaching reading and writing. Therefore, I may not be very competent in the literacy part, but I can say that I have sufficient requirements as an English teacher in speaking skills and listening skills in the speaking part, but I do not teach reading and writing (Interviewee #6).

He explains that he spends some time figuring out the abilities of students by implementing speaking and listening activities to get students to a certain level. Afterwards, he supports his teaching with the ministry book.

> My first month in class is spent getting to know children and assessing their abilities. In this context, we first study simple dialogues, simple dialogues like what's your name and how are you? We study these types of words and I discover their speaking proficiency. In order not to make these dialogues boring, I make them sing and repeat from time to time. This is how I measure listening abilities. There are also many visual games in EBA sometimes in the last 5 minutes of the last lesson we play. After working with these for a month, I move on to the book. In this way, I learn about the children in a month. But that month is obviously very busy I have to say (Interviewee #6).

He also cares about homework and uses homework frequently as a means to help learners acquire the language easily. "*I used to give an activity almost every week when the unit was over. The child will do this, make things out of cardboard and make videos and upload them*". He also mentions that "*discipline*" is his "*preferred method*" and displays his dislike of how private schools work. He specifically says:

> in private school, it goes a little bit like a chain of command. For example, the man goes to class … The man attends the teacher's class to listen to the lesson … It's kind of ridiculous for a principal to go to class. Things like a chain of command and similar context make me nervous. I personally don't like it (Interviewee #6).

Factor – Teaching Strategies: Interviewee #3 gives details of the strategies she uses to teach listening, speaking and writing. And the emphasis she gives to each skill. For example, she values speaking to the point of thinking it is the key skill to acquiring a foreign language.

> In the second grade, I make them listen to that word a lot… in general, keeping the words in mind with movement and gestures. For example, my strategies are usually by making children have a dialogue and explaining them with facial expressions… Instead of writing too much in second grade or employing a writing strategy, the children are in dialogue (Interviewee #3).

Interviewee #4 emphasizes the role of the teacher in students' development. "*When we think both the development of the child's literacy and cognitive self-awareness and realization of his abilities are actually part in the hands of the teacher*". She prefers the usage of images to enhance the chance of students remembering what they learned.

> We worked with pictures in order to keep the concepts in their minds while studying in English classes… Especially, in animals, that specific pictures remained in the child's mind. In that respect, I definitely think that the teacher is effective (Interviewee #4).

She further mentions the usage of repetition in the classroom to make sure what is being taught is acquired correctly. "*We can always make corrections by repeating it… By repeating the correct pronunciation of words over and over, playing games, songs, making them hear and correcting them, we actually progress like that"* (Interviewee #4).

Interviewee #5 pays extra attention to make sure students are aware of the differences between Turkish and English and they always refer to their book to make sure they get it correctly.

> When I give extra worksheets to them, for example, this could be matching worksheets, could be an image that you need to write under. I never told them to write it from their memory. In particular, I said that we have already done this in the book here, look at the part we did in the book, and write from there. Here as you know, in Turkish it is different, in English it is different, it should be the

> same, it should not be different. Pay attention to it. The important thing here is that you pay attention to it. You can do it wrong, be careful with it. That's why I did this way in the writing part and this way in the reading part (Interviewee #5).

She also has many activities to relieve students from the stress and fear of making mistakes while learning the language. She implicates these types of activities classroom regularly.

> I am already very encouraging for those who attend the class and stay behind. In fact, sometimes I make a mistake and say, look, I'm making a mistake too, can happen. I even did this once. Everyone will say a word, but let that word be wrong, so deliberately say the wrong thing. Look, nothing happens when we make a mistake, we don't die, nothing happens to us, this will happen while we are speaking, because we normally sometimes have difficulties when speaking Turkish or while writing (Interviewee #5).

Factor – Lesson Time/Class Hours: This factor is mentioned by almost all interviewees. Interviewee #1 focuses on the quality of teaching and whether or not the information they are trying to convey is transmitted in a permanent way. She believes because the teaching hours are not sufficient, they do not have time to make sure the intake of the students is reinforced properly. "*the lecture hours are incredibly few, so there is a really strict curriculum, but are we really covering topics by reinforcing it? Yes, we cover all the topics but can we reinforce it no, I think so*".

Interviewee #2 had great input on the topic with more than one aspect of the factor. First, she complains about the limitations she is facing due to limited classroom hours in her opinion. She expresses:

> Class time is a serious problem right now. Being dropped … in primary school, these are really serious situations. We teach a language. It is really a deplorable and dire situation to spare 4 hours for the Turkish lesson that the child knows and 1 hour for the English lesson that they do not know (Interviewee #2).

She also expresses how the class hours are much more in private schools which indicates even further her need for extra hours. "*The lesson time should not be two or three hours, it should not be one hour. Class hours must be higher*".

She also talks about a single lesson hour and her problem with trying to fit skills and topics into this limited amount of time. "*We make children listen to a listening text at least three or four times during their education at the university or in our practice classes. Now my 40 minutes is not enough for that*". She further continues "*Let me do one for 10 minutes, let me do one for 5 minutes in 40 minutes. The teacher shouldn't be doing so much math in their head*". Another point she adds is how she does not have time in her tight scheduled curriculum to stop for students and go over topics again to make sure the learning occurred properly.

> So I plan ahead what I'm going to do. But sometimes a child asks a question, others say 'Me too', I should have the luxury of being able to do it spontaneously. I should have the luxury of saying 'you'll teach in the next lesson' in my program (Interviewee #2).

Interviewee #4 mentions how having only 2 hours to teach is not enough for students to learn English. "*The reason for this is the lack of time, the lack of class hours. Unfortunately, we cannot learn English and put it into practice in two lessons, just as we cannot learn mathematics with 2 lesson hours*". It is possible to say this factor affects the self-efficacy beliefs for literacy instruction of the teachers.

Interviewee #5 mentions how having a big class size results in consuming the lesson time. She says "*you cannot be enough because there are too many of them, because the time is not enough, the child can't get a turn. If you do a roll call, the lesson may end just with that*". She continues expressing her problem with class hours mentioning how it is not sufficient and that for acquisition to occur properly repetition is required.

> Lecture hours are so little. 2 hours a week is very, very little for 2nd grade to 3rd grade and to 4th grade kids. Because these children do not have the concept of the next day or a week…to them 1 week is a much longer period than it is to us adults. They should be taking this lesson for at least an hour, if not 2 hours every

> day, so that the information will be acquired with repetition. So, it will happen slowly slowly. You are already wasting a certain amount of time until you remind them of the previous lesson again (Interviewee #5).

Factor – Parent Involvement: Interviewee #2 complains about the involvement of parents as she believes this involvement crosses a line (to say). She explains how parents actually try to make comments on topics that are being taught. "*There is a plea from the parents. "Teacher you should start with the alphabet. Why don't you do this?" They think it's just me doing that*". She also believes students' encounters with English before school due to parent involvement may sometimes cause some troubles with the acquisition. "*Their parents somehow taught them or someone taught them. It is very difficult to fix ossification. It is very difficult for me to correct the ossified information*".

Interviewee #3 mentions the factor of parent involvement while talking about the idea of teaching in a private school as opposed to where she is teaching now. She believes the parents in a private school would be more involved in students' development and that would make teaching easier for her. "*The development of other classroom teachers and children's parents is also very important*" because "*it could have been more comfortable. Because there would be more involved parents*".

Interviewee #4 accepts there are many causes and reasons affecting her teaching as well as her self-efficacy beliefs for literacy instruction while talking about the socioeconomic level of the district she is teaching. "*Here, the family interest, the child's level of readiness, the fact that they have many siblings, the fact that they have opportunities, even the family's level of reading are all factors*".

Interviewee #5 talks about the effects of pressure from parents on students. She explains in detail how she has special activities to be able to break students from the pressure put on them by their parents which of course in return requires extra work and affects her self-efficacy beliefs for literacy instruction.

> In fact, sometimes I make a mistake and say, look, I'm making a mistake too, can happen. For example, some of them can get through this process more easily, admit that they made a mistake and say oh yes, but some of them are already

> under pressure from their parents with too much performance, even the slightest mistake can be like the closing of a flower (Interviewee #5).

She also explains how she has also faced with some of this pressure from the parents as she has to explain her teaching strategies to parents.

> When I give homework, I don't say write these words 5 times - 10 times. But this time, for example, there may be some reactions from the parents, such as why they do not write at all. We may have to explain these things (Interviewee #5).

Interviewee #6 in a way makes the parents get involved in a way to implement his homework policies. "*Obviously, some parents trust you here… Okay, if our teacher wants this, we should do it… Not once did the parents ask why we are doing this, and they always came.*". He also does not like the involvement of the parents from higher socioeconomic levels based on the observation made from the interview, he thinks they only question his authority and that they make him explain what he is doing in the class and why. "*I would be more tired. Because as I said … you're dealing with the parent a lot there. You have to explain everything you do one by one like this. That would be more tiring*".

Factor – Use of Technology: Interviewee #1 mentions using digital materials in her classroom and also about keeping up to date with technological situations. "*I am a person who follows technological situations very closely. I use digital materials a lot. I also use it a lot in my classroom*". However, she also mentions her struggle with technology while comparing herself to male teachers. "*So, we had some technological problems. It affected my self-efficacy*".

Interviewee #2 mentions her use of online tools and how she uses extra materials she obtained from the internet. Yet, she also expresses the problems she faces when it comes to technological devices in school and how for each class there are different problems and that affect her teaching.

> I mean, every time I enter a classroom, we arrange the projection and sound systems again. How many minutes passed? - 10 minutes. Especially if there is a

> problem, here we go. You're doing something like an IT guy, trying to fix it. Look, this is a very important thing (Interviewee #2).

Interviewee #3 mentions her usual way of teaching and says the technological devices in the classroom and extra materials she provides thanks to are a part of the process and she is able to use them to teach more efficiently.

> I give the students dialogues as homework beforehand… Then I have them do it in the form of a dialogue in the classroom. Then again, I make them listen to similar dialogues from the, from the board. Morpa Campus is the one I use the most. There are teachings from Okulistik and I also benefit from them. Some things like that (Interviewee #3).

Interviewee #4 indicates the lack of certain technological devices in the classroom affects the way the lesson is taught and learnt and obtaining these devices is a must. "*Definitely, a smart interactive whiteboard should come to every school*".

Interviewee #6 is satisfied with the technological equipment he is provided. He states:

> Since there is a smartboard in the school, we can offer many activities in the style of listening, reading and visual audiovisual, that is, speaking by seeing, in the style of video, so children's learning process is easier as more than one language skills emerge. The smartboard is a very helpful thing for us in this regard (Interviewee #6).

He also mentions the integrated games of EBA with the smartboard. "*There are also many visual games in EBA sometimes in the last 5 minutes of the last lesson we play*". This can be interpreted as a solid factor helping him have his high self-efficacy beliefs for literacy instructions. Yet, he also mentions how he would be able to do more in the classroom if he was capable of advanced information on technological methods. "*If I were a teacher who could write software, I could teach children vocabulary more easily with computer software and simple games… It is clearly lacking for me*".

Factor – Student Adaptation/Motivation: Interviewee #2 mentions the textbook used in teaching and how the first unit is specifically designed with cognates.

> Our first topic, our first unit Words. In Words, the children say, “Teacher, we already know this. Hotel, Market, Park”. I always say these words, "We do these things to show you that it is not very difficult, we teach them at first," and as a matter of fact, it has become a unit that makes children start without frightening them first. This is actually a correct introduction (Interviewee #2).

She also mentions how students with some background information about the language are more motivated and do not fear the language.

> The child comes to me already knowing things like What is your name? How are you? from their family or from kindergarten. Therefore, they do not feel the panic of I am creating a sentence or I am learning something new (Interviewee #2).

Interviewee #3 mentions how her teaching style is revolved around students’ preparation beforehand and their memorization. She admits she cannot motivate all students to do their part. However, based on her tone during the interview, she does not care that much whether some students are interested in doing the given tasks or not.

> I make them speak, and it suits me more when they memorize their speech. Some memorize it, I can't be successful in all of them. Some children are memorizing exactly, some are more irrelevant, they are talking like I couldn't memorize or something (Interviewee #3).

Factor – Teacher Adaptation: This factor is used only by Interviewee #1 while talking about the insufficiency of the resources provided to her. She says “*I'm trying to bridge the gap in the form of digital materials from the extra classroom*”.

Factor – Class Size/Number: Interviewee #3 approaches this factor positively as her “*class sizes are already around 20 people*”. She mentions how this makes everything easier for her by saying “*it is not possible to miss any child*”. She further continues how it would be if the situation was reversed. “*I mean, if I were in a 40-student class, I would really be telling you something else right now. I would say this problem, that problem, I'm doing this, I can't handle it or something*”.

Interviewee #6 mentions the number of classes he is responsible for as a factor affecting his self-efficacy beliefs for literacy instruction. "*Because I have 11 classes, it is really busy. For example, if I had 4-5 classes, this job would be much more efficient and effective, but 11 classes*".

Factor – Co-teaching: Half of the interviewees mention the importance of cooperation with the classroom teachers as a factor to improve their self-efficacy beliefs for literacy instruction. This cooperation provides them with all the necessary support they need. Interviewee #6 mentions this support by saying "*the coordination between the administration, the teacher and the branch teacher is very good for us. I think it's very productive for me*". Interviewee #4 touches upon the importance and the need for this cooperation:

> We need to be in contact with the classroom teachers. Almost all English teachers are definitely in contact with their classroom teachers anyway. If we know which student has IEP (Individualized Education Program), which student has special learning difficulties, and which student has family problems, our job becomes easier (Interviewee #4).

Interviewee #3 gives an explanation of how the lack of cooperation can lead to extra weight on the language teacher and says:

> Of course, the development of other classroom teachers and children's parents is also very important… What will the child do if they don't know? ... That's why I sometimes think that when I teach English, I complete the missing parts in Turkish (Interviewee #3).

Factor – Student Special Needs: Interviewee #4 mentions another factor which is interlinked with Factor – Co-teaching and that is Students Special Needs. According to Interviewee #4 "*there are students with IEP*" and *"we have inclusive students*". She continues "*Since they are in our classrooms, there are situations where we need to be more careful*". She indicates this is a factor which affects their self-efficacy beliefs for literacy instruction.

Factor – Student Learning: Interviewee #5 believes the willingness of the students to learn is up to them and that is a factor for her as she believes she cannot "*put a sprout inside the child if nothing is there. You can look at it and grow it, but it is not possible to create it from scratch*".

Interviewee #6 specifically indicates the learning differences of students affect his self-efficacy beliefs for literacy instruction. "*This learning process is obviously not an equal process. Education is not a democratic process. Since each child's learning style, learning time and learning qualities are different from each other, a teacher must enter the class already equipped*". He also talks about how these differences in learning lead him to create different types of materials. "*You prepare dialogues at home, you prepare flashcards at home, you follow those conversations*". However, he also says because of all the technological tools in the classroom he does not feel a heavy load and finds the tools to be helpful.

> But apart from that, frankly, since there is a smartboard in the school, we can offer many activities in the style of listening, reading and visual audiovisual, that is, speaking by seeing, in the style of video, so children's learning process is easier as more than one language skills emerge. The smartboard is a very helpful thing for us in this regard (Interviewee #6).

Factor – Foreign Students: Interviewees #3 and #5 are the only participants to mention foreign students in schools. This can be interpreted as either they do not know how to deal with these students or the number is overwhelming for them. Interviewee #3 explains "*We even have many foreign students. Of course, they also cause problems, as well as communicating with them. Other teachers are having the same problems too*". Interviewee #5 gives a similar explanation "*There are also foreign students or those who do not speak Turkish at all. You know, there are mixed groups*".

Factor – Homework: Interviewee #2 mentions her struggle because of the lack of this factor in her teaching life and explains how this is a disadvantage for her.

> For example, we have an order sent by the ministry. This order came as 'It is forbidden to give homework to students' and we cannot assign homework to

> students… I know I've been prosecuted for giving homework to my class. This is a very serious obstacle… This is a very serious disadvantage and I think it is necessary for the teacher to have the right to give homework again (Interviewee #2).

Factor – Student Engagement/Participation: Interviewee #4 indicates that the participation and the interest of the students in the language are high and she believes the reason for this is because they are in a low socioeconomic level district. "*Because they attend English with a lot of love, and especially the second graders are very fond of it*".

Factor – Professional Development: Interviewees #1 and #6 mention professional development as a factor for their self-efficacy beliefs for literacy instruction. It should be noted that for Interviewee #1, this factor holds a big part in her ideas since professional development was also an implication mentioned by her as a way to improve the self-efficacy of all teachers. She talks about how the training helped her.

> I attended intelligence games training. For example, I bought something about mind games. The word games I learned there worked so well in my English lessons that I prepared puzzles myself for children. There were also games, I brought them and presented them to the children. Made a huge difference. It really made a huge difference. Children are learning words with pleasure right now (Interviewee #1).

Interviewee #6 mentions this as a factor to be lacking for himself. He explains that if he had some specific training he would be more sufficient. "*If I were a teacher who could write software, I could teach children vocabulary more easily with computer software and simple games*".

Factor – Personality Traits - Open-mindedness: It is observed in general that Interviewee #1 is always trying to improve herself by being open to changes and training and following technological developments. "*But it's also a bit about being open to innovations*".

Factor – Personality Traits - Easy-going: For Interviewee #4, it is noticed that even though she has many issues and factors she mentions affecting her self-efficacy beliefs

for literacy instruction. It is understood from her interview that she is an easy-going person, and she finds it futile to constantly complain. "*But the teachers I noticed in our meetings in Sultangazi are extremely negative. Constant complaints, there is no need to complain. These are our students. We exhibit our personalities*".

Factor – Personality Traits - Casual: While coding Interviewee #6, it is observed that he is more laid-back with his approach in general. "*I would say it goes much more enthusiastically than professionally. Teaching here goes with an amateur spirit*". He finds 'amateur spirit' more important than professionalism. The researcher believes the main reason he has this personality trait is related to how his teaching life has been. He says:

> Whether it is my current principal or my previous principals. I have always had principals who paved the way for me. There has never been anyone who interfered or said like do this or that. I worked very comfortably and efficiently because it was always in the style of 'Teacher, you are a man who knows what you are doing, we support you whatever you do' (Interviewee #6).

For this reason, it is believed that he is a teacher who is more casual while approaching teaching and maybe that is why he indicates it further "*Things like a chain of command and similar context make me nervous. I personally don't like it*".

4.1.3.2 Interview question 2 – do you think your school's student profile and the environment it is in have an impact on your literacy instruction self-efficacy?

Teachers' Sense of Efficacy for Literacy Instruction Scale was collected from 5 districts. However, the participants who took part in the interview are, unfortunately, less diverse. 4 of the interviewees (Interviewee #1, #2, #3 and #5) are teaching in Şişli district and the other 2 are teaching in Sultangazi district (Interviewee #4 and #6).

Some of the teachers from the higher socioeconomic level district indicate that teaching in a higher socioeconomic level district "*made lessons easier*" (Interviewee #1) and they "*take advantage of it*" (Interviewee #2). For those who teach in the lower socioeconomic level district, one of the interviewees says that they "*see the disadvantages of Sultangazi*" (Interviewee #4).

According to Interviewee #2, in Şişli district, there is a "*high awareness of the importance of foreign language education*" and "*children seem to be more prepared and much more ready*" and "*moral and motivation are very high compared to other schools*" unlike middle and low-level districts and she concludes "*Working in the Şişli region, of course, gives me a lot of self-confidence in a professional sense*". Even though she believes that it is beneficial to be teaching in Şişli district, she also believes that the readiness of the students prior to school thanks to their parents' involvement can lead to troubles for her as she thinks now she needs to deal with wrongly learned information. She explains:

> The child comes to me already knowing things like 'What is your name? How are you?' from their family or kindergarten … I sometimes argue how well they learned. For example, the pronunciation is wrong. It's spelled wrong. Their parents somehow taught them or someone taught them. It is very difficult to fix ossification. It is very difficult for me to correct the ossified information (Interviewee #2).

She also indicates the involvement of the parents is also another aspect of the district as she states she needs to make explanations to parents constantly even for the slightest activities in the classroom. For example, she explains how the first unit of the textbook is about cognates and that "*there is a plea from the parents. 'Teacher you should start with the alphabet. Why don't you do this?' They think it's just me doing that*". Because of the given reasons, she states based on previous experience in Sultangazi "*I get more pleasure when I work in low socioeconomic levels*" even though she has to "*put a lot more effort into it*" because the interest of the students as "*English in low socioeconomic places is a very 'wow' thing*".

Interviewee #4 also mentions the joy she experiences because of teaching in the lower socioeconomic level district of Sultangazi by saying "*I am definitely very satisfied and I am very pleased with the students of Sultangazi, because they attend English with a lot of love, and especially the second graders are very fond of it*". However, she also believes teaching in this district affects her self-efficacy for literacy instruction because "*the family's interest, the child's level of readiness, the fact that they have many siblings, the fact that they have opportunities, even the family's level of reading are all factors*". She

mentions even if the students have internet access, they have many siblings and less resources; that is why even if the students want to be a part of online teaching most of the time they cannot and during face-to-face teaching again because of the number of siblings according to her. "*There are families that are not enough"* for taking care of the students. She concludes by saying *"In that respect, of course, we see the disadvantages of Sultangazi*".

Interviewee #6 from Sultangazi district, who is also the only male interviewee, is the only teacher who said it would not create a difference in his self-efficacy for literacy instruction and that if he was in a different district he does not think "*there is a difference*". He particularly mentions that "*It goes much more enthusiastically than professionally. Teaching here goes with an amateur spirit*". He also mentions that Sultangazi is where he grew up and teaching here is more comfortable for him as he knows the parents and students in one way or another. Interviewee #6 actually believes because "*Mothers usually do not work, they can take care of the children*" and he argues this is not the case in higher socioeconomic levels and says "*I prefer it*" implying that mothers in lower socioeconomic levels are not a part of the workforce thus they have more time for their children which is clear help to him as he continues if he was teaching in a higher socioeconomic level district, he "*would be more tired*".

It is realized that the interviewees above have experience in both lower and higher socioeconomic level districts and they believe teaching in a higher socioeconomic level district would be helpful for their self-efficacy for literacy instruction with the exception of Interviewee #6. They believe the facilities provided are a good asset to their teaching. However, they clearly stated that teaching in a lower socioeconomic level district is more joyful than teaching in a higher socioeconomic level district.

The other two interviewees (#3 and #5) from the higher socioeconomic level district of Şişli believe that what is understood by 'teaching in Şişli' is not what it seems as they think the number of foreign students in their school is high and that this is a factor affecting their self-efficacy for literacy instruction as well as one of the reasons they mention to show they do not see themselves to fit in this exact district definition.

4.1.3.3 Interview question 3 – would there be a change in your literacy instruction self-efficacy if you worked in a private school instead of a public school / worked in a public school instead of a private school?

Participants who took part in the interview are all teaching in public schools. Interviewee #5 informs the interviewer that she does not have the necessary amount of information to be able to do a comparison of whether there would be a difference in her self-efficacy for literacy instruction as she has no experience teaching in private schools and she does not have contact with people who do work in private schools. Also, Interviewee #1 has a neutral approach to the idea of teaching in private schools would create a change in her self-efficacy for literacy instruction as she believes the private schools also go through the same difficulties as public schools.

Interviewee #4, says she does not think being in a private school would make a difference by saying "*You know, the only difference between us is the difference of the building, the difference in the facilities offered inside the building, or the difference in the financial possibilities of the student*". What she calls 'the only difference' includes major factors mentioned not only by other interviewees but also herself to affect their self-efficacy for literacy instruction. She also admits that if she were in a private school she would have a smaller class size and that would be helpful for her to attend to each student and give feedback thus leading to a higher self-efficacy for literacy instruction.

Interviewees #2 and #3 both agree that if they were to teach in a private school instead of a public school, it would increase their self-efficacy beliefs for literacy instruction. Interviewee #2 strongly believes if she were in a private school she would be more self-efficacious about literacy instruction. She states "*First of all, I have the right to work with different publications and very rich publications. Second, coming families have the power to support students who need to be supported*" and "*they have 8 courses in private schools*". She believes all mentioned factors above change the way of how the teaching is done. She also believes if she were to give students homework, it would help improving students thus helping her with her self-efficacy for literacy instruction. However, she says:

> We have an order sent by the ministry. This order came as "it is forbidden to give homework to students" and we cannot assign homework to students. Can we do that, of course, we can. It is at the discretion of the English teacher. But I know that I am experiencing this; I know I've been prosecuted for giving homework to my class. This is a very serious obstacle. For example, when we look at colleges, colleges give homework like crazy. Thanks to these assignments, the child researches, challenge themselves or tries to grab that information from right to left. What I observe, when I look at it is that these homework assignments add something to these children. But unfortunately, we can't even give the 'H' of the homework to the children in public schools. This is a very serious disadvantage and I think it is necessary for the teacher to have the right to give homework again (Interviewee #2).

Interviewee #3 also believes it would have been "*more comfortable*" in terms of literacy instruction self-efficacy as she believes parent involvement would increase and the students would have more background knowledge of their Turkish and English. She says "*I could feel more competent if you were to pick up the opportunities from private school*".

Interviewee #6 is the only teacher to strongly claim being in a public school is more comfortable because when he teaches in public schools "*Not once did the parents ask why we are doing this*" and "*that's why that parent profile is a bit tiring*" in private schools as he believes the parents are too involved. He also says that in the public schools he taught he has been supported by the administration as the administrations tell him "*Teacher, you are a man who knows what you are doing, we support you whatever you do*" and this helped him to teach "*very comfortably and efficiently*". He further states in private schools the administration makes regular checks on teachers to see the teaching capabilities of the teachers and "*It's kind of ridiculous for a principal to go to class. Things like a chain of command and similar context make me nervous. I personally don't like it*" and he questions the reasoning behind the checks made by the administration: "*Why are you in my class? What's your purpose?*".

4.1.3.4 Interview question 4 – as a female/male teacher, do you think your gender has an effect on your literacy instruction self-efficacy?

All teachers believe gender does not indicate any difference when it comes to literacy instruction and teaching in general. However, it is observed that almost all participants give examples that can be interpreted as they agree with the quantitative results obtained from the survey. Moreover, right after they give examples that can be related to the higher self-efficacy of male teachers for literacy instruction, they firmly say they do not think there is any difference by contradicting themselves.

The only male interviewee does exactly the same: First, he explains how "*being a man is easier than being a woman when it comes to discipline*" and continues "I*n that context, discipline made it easier for me to do my job*". Yet, right after this explanation, he says "*I don't think I had an advantage or disadvantage because of my gender*" (Interviewee #6).

Interviewee #1 denies such a difference yet contradicts herself immediately in the following sentence by saying "*Absolutely not. This thing is totally, I haven't heard. Men are more curious and more willing to use technological devices. I personally can't say that for sure. So, we had some technological problems. It affected my self-efficacy*".

Interviewee #3 talks about her experience and observation about classroom management and its shifting effect on students based on whether the teacher is male or female. She indicates when students are in the presence of a male teacher, it creates visual "*discipline … It's like providing discipline automatically*". Yet she continues "*I do not think that there will be an inefficacy between a male teacher and a female teacher in terms of what needs to be done in English teaching*".

Some of the female interviewees (Interviewees #2 and #5) interpret the results obtained as untruthful and suggest that the male teachers who participated in the survey answer the questions without paying any attention to the content of the questions asked in the survey. Interviewee #2 says:

> I think male teachers have given everything 5, 5, 5, 5 or e, e, e, e, e or something. You know, to get rid of the paper as soon as possible. So, what do they say? I

> don't think that is a realistic answer. Because there is absolutely no gender difference in self-efficacy (Interviewee #2).

Interviewee #5 even suggests that male teachers might be affected by the Dunning-Kruger syndrome and that is why they answered all questions with a higher mark. Dunning-Kruger syndrome is when people lack the skills to perform a task and/or perform the task poorly overestimate their competence and exaggerate their abilities (Kruger & Dunning, 1999)

Another common point made by the female interviewees is that female teachers care more than male teachers. They believe for male teachers "*they can just lecture and leave*" (Interviewee #5). It is observed that what female teachers understand from teaching is much more than that. They believe they are more "*realistic*" (#2) and "*perfectionist*" (#3) and that they worry about the students. Interviewee #4 mentions "*Because women are more emotional beings*" than male teachers and thought this can be the reason affecting their self-efficacy for literacy instruction.

4.1.3.5 Interview question 5 – can you compare how education and your literacy instruction self-efficacy were affected before and during the Covid-19 pandemic?

For Interviewee #1, the inexperience which comes with the whole pandemic mentality affects her understanding of teaching and it pushes her into a new format of teaching which affected her self-efficacy beliefs for literacy instruction in the process of trying to adapt to everything going on "*There were so many variables in the very beginning, which one are we going to deal with? I really turned into a fish out of water*". It made her question her own ability to teach as well as made her worry about how to involve the students in the process as it is unknown territory to them. However, she states she ss happy because she has a high student participation rate thanks to parent involvement.

Interviewee #2 has some problems trying to adjust to online teaching. She struggles to adapt and motivate students to be a part of the classroom environment which also forces her to adapt as well. In these tiring times, technology usage is a struggle due to small screens and not being able to be in cohesion like in a real classroom. On top of these problems she faced, she also struggles with reduced lesson time. She believes that all

these factors as she confirms naturally lead to a decrease in her self-confidence and her self-efficacy.

Interviewee #3 starts by saying "*we weren't successful enough in online education*" and continues "*on the topic of being sufficient for my students I did not feel fully efficacious*". She has problems teaching skills to students due to technological limitations and a limited amount of lesson time. She also questions her teaching abilities and how effective it is due to constant switches between online teaching and hybrid teaching. Another issue she had to deal with is the lack of certain resources created by the Ministry, however, she mentions she never had the opportunity to use them as the resources are not delivered.

Through this process, she is happy with her student participation as the rest of her classes are able to attend. She also feels happy with the extra homework materials she is able to reach through EBA.

Interviewee #4 believes many of the problems she faced during this period is due to the socioeconomic level of the district. She related the lack of student engagement/participation and parent involvement to be some of the many reasons affecting students' learning badly. Due to the socioeconomic level of the district, there are plenty of problems with the facilities provided. The school she is teaching in general has many problems with the technological tools that when they switch to online teaching, even with low attendance, use of technology was a plus.

All these problems like students' lack of motivation, interest and learning lead the teacher and students to have adaptation problems and on top of that, the constant switch between online and face-to-face teaching is also a struggle. She also complains about how the lesson time is not enough to conduct lessons. She also mentions how she realized due to hybrid teaching when she has half of her original class size, it is a lot easier to attend to students and conduct lessons.

Interviewee #5 spoke of her struggle to adapt to online teaching for herself and her students. She specifically mentions that due to no consequences for absentees, they are not able to motivate students or interest them in taking part in online teaching. Students just choose not to participate.

One of her biggest problems based on how much she talked about it is the parent involvement for those students who chose to participate. Parents monitor all moves of students directly getting involved in classes and thus actually fail to make sure students are learning in the class.

On top of this, she believes the already insufficient lesson time being dropped even more and problems due to lack of facilities are some of many factors to affect her teaching and self-efficacy beliefs for literacy instruction during the Covid period.

Interviewee #6 only mentions two factors to be problematic for his teaching and self-efficacy beliefs for literacy instruction. He expresses his displease with the constant switch of teaching modalities pointing out that his preparation for online teaching and hybrid teaching is different. The other factor is homework, he mentions during online teaching he is not able to check the homework he gives to the students.

Other than these two factors, he had no problems with student engagement/participation. In fact, according to him, student engagement/participation is high, and parent involvement is a bonus to him. He says he is able to complete his curriculum without a problem thanks to his two lessons of online teaching which is higher than other interviewees based on their explanation of having only one online lesson per week.

Throughout the coding process, it is observed that some codes are specifically created for the self-efficacy beliefs of teachers during the Covid-19 pandemic discussion part of the interviews. Two of the factor codes are used entirely only under the code of Covid SEB: Factor – Covid Adaptation to Online Teaching and Factor – Constant Switch Teaching Modality. Two other factor codes created for this part of the interviews, Factor – Student Engagement/Participation and Factor – Teacher Adaptation, were also used only once under the code of General SEB. Another factor code (Factor – Student Adaptation/Motivation) is created under Covid SEB however, it is used by the participants the same amount of time under General SEB code showing the effect of the code on teachers at all times.

Factor – Covid Adaptation to Online Teaching: For all interviews, the process of getting used to online teaching is a factor that affected them. All participants talk in detail

about the challenges they faced due to online teaching. It is observed that the inexperience which comes with the whole pandemic mentality affected their understanding of teaching and it pushes them into a new form of teaching which affects their self-efficacy in the process of trying to adapt to everything going on.

Only Interviewee #1 does not give any detail and is the only one to say "*It was very challenging, but after getting used to it, I think there is no difference between online education*". She also questions "*the thought of how to transfer my own work and how to involve the children in it*".

For Interviewee #2, it leads to great inner questioning as she is questioning her abilities and is not satisfied with even the question she asks.

> When I teach children face-to-face in the classroom, and every time I leave the classroom, I say, "Am I satisfied with this lesson?" or "Have I been able to teach a single knowledge to the children today?" I say. I think every teacher says that. In the pandemic, I said, "I wonder how many of them have learned something?" So, I think that I could teach more than one piece of information to all of them face-to-face. At least one was my criterion there. My criterion in the pandemic: "how many children? I wonder if I could even affect one child?" Do you see the self-efficacy, confidence? What a drastic drop (Interviewee #2).

She believes time and use of technology are interlinked with the problems she faced. She mentions the drop to 30 minutes and goes into detail about the difficulties she had to go through while trying to teach online by comparing it to the classroom environment.

> I said I care a lot about Acquisition. So? Acquisition? Either it freezes or the connection is not good or the child is not listening to me at that time. First of all, they do not even see. They see the image on a tiny screen on the camera. What kind of a sound does the teacher make? When giving a th (/ð/ or /θ/) "Let's tighten our tongues. Let's all do it" right? That was creating collective cohesion. But creating that cohesion on screen is incredibly difficult. Besides, yes, it is something that lowers the teachers' belief, lowers their confidence, and I don't know in terms of efficiency is low (Interviewee #2).

Interviewee #3 mentions the problems that occurred because of online teaching during the pandemic, like the lesson time and how "*it was reduced to half an hour online*". She expresses the loss of interaction. "*Interaction with friends, interaction in the classroom environment is very important. It was not like the classroom environment. The pandemic has had such a loss*". She explains how all these affected her self-efficacy beliefs for literacy instruction by saying:

> For me, on the topic of being sufficient for my students I did not feel fully efficacious. Because before the pandemic, students were learning by speaking, writing, and doing together in the classroom, and they were learning by vocalizing together. When they are online, some people have camera problems, some have I don't know what problem. There were classes that I could do the classroom environment altogether. But doing it was of course even more difficult. So, it wasn't quite what I wanted (Interviewee #3).

She concludes all her thoughts about the online teaching process: "*Online education is really not suitable for English lessons*".

When the answers Interviewee #4 gave are examined, it can be seen that while trying to adapt to online teaching the reduction of teaching hours and the opportunities the families played a big role in her self-efficacy beliefs for literacy instruction. "*So before the pandemic, my lessons were 40 minutes, they were 2 lessons, they were longer… One lesson is never enough. That's why it's always advantageous for us to keep schools open*". She continues "*if we consider accessibility and equal opportunity for education, the pandemic has had a lot of negative effects*".

Interviewee #5 mostly focuses on the influence of parents in online teaching. Since parents are at home with the children and she herself as the teacher on the screen and not with them, she believes she was not able to reach students because of extreme parent involvement which lengthen her teaching strategies. She explains:

> The first is that the parents are there. Because the parent is trying to face that, 'My child is great aaa, my child is not great, but I can't accept that'. They have this confrontation and it's like if the child does something, something wrong in

> the class, they think it is completely shameful. It's like the worst thing in the world is happening. For example, they think they are not seen. They nudge the child from the side like this, they say, you're going to say this and that, the child is stuck there. However, if the child is alone, they will do it, for example, I know they will do it, but when the mother or someone pokes them, the child remains like a rabbit in the headlight. No matter how much I talked to them in the first place, the children are not comfortable because you are there, they can't do the things they can do, but we still couldn't remove them from that Zoom, and in the end, we said, okay, sit; what can we do. So, there's nothing to do (Interviewee #5).

She further continues that because during online teaching there were no mandatory cautions for children, the attendance of the students fluctuates as students are not forced to adapt to online teaching and some never did or miss most of the school year.

> Because of Covid, a certain part of the classroom was able to attend. Not everyone attended the classes. Because there was no obligation, we saw very few children participating in the lesson. We have never seen some of them and since there are no consequences, no matter how many times we reach them and tell them to join the class, we couldn't (Interviewee #5).

Interviewee #6 does not believe switching to online teaching "*was not something that would disrupt or trouble*" them. He says he "*followed this process with a little more surprise*". This feeling might be because he has a high rate of attendance. "*32-33 students from my class of 35 can manage to attend my class, and their parents are usually around them. My lessons are obviously very productive, I was able to complete my plan and develop my plan competently*". He also admits even though he is able to complete his plans "*There are obviously huge differences before and during the pandemic. After all, the child you follow in front of the camera at home is not the same as the child you see face-to-face in the classroom*". He further explains how he has to follow a classical type of teaching with only him teaching and students not interfering.

> I was telling all the children that the microphone would be off and the camera would be on… Because when you do these, it becomes a more disciplined system and frankly we do not feel the comfort we had at school (Interviewee #6).

Factor – Constant Switch Teaching Modality: This is a factor which is mentioned by almost all participants. Interviewee #1 expresses her struggle on how to transfer and make sure to involve the students in the process "*How can we do this; how can we explain it?"* was the main question in her mind. She explains:

> The transitions made us very tired because we have 2 online lessons a week. When we went face-to-face, each class had one lesson. When it was like that, we had to compress the subjects, that irregularity made me very tired (Interviewee #1).

This tiredness caused by the constant switching causes her self-efficacy beliefs for literacy instruction to be affected.

For Interviewee #3, the question in mind is "*how long-lasting*" she is as she actually was worried if she is able to transfer the subjects to students. She asks "*How much they learned in long term? How much of it did they learn or forget?*". She answers her own question with an example. "*Of course, it shows over time… For example, they remember about 60 per cent of what I did last year*". It is observed that she is questioning her ability to teach the children as the production of the students is not what it is supposed to be due to constant switches thus leading her to have lower self-efficacy beliefs for literacy instruction.

Interviewee #4 clearly explains herself and how the constant switches between teaching modalities affected her self-efficacy beliefs for literacy instruction.

> The thing we were most affected by was the opening and closing of the schools. It was difficult for us to adapt to the program and the students and teachers to adapt to the changing program. In other words, what affected us the most negatively was the opening and closing of the schools. If it were not like that and we had a proper order, I think we would not have problems (Interviewee #4).

Interviewee #5 talks about not being able to control the learning of the students as the switches happen some students either do not participate in online classes or do not give enough attention to the lessons thus when they switch and come back to school again.

> Some still cannot write their name. Not because the child normally can't. They have not been focused at home, they have not taken certain classes. When they came to school from time to time, for example, you ask "What is your name? Please write it down". "Was A like this, was B like that" It turned that because of the lack of attention (Interviewee #5).

Thus, it can be said she feels the effects of constant switching on her self-efficacy beliefs for literacy instruction.

Interviewee #6, as he mentions before, does not believe there is any difference between teaching online and face-to-face. However, he points out the constant switch between the two affected him. While teaching face-to-face the teachers have to divide the classes into two groups. So even though they have two hours of English classroom on paper: one lesson with one group and one lesson with one group. So, actually, each student gets one lesson per week which is 30 minutes which is not enough based on comments. He says with online teaching he is able to do two lessons per week so these changes in teaching hours, according to him, affect his type of preparation for lessons.

> That was a little bit of a problem. I wish it had been set beforehand. If it was said that we are doing this, it would be better if we had prepared accordingly. Because my lesson is 2 hours in online teaching and 1 hour in school. Now, my preparation for one hour and my preparation for two hours differ every month. Therefore, it was a factor that could reduce the efficiency in that regard… Because you do a hybrid thing for a month, you do it at home for 2 hours, but the other way around you do it for an hour (Interviewee #6).

Factor – Student Engagement/Participation: Interviewee #1 mentions that she feels lucky to have high participation from students. "*we were able to manage the attending, fortunately. It was a huge plus for us. It is probably due to the fact that I worked in primary school because their parents were always with the children*".

For Interviewee #4, Student Engagement/Participation is a big factor in her teaching and self-efficacy beliefs for literacy instruction because during online teaching she says is only able to "*reach 50 per cent*" of students in her classes. She mainly indicates how the attendance is actually high during normal teaching periods.

> But if the school was fully open, if it was open full time, we definitely and definitely have a very low rate of absenteeism… because they attend English with a lot of love, and especially the second graders are very fond of it… Because those kids are left behind. When the school opened, for example, when the student I left in the second unit when the schools open again two or three months later, I see that they still remain in that unit. You know, there was no progress because they didn't attend the online classes. In that respect, if we consider accessibility and equal opportunity for education, the pandemic has had a lot of negative effects (Interviewee #4).

However, for the online teaching period along with mentioning 50 per cent attendees, she continues with:

> But the biggest problem we have this year is the children we couldn't reach. Now, if it was a lesson that is normally taught by writing, you would share it with the child or class teacher on WhatsApp. the child will write and learn somehow, even if they cannot participate. But because the students who could not attend the class were deprived of those games, activities and cut and pastes, the students who did not come to school or who could not attend the online lesson fell behind in this regard (Interviewee #4).

Interviewee #5 complains because how the online teaching during the pandemic caused a gap between the students. She explains

> Because of Covid, a certain part of the classroom was able to attend. Not everyone attended the classes. Because there was no obligation, we saw very few children participating in the lesson. We have never seen some of them and since there are no consequences, no matter how many times we reach them and tell them to join the class, we couldn't. Such classes were formed like a combined

> class with students on 2nd grade level and 3rd grade level some 4th grade level (Interviewee #5).

Interviewee #6 mentions how attendance is important as a factor because even though he has high participation and is able to complete his plan, he is aware of the problems other teachers experience participation-wise.

> 32-33 students from my class of 35 can manage to attend my class, and their parents are usually around them. My lessons are obviously very productive, I was able to complete my plan. I was able to develop my plan competently. But my friends in some schools, my social friends, only 5 students out of 45 attend the online lesson. What will the teacher do when 5 children attend from the class of 45? But as I said, 30 of the 35 children are coming (Interviewee #6).

However, he also mentions the problems he faced because of online teaching due to Covid-19 as they "*do not feel the comfort we had at school*". He also mentions the problem he faced since he experienced "*the child is turning on the computer, playing games or turning the pc on and just going, doing other things at home*". Because of this, he has the policy "*the microphone would be off and the camera would be on*".

Factor – Teacher Adaptation: For many of the teachers trying to adapt to the situation of online teaching and hybrid teaching during the Covid-19 pandemic is a factor affecting their self-efficacy beliefs for literacy instruction. It is understood that teachers are eventually able to adapt to the situation. However, with relation to the Factor – Constant Switch Teaching Modality, every time they switch, they have to take time to readjust which can be seen in a way it affects their self-efficacy beliefs for literacy instruction.

Interviewee #1 says she needs time to adapt "*After figuring it out, you can sense what the children's needs are after a few lessons. I planned my online lessons accordingly*". Interviewee #2 talks about the struggles she faced while trying to adapt. "*Yes, it is something that lowers the teachers' belief, lowers their confidence, and I don't know in terms of efficiency is low*". Interviewee #5 admits "*It is very different from the classroom there*". To conclude with the words of Interviewee #4:

> It was difficult for us to adapt to the program and the students and teachers to adapt to the changing program. In other words, what affected us the most negatively was the opening and closing of the schools. If it were not like that and we had a proper order, I think we would not have problems (Interviewee #4).

Interviewee #6 explains for him trying to adapt to the process was easier as his teaching hours were the same as before online teaching too. He is familiar with technological developments as well.

> Because I was able to give exactly 2 lessons at home. In the first lesson I taught the subject, I showed it on the computer in the second lesson. I was able to present the activities and get feedback from the children that way. But if there was only one lesson, it would be very inefficient (Interviewee #6).

Factor – Student Adaptation/Motivation: Interviewee #1 is worried about how to help students to adapt or motivate as she did not know "*how to involve the children in it*".

Interviewee #2 compares her teaching and expresses her problem with not being able to create cohesion in online teaching which is something she does while teaching face-to-face to increase student motivation yet during online teaching she is not able to create the same environment and says how this affects her self-efficacy beliefs for literacy instruction.

> What did I say when I said something to the child? I said I care a lot about Acquisition. So? Acquisition? Either it freezes or the connection is not good or the child is not listening to me at that time. First of all, they do not even see. They see the image on a tiny screen on the camera. What kind of a sound does the teacher make? When giving a th (/ð/ or /θ/) "Let's tighten our tongues. Let's all do it" right? That was creating collective cohesion. But creating that cohesion on screen is incredibly difficult. Besides, yes, it is something that lowers the teacher's belief, lowers his confidence, and I don't know in terms of efficiency is low (Interviewee #2).

Interviewee #4 mentions how the constant switches, due to Covid-19 pandemic precautions, affect students' motivation and many of them do not even attend the online

classes or do not study the topics she struggles with these types of students every time they switched to teaching face-to-face.

> When the school opened, for example, when the student I left in the second unit when the schools open again two or three months later, I see that they still remain in that unit. You know, there was no progress because they didn't attend the online classes… the thing we were most affected by was the opening and closing of the schools. It was difficult for us to adapt to the program and the students (Interviewee #4).

Interviewee #5 tries using technological devices provided by Zoom to try to keep students interested and motivated. However, she mentions how it was not obligatory to join online classes and how much she struggles to even create enough motivation for students to join the classes as there were no consequences to no attendance. She believes this was the big portion of not being able to motivate students to join online classes.

> I used Zoom in a different way, for example, by using different things like dividing them into rooms, so that they can do something there, too… Because of Covid, a certain part of the classroom was able to attend. Not everyone attended the classes. Because there was no obligation, we saw very few children participating in the lesson. We have never seen some of them and since there are no consequences, no matter how many times we reach them and tell them to join the class (Interviewee #5).

Factor – Lesson Time/Class Hours: Interviewee #2 simply clarifies this factor as her first problem. "*What was the first problem I said when I first started? It was time. We're down to 30 minutes in the pandemic*". Interviewee #5 mentions how two 40-minutes lessons were dropped to one 30-minutes lesson and how "*this caused a complete collapse of everything*".

Interviewee #3 questions her ability to make sure the students acquired the topics she has covered since the time to teach the language was limited and she was bound to complete the curriculum.

> The 40-minute lesson was half an hour. So, we were giving two of the 40. Normally, I am only talking about the online part. I'm not talking about hybrid education. It was reduced to half an hour online… I mean, I completed the curriculum, but not the way I wanted, for example, how long-lasting I was (Interviewee #3).

Interviewee #4 is able to double her teaching hours on her own since she is not responsible for many classes. However, it can be understood from her statement, she would not be able to complete everything without her extra teaching hours.

> But if you ask me about the reduction to 30 minutes, I'm not happy either. 40 minutes would definitely have been more sufficient for us… One lesson is never enough. That's why it's always advantageous for us to keep schools open (Interviewee #4).

Interviewee #6 mentions two aspects of teaching during Covid-19 pandemic period. While teaching hybrid, he has only 30 minutes to teach and it is harder to complete the lessons and he sometimes uses the recess time to be able to complete his topics.

> Because you do a hybrid thing for a month, you do it at home for 2 hours, but the other way around you do it for an hour. Let's say the child is in school, they can only do 20-22 minutes of the half an hour lesson. Because you are listening to a song there, after all, you are playing games, after all, you have to make people talk. Now you are in the online class, you are teaching with a classical approach for half an hour. For example, I cannot follow the child's homework when I am online teaching. This is a minus for me, but when I am at school, I can complete my lesson by stealing a little bit of recess time (Interviewee #6).

He continues with his experience in online teaching as well. Unlike many, he had 2 online teaching hours and it was easier for him to conduct his lessons. He also admits if he only had 1 online lesson of 30 minutes, it would not be enough.

> Because I was able to give exactly 2 lessons at home. In the first lesson I taught the subject, I showed it on the computer in the second lesson. I was able to

> present the activities and get feedback from the children that way. But if there was only one lesson, it would be very inefficient (Interviewee #6).

Factor – Use of Technology: Like many, this factor has an impact on Interviewee #2 in a negative way. She says:

> When I teach children face-to-face in the classroom, and every time I leave the classroom, I say, “Am I satisfied with this lesson?”or “Have I been able to teach a single knowledge to the children today?” I say. I think every teacher says that. In the pandemic, I said, "I wonder how many of them have learned something?" So, I think that I could teach more than one piece of information to all of them face-to-face. At least one was my criterion there. My criterion in the pandemic: “how many children? I wonder if I could even affect one child?" Do you see the self-efficacy, confidence? What a drastic drop (Interviewee #2).

The effect of the factor on her self-efficacy beliefs for literacy instruction is immense as we can understand from her inner questioning. She further explains the problems caused in the online classroom.

> Either it freezes or the connection is not good or the child is not listening to me at that time. First of all, they do not even see. They see the image on a tiny screen on the camera. What kind of a sound does the teacher make? When giving a th (/ð/ or /θ/) “Let's tighten our tongues. Let's all do it" right? That was creating collective cohesion. But creating that cohesion on screen is incredibly difficult. Besides, yes, it is something that lowers the teacher's belief, lowers their confidence, and I don't know in terms of efficiency is low (Interviewee #2).

She openly admits that this factor has lowered her self-efficacy beliefs for literacy instruction.

Interviewee #3 says her self-efficacy beliefs for literacy instruction are affected by the pandemic situations and how she has problems due to technological limitations:

> For me, on the topic of being sufficient for my students I did not feel fully efficacious. Because before the pandemic, students were learning by speaking,

> writing, and doing together in the classroom, and they were learning by vocalizing together. When he is online, some people have camera problems, some have I don't know what problem. There were classes that I could do the classroom environment altogether. But doing it was of course even more difficult. So it wasn't quite what I wanted (Interviewee #3).

However, she also mentions her liking of the new activities that are added to the EBA system. She says in that matter she "*felt more competent in online classes last year*". "*Together with EBA, I was giving them activities and homework with games*".

In Interviewee #4's situation, the lack of facilities related to technology is immensely limited in her school, so much so that being able to teach online and do some listening to those who are able to participate is a plus for her. She explains this to be impossible otherwise since they do not even have projectors in some classrooms.

> We have done a lot of Listening to our students who participated this year in online classes. In fact, YouTube with videos is a wonderful blessing for us. The child actually remembers the words by hearing and seeing… On the positive side, we have projectors in our classrooms, but if we consider the students who do not have the opportunity to listen to, watch videos in their classrooms, the online lessons were somewhat productive (Interviewee #4).

Interviewee #5 points out how the involvement of the parents has increased because of online teaching and says it is very different from the classroom environment. Yet she is one of the participants to be able to use technology as a part of her teaching during online teaching as she used "*I used Zoom… things like dividing them into rooms, so that they can do something there… so that they could be more involved in the lesson*".

Interviewee #6 says he follows groups and sites to implement new things all the time and during the Covid-19 pandemic period, he did not come across anything new so he believes he is up to date on his use of technology as a factor.

> I am a person who tries to keep up-to-date and follow the world. In this context, whether it is Facebook groups or other groups, I try to follow them on the internet. As I said, I'm trying to implement some things I saw there… since I

> haven't seen anything different in the world about that subject, I honestly have no opinion on that subject (Interviewee #6).

Factor – Parent Involvement: According to Interviewee #1, the involvement of parents during online teaching periods is a plus as the parents are able to make sure students attended the lessons.

> we were able to manage the attending, fortunately. It was a huge plus for us. It is probably due to the fact that I worked in primary school because their parents were always with the children… Since I worked in primary school, the parents made my work easier. because, as I said, a child was accompanied by a parent or an older sibling. That's why we were able to provide stability and order easily (Interviewee #1).

Interviewee #4 mentions a point which is not mentioned by other participants. She believes the parents living in the Sultangazi district cannot meet the needs of all their children as they have many that need caring. She touches upon the unfortunate lack of parent involvement in this period.

> We can reach 50 per cent of our classes. Even at the primary school level, even if our children have internet access in Istanbul Sultangazi because they have three or four siblings, and they are unable to attend the English class at home or have the same problems in other classes, we understood the parents and felt sorry on behalf of the students that we could not reach (Interviewee #4).

Interviewee #5 mentions parent involvement previously as a factor affecting her self-efficacy beliefs for literacy instruction. It seems that during the pandemic and online teaching, the pressure she has from the parents increased rapidly as the parents are now able to influence the students directly and simultaneously during online lessons. She explains how she tried to stop this from happening yet could not reach any conclusion with her efforts and had to give up on it.

> The first is that the parents are there. Because the parent is trying to face that, “My child is great aaa, my child is not great, but I can't accept that”. They have this confrontation and it's like if the child does something, something wrong in

> the class, they think it is completely shameful. It's like the worst thing in the world is happening. For example, they think they are not seen. They nudge the child from the side like this, they say, you're going to say this and that, the child is stuck there. However, if the child is alone, they will do it, for example, I know they will do it, but when the mother or someone pokes them, the child remains like a rabbit in the headlight. No matter how much I talked to them in the first place, the children are not comfortable because you are there, they can't do the things they can do, but we still couldn't remove them from that Zoom, and in the end, we said, okay, sit; what can we do. So there's nothing to do (Interviewee #5).

Factor – Facilities provided: The lack of facilities for Interviewee #4, in general, is problematic. Therefore, when they switch to online teaching, even though they have a very low attendance rate, it is helpful to them as they are able to do some certain activities they were not able to do in the classroom. "*If we consider the students who do not have the opportunity to listen to, watch videos in their classrooms, the online lessons were somewhat productive*".

Interviewee #5 mentions so little about this factor, yet this does not change the fact that she believes it is one of the reasons "*other vehicles and devices were for below everything else*" and "*this caused a complete collapse of everything*".

Factor – Homework: Interviewee #3 mentions the help she gets thanks to activities provided through EBA and how it improved her self-efficacy beliefs for literacy instruction. "*when I gave homework from EBA, I felt more competent in online classes last year*". On the other hand, Interviewee #6 mentions the struggle he has to go through in this period as he was not able to use this effective factor. "*For example, I cannot follow the child's homework when I am online teaching. This is a minus for me*".

Factor – Resources (Materials): Interviewee #3 mentions the lack of resources by giving a specific example:

> A resource book was given last year because it was online education because it was distance learning. All the books were given. It was very nice, prepared by

> the National Education. But we did not receive an English book, for example (Interviewee #3).

She later continues how she was not able to use this book and some other schools in the area also did not receive this mentioned resource book.

Factor – Class Size/Number: Interviewee #4 realizes during the hybrid teaching period, because only half of the students were in the school, how much easier it is to conduct activities.

> Since we had half of our classes this year with the first group and the second group, I realized that I could do the activity more comfortably with fewer students. Because you can give feedback to all students, you can help (Interviewee #4).

Factor – Student Learning: Interviewee #5 believes the willingness of the students to learn is up to them and that is a factor for her as she believes she cannot "*put a sprout inside the child if nothing is there. You can look at it and grow it, but it is not possible to create it from scratch*".

Factor – Personality Traits - Open-mindedness: It is observed that Interviewee #6 is open to improvements and tries to keep up to date with the world of education. He follows and implements when he sees fit.

> I am a person who tries to keep up-to-date and follow the world. In this context, whether it is Facebook groups or other groups, I try to follow them on the internet. As I said, I'm trying to implement some things I saw there (Interviewee #6).

4.1.3.6 Interview question 6 – under what circumstances your self-efficacy beliefs for literacy instruction would be higher?

All interviewees had something to suggest in this regard. The implications made are collected under 9 codes: Facilities, Lesson Time/Class Hours, Student Interest/Involvement, Resources (Materials), Parent Involvement, Professional Development, Socioeconomic Level, School Amount/Class Size and None.

None: This code is used only for one interviewee, #6, since it is an exceptional code it will be mentioned first. Even though Interviewee #6 makes an implication in Lesson Time/Class Hours code, he thinks that there is nothing that can be done to improve his self-efficacy for literacy instructions as he thinks that it is already as high as it can be. He answers "*I think the current conditions are sufficient, as I think I am amazing and perfect. How would it be to take this to a higher level?".*

Facilities: For the code of facilities, interviewees especially express the need for an English classroom as they believe it will create a better and more focused environment for students and themselves hence, leading to a higher self-efficacy for literacy instruction. Half of the teachers does not mention whether they have an English classroom or not yet, the rest of the interviewees mentioned this need. Interviewee #1 says: "*Of course, there are a lot of things that need to be changed. For example, since I came to İstanbul, I want an English classroom. They're still going to provide it to me, it needs to be built*". Interviewee #2 also expresses this need by pointing out the problems occurring in the classrooms:

> A different class, a different teacher, a different environment would be great. I mean, every time I enter a classroom, we arrange the projection and sound systems again. How many minutes passed - 10 minutes. Especially if there is a problem, here we go. You're doing something like an IT guy, trying to fix it. Look, this is a very important thing (Interviewee #6).

Furthermore, Interviewee #4 from Sultangazi district expresses both the need for an English classroom and smartboards in the classrooms. Since these smartboards are integrated with the textbooks and include the activities from the textbooks, she mentions how it would result in higher involvement from students.

> If there was an English classroom at my school, if I had a smartboard, printer, colour printer, if my students were sitting on the floor, for example, if there was a classroom environment in which they were comfortable, instead of writing, we could only use English for daily communication with games and songs or with daily conversations. it would be more efficient and more enjoyable (Interviewee #4).

Lesson Time/Class Hours: For this implication Interviewees #3 and #4 do not mention any extra need for lesson time or class hours. Because for Interviewee #3 the reduction of hours with online teaching does not affect her as she had two half-an-hour online lessons per week, unlike many interviewees who state they only had one half-an-hour online lesson per week. "*It was reduced to half an hour online … Two half-hours, yes, two half-hours*". Interviewee #4 also did not mention any need for extra lesson time as according to an agreement made with administration, thanks to her low class hours, she was able to make an extra lesson with students and it is believed for this reason she did not mention any need for improvement in this aspect. She explains:

> I teach two lessons at school when students come for two days to the school when it is open: Monday, Tuesday, the first group; Thursday, Friday, the second group. On Wednesday or I was doing it on Saturdays. I gave another lesson to the students… My lecture hours were low. That's why the administration asked if I could do something like this for the students. I said I would. That's how we did it (Interviewee #4).

The rest of the interviewees express that if they had more lesson time, they would have higher self-efficacy for literacy instruction. Interviewee #1 contributes "*I can say the hours to be increased*" and Interviewee #2 adds, "*there should be more lesson hours*". She continues to support why she thinks more time is necessary for teaching.

> I expect the lesson hours to be increased to 13-14 hours, just like in pilot schools, or at least to be around 12 hours. Why? So we can do the skills lessons comfortably, Let me do one for 10 minutes, let me do one for 5 minutes in 40 minutes. The teacher shouldn't be doing so much math in their head. Especially not a language teacher (Interviewee #2).

Interviewee #5 gives an example of the time management and understanding of the students. She says students are not fully aware and:

> To them, 1 week is a much more longer period than it is to us adults. They should be taking this lesson for at least an hour, if not 2 hours every day, so that the information will be acquired with repetition. So, it will happen slowly slowly.

> You are already wasting a certain amount of time until you remind them of the previous lesson again. That's why I think the most important thing is the lesson time that I see (Interviewee #4).

Interviewee #6 also says, "*Maybe my class number may be less or my lesson hours may increase. For example, if I had entered four hours a week instead of two, yes, I would have felt a higher satisfaction in this regard*".

Student Interest/Involvement: Two of the interviewees indicate that they believe the interest and the involvement of the students rise, for example, it would help them have higher self-efficacy for literacy instruction. According to Interviewee #5, "*The work ends with that child. Whatever is inside the child, no matter what environment you put it in, it somehow finds its way out*" She believes the involvement of the students with the lessons and the interest towards the language is the key and if the students are not interested or involved you would not be able to change them "*but you cannot put a sprout inside the child if nothing is there. You can look at it and grow it, but it is not possible to create it from scratch*".

Interviewee #3 says:

> If students liked to buy other reading books, bought them, and read them. If they could read something, if they could read. If only they could study at home as an extra. I would be better and more self-efficient and okay I did that (Interviewee #3).

However, she says when she gives homework to students only "*50-60 per cent of children were doing it regularly*". She continues "*Like, this bothered me*."

Resources (Materials): Half of the interviewees mention the curriculum being implemented and the medium textbook. They indicate the textbooks used are not adequate and that they need to be improved or supported by other extra materials. Interviewee #2 thinks "*there are some wrong parts in our subjects, curriculum subjects*" and she gives examples from Unit 8 - Pets and Unit 10 - Animals. She observes the similarities between the two units and how the latter unit is actually really not related to daily use of the children and she suggests "*if they add that unit to the previous, or either reduce the*

number of units or add another unit". Interviewee #3 asks to be able to use extra materials "*I would like to say that it would be better if I could present not only the books distributed by the National Education but also other books alongside them*" to be able to support the topics.

Interviewee #5 even says "*I mean, it's like the books are 'How can we not teach these children English? Let's arrange such a book. Yes, look, this book is that book.' I think the books need to be changed*" about the textbooks while trying to explain how hard it is to use the textbook to teach literacy. They also believe the subjects need to be rearranged accordingly as they believe the textbook has some problems in this matter.

Parent Involvement and Socioeconomic Level: Interviewee #4 mentions parent involvement as a way to improve their self-efficacy for literacy instruction. Interviewee #4 is coincidentally from the lower socioeconomic level district of Sultangazi and she believes if "*the value given to the child from some families may increase*" and this might lead her to have higher self-efficacy for literacy instruction. She also adds if the Sultangazi district is to improve she would improve along with it.

Professional Development: Interviewee #1 mentions the importance of professional development as a factor to improve her self-efficacy for literacy instruction and previously in her interview she talked about her professional and personal development and the importance of these kinds of training on her self-efficacy for literacy instruction, also wanted to talk about the importance of its implications. She believes the more in-service training is taken the better the teachers will be. She even further suggests in-service training to be mandatory for all teachers.

> I am definitely in favour of taking in-service training seriously. I'm already trying to follow the online ones, but the quality of the online ones is not enough, I think. Because everyone was caught very unprepared during this pandemic process. Of course, it will take some time to achieve that competence. Because it takes some time to understand people's needs. But I think that in-service training should be taken seriously online or face-to-face, and I think that it should not be left to the initiative of the teachers. Because it's about how you look at teaching. If you want to improve yourself, yes, there are many opportunities, but

there are also those who prefer not to do anything on their own. That's why I think that in-service training should be given great importance (Interviewee #1).

School Amount/Class Size: Interviewee #4 mentions the total number of schools and the sizes of the classroom. She believes increasing the number of schools will help reduce the class sizes thus leading to an easier environment to teach. She says:

> New schools need to be built. It has to be a full day. Yes, there may be progress in this regard. If we are full-time, our class sizes will decrease. It would be great if our class sizes drop. More schools need to be built, but let's see when that will be. Now I don't know if we will see it or not (Interviewee #4).

During the interviews, while discussing Interview Question 6 - Under what circumstances would your self-efficacy beliefs for literacy instruction be higher? - it is realized that some interviewees are hesitant to ask for some improvements to their self-efficacy for literacy instruction as they are in the mindset of none of the implications they ask will happen. The statements made in this aspect were coded Conclusion with sub-categories of 'No/Low Expectations' and 'Challenges to Self-efficacy'.

To start with, Interviewee #4 previously mentions her need for an English Classroom to improve her self-efficacy for literacy instruction under the code of Implications – Facilities. However, she continues her argument for this need with the response she got when she expressed the need to the school administration.

> Because we have few classrooms. I mentioned this a few years ago. There are few classrooms, it would be difficult to take the children there all the time. 'E teacher, we only have 2 classrooms. For 2 lessons, the children will collect all of their stuff and go there. It's already a waste of time. The classroom teacher would not want such a thing' was the reaction I got. Even if you take the students to the classroom there will not be many opportunities. The only difference was going to be that the students were going to be in a different classroom. That's why I didn't dwell on it too much (Interviewee #4).

This type of response led her to give up on a facility that she clearly indicates would improve her self-efficacy beliefs for literacy instruction and her students' language skills.

Interviewee #5 vents about some of the challenges, mainly about the resources provided, she faced in this stage of the interview. She mentions the problems she has encountered while talking about the code Implications – Resources (Materials).

> There is a chapter in the textbook. Then, in the Workbook section, the book asks about something completely different. The book thinks it taught the students, but the book didn't teach them. This time, the child feels inadequate when they cannot do it … We are trying to teach one thing without the child getting the previous one right. Then they forget the previous one (Interviewee #5).

This explanation by Interviewee #5 can be interpreted as exhaustion due to constant interruption to the flow of the lessons.

She further continues with the problems she faced throughout her teaching career, further indicating her low expectation of any kind of additional improvement that can help her to improve her self-efficacy for literacy instruction.

> I remember painting the classrooms ourselves, cleaning up the classrooms, repaired the desks. We don't even mention doing these kinds of things anymore. It's stuck on our back like this for a while now. We are already past saying those because they will happen (Interviewee #5).

She concludes her No/Low Expectation indication by referring to Maslow's Hierarchy of Needs Theory.

> The insulation of schools, the heating of schools, the locks on the windows of the schools to prevent children from falling. We did not have the things that should already exist but we gave from our pocket for a while and refrained from saying them thinking it's okay, we're doing these things anyway (Interviewee #5).

Interviewee #2 focuses mostly on the challenges faced and their effect on the expectations. She says:

> We would do great things in Turkey if English teachers were given the opportunity to practice what we were taught. Why? Things like "We cannot

> teach English as a second language in Turkey." Of course, we cannot teach. The lesson time should not be two or three hours, it should not be one hour. Class hours must be higher, our physical conditions must be long, and you know from the publications of the Ministry of National Education, you see, there is no place for that child to do Writing. Maybe my school doesn't have a photocopy machine. Maybe no A4 paper. Where will they write, will the child write on the wall, how will they learn to write? These children should be able to write, speak, listen. I shouldn't be carrying speakers from my house (Interviewee #2).

She concludes that "*we have been saying these for years, of course, to provincial and district groups*". However, it can be understood that all these attempts to make something or to improve a situation are hard work.

It is possible to finalize the non-belief towards implications with the word of Interviewee#1 as they sum up the view of all interviewees who are in this mindset. "*There are many things that can be said, but it seems very utopian*".

4.2 Discussion

4.2.1 Discussion of the demographic and district information

4.2.1.1 Gender

In this study, the gender of the EFL teachers was found to be meaningful to the self-efficacy beliefs for literacy instruction (TSELI). Male teachers ($\bar{X}$=144,57) had a higher average than female teachers ($\bar{X}$=129,56). Klassen and Chiu (2010) examined the relationship between three domains of general self-efficacy beliefs and teacher characteristics and found female teachers on average had lower self-efficacy beliefs towards classroom management than male teachers. They also discovered that female teachers experienced more stress related to their workload and student behavior in the classroom. The only other study to find gender to be related to TSELI was conducted by Tschannen- Moran and Johnson (2011) observed that female teachers had higher TSELI than male teachers. In three other studies (Poggio, 2012; Sture, 2014; Keys, 2016) that examined whether gender was related to teachers' self-efficacy beliefs for literacy instruction found no significant difference between male and female teachers. Karatay et

al. (2018) also found no meaningful difference between male and female teachers. However, they commented, compared to female teachers, male teachers had higher TSELI than female teachers. These results slightly align with the results achieved in this study. which can imply, in Turkey context, male EFL teachers tend to have a higher sense of efficacy for literacy instruction.

4.2.1.2 Age

According to the results of this study, there was no meaningful difference between EFL teachers' self-efficacy beliefs for literacy instruction based on age [F (5, 97) =,672; p=,645]. Karatay et al. (2018) achieved similar results with age, they did not find any meaningful difference between teachers' age and their sense of efficacy for literacy instruction. There was no other study which observed the age of the teachers as a factor that might affect the self-efficacy beliefs of teachers for literacy instruction.

4.2.1.3 Education level

The results of the study revealed no meaningful differences in EFL teachers' self-efficacy beliefs for literacy instruction based on the education level of the teachers [t(101)= -1.112; p>,05]. Even though there was no meaningful difference between the groups when the means were compared the teachers from the Graduates group have slightly higher ($\bar{X}$=139,53) self-efficacy beliefs for literacy instruction than the teachers in the Undergraduates group ($\bar{X}$=131,06). Dominguez (2019) observed that teachers' sense of efficacy did not show a significant difference based on the education level of teachers. Sture (2014) also found that teachers' education level does not have a significant effect on their TSELI.

Poggio (2012) on the other hand, reached to the conclusion that the education level of teachers did have a meaningful effect on their TSELI. Karatay et al. (2018) also found teachers' education level to have a significant difference. Even though there was no significant difference in the education level of teachers in this study, it is possible to observe teachers with higher education level have higher means scores, indicating teachers' sense of efficacy for literacy instruction can increase as their education level increases.

4.2.1.4 Faculty

In this study, no meaningful relation was found in EFL teachers' self-efficacy beliefs for literacy instruction based on their graduated faculty [F (2,100) =1,958; p=,146]. Other studies to examine graduated faculty were West-Raymond (2016) and Karatay et al. (2018).

Karatay et al. (2018) in their study found a significant difference between teachers' self-efficacy beliefs for literacy instruction and graduated faculty. They discovered that teachers who graduated from Education Faculty had higher TSELI than teachers who graduated from Arts and Sciences Faculty. They assumed this was due to the fact that teachers from Education Faculty, unlike teachers from the Arts and Sciences Faculty, do get the chance to practice and they get both field knowledge and teaching knowledge. On the other hand, West-Raymond (2016) observed teachers who graduated from education faculties and teachers who had training and found no meaningful relationship between teachers' sense of efficacy for literacy instruction and the graduated faculty of teachers.

Similarly, in this study, no meaningful difference was observed. Interesting enough, teachers who graduated from Education Faculty had the lowest self-efficacy beliefs for literacy instruction amongst others and teachers who graduated from other faculties besides Education Faculty and Arts and Sciences Faculty had the highest sense of efficacy for literacy instruction. This might be due to the fact that overestimating one's actual abilities could lead to higher self-efficacy beliefs if they are not fighting self-doubt (Bandura, 1997). Meaning, teachers who graduated from other faculties might be overestimating their abilities more than teachers who graduated from Education and Arts and Sciences Faculties.

4.2.1.5 In-service time

The results of this study did not indicate a clear difference for in-service time and found that there is no meaningful difference between EFL teachers' self-efficacy beliefs for literacy instruction based on their in-service time [F (5, 97) =,705; p=,621]. Similar results were achieved by many researchers with the exception of Poggio (2012). She observed

that as the years of experience increased teachers had higher self-efficacy beliefs for literacy instruction.

However, this was not the case for this study and many more. Tschannen-Moran and Johnson (2011) achieved similar results and found no difference based on years of teaching experience. Sture (2014), Keys (2016) and Dominguez (2019) observed the years of teaching experience did not show a significant difference in teachers' sense of efficacy for literacy instruction.

Bandura (1997) explained self-efficacy beliefs tend to settle early and they are mostly resistant to change once they are set unless sudden and unpredictable events occur to make agents reconsider their beliefs which might explain why the results of this study found in-service time unrelated to teachers' self-efficacy beliefs for literacy instruction.

4.2.1.6 School type

It could be concluded that the Independent Samples t-test revealed meaningful differences in EFL teachers' self-efficacy beliefs for literacy instruction based on the school type of the teachers [$t(101)= -2.437$; $p<.05$]. The analysis of the results showed that the teachers who teach in government schools have lower self-efficacy beliefs for literacy instruction ($\bar{X}=126,54$) than the teachers who teach in private schools ($\bar{X}=140,77$).

Even though no other study was found that observed the school type of teachers as a factor that might affect the self-efficacy beliefs of teachers for literacy instruction, however, some studies examined the factor of school type for teachers' self-efficacy beliefs in general (Esen, 2012; Türedi, 2015).

Esen (2012) examined English language teachers' general and professional self-efficacy beliefs. The results showed a clear difference between private school teachers and state teachers. It was seen that both the general self-efficacy beliefs and professional self-efficacy beliefs of teachers who teach in private schools were much higher than teachers working in state schools. Türedi (2015) achieved similar results in his study which compared state school teachers' and private school teachers' self-efficacy beliefs, self-esteem and assertiveness level based on their gender and teaching experience. The result

indicates private school teachers had higher self-efficacy beliefs than state school teachers.

The reason behind why private school teachers feel more self-efficacious could be related to the competition between private schools which leads the private schools to have an environment where it is more likely for the teachers to collaborate more to be able to create a better learning environment and they have more opportunities for professional development to improve themselves.

4.2.1.7 School district

As mentioned previously, the majority of the data was collected by hand via visiting schools and meeting with teachers. The districts were chosen according to the Socio-economic Development Ranking of the Districts by Providence List of İstanbul by Ministry of Industry and Technology (2019). The districts included the two highest-ranking districts, two lowest-ranking districts and one district from the middle. The results of the study indicated meaningful differences between EFL teachers' self-efficacy beliefs for literacy instruction based on the district they teach in [F (4, 82) =,705; p=,621].

Guskey (1987) also observed teachers from three different districts: the inner city, suburban, and rural. However, the results did not alter according to the districts of the teachers. Tschannen-Moran et al. (1998) on the other hand, observed the literature to find that Chester and Beaudin (1996) discovered experienced teachers who started working in an urban district experience a decrease in their self-efficacy beliefs during their first year. This shows that different districts have the ability to affect teachers' sense of efficacy.

Korkut (2009) in her study observed the general self-efficacy beliefs of classroom teachers from rural, suburban and central city districts and reached to the conclusion that the districts of the teachers do have an effect on their self-efficacy beliefs. It was examined that teachers teaching in the city center had higher self-efficacy beliefs than teachers in suburban areas and the teachers teaching in the suburban area had higher self-efficacy beliefs than teachers teaching in rural areas.

According to Bandra (1977), efficacy beliefs can be affected by different types of influences like behavioral, internal and external and vice versa which in turn can affect

the goals people set for themselves and how much they would pursue those goals. Since people are partially the product of their environment, (Bandura, 1993) their efficacy beliefs might shape or change based on their environment. Teachers as a part of their environment can experience changes to their efficacy beliefs due to negative beliefs and ideas surrounding lower socioeconomic districts. They might experience problems with resources they have and other aspects which might lead them to have lower self-efficacy beliefs.

4.2.2 Discussion of the interview

4.2.2.1 Interview question 1 – could you evaluate your self-efficacy for literacy instruction?

Bandura (1993) explained that self-efficacy beliefs have an effect on people's behaviors through the thought process, motivation, and emotional and psychological arousal. Therefore, people with similar skills might perform the task differently based on their self-efficacy beliefs, meaning self-efficacy beliefs could be an indicator of what a person could do based on a combination of the situation they are in and what they believe is in the scope of their abilities.

The self-efficacy beliefs of teachers differed based on the situation they experience. To answer the first interview question, teachers who participated in this study expressed their opinion about their self-efficacy beliefs for literacy instruction in general and mentioned 21 different factors affecting their self-efficacy beliefs for literacy instruction multiple times:

Facilities Provided, Student Background Knowledge, Resources (Materials), Teaching Preferences, Teaching Strategies, Lesson Time/Class Hours, Parent Involvement, Use of Technology, Student Adaptation/Motivation, Teacher Adaptation, Class Size/Number, Co-teaching, Student Special Needs, Student Learning, Foreign Students, Homework, Student Engagement/Participation, Professional Development, Personality Traits (Open-mindedness, Easy-going, Casual).

Tschannen-Moran and Woolfolk Hoy (2001) found three factors related to the teachers' overall self-efficacy beliefs: Instructional Strategies, Classroom Management, and

Student Engagement. They set these factors as the subscales of TSES Scale. Later on, when Tschannen-Moran and Johnson (2011) created the TSELI Scale they observed that teachers' self-efficacy for literacy instruction is related to the subscales of TSES, meaning TSELI can be considered as a contributor for general self-efficacy beliefs of teachers.

Factor - Facilities Provided and Resources (Materials): Factors such as Facilities Provided and Resources (Materials) could be considered to be contextual variables along with factors related to the school level and setting (Tschannen-Moran & McMaster, 2009). Contextual variables could affect teachers' judgement of their capabilities towards the task at hand and the assessment of their self-efficacy beliefs for literacy instruction. The quality of facilities could impact teachers' self-efficacy beliefs and their assessment of their teaching (Hoy & Spero, 2005), as well as the resources available to conduct instruction (Tschannen-Moran & Woolfolk Hoy, 2007).

This effect could be clearly understood from Interviewee #2's needs for such facilities. She explained:

> Maybe my school doesn't have a photocopy machine. Maybe no A4 paper. Where will they write, will the child write on the wall, how will they learn to write? These children should be able to write, speak, and listen. I shouldn't be carrying speakers from my house… The English teachers have their own computers when they come in. Why? Because it's their computer. There are a lot of programs, there are these and I don't know what. We load, we can't open YouTube, we can't log into anywhere. Everything is limited. Load them at home and install them again at school, some of the speakers are broken in the classroom, the projector is broken in some of the classrooms, the facilities are very difficult (Interviewee #2).

Resources such as textbooks were the main source of teaching in Turkey as the teachers were not allowed to use extra books as they had to use resources provided by the Ministry of Education (Uztosun, 2016). This type of dependency towards resources led to textbooks as the sole resource of the teachers, in the curriculum of teaching (Lamie, 1999). Interviewee #2 questioned the suitability of the resources provided "*you know from the publications of the Ministry of National Education, you see, there is no place for that*

child to do Writing". Interviewee #1 simply stated, "*Resources are very inefficacious, I am very inefficacious to the children. Especially the younger age 2nd and 3rd group printed resources are very useless*". Thus, resources available to teachers became a factor affecting the self-efficacy beliefs of EFL teachers for literacy instruction.

Factor - Lesson Time/Class Hours and Class Size/Number: Other contextual factors like Lesson Time/Class Hours and Class Size/Number also could alter EFL teachers' sense of efficacy for literacy instruction. Uztosun (2016) observed teachers struggling due to limited class hours. He explained such limitations cause teachers not to be able to expand on issues that are necessary for students to overcome and they become focused on the textbooks provided for them. Uztosun (2016) also explained teachers' frustration with how some teachers were unable to perform the hands-on tasks due to limited time and crowded class sizes. Interviewee #4 mentioned her frustration with such limitations "*Unfortunately, we cannot learn English and put it into practice in two lessons, just as we cannot learn mathematics with 2 lesson hours*".

Coladarci (1992) found that teachers had higher self-efficacy beliefs when they had fewer students. This type of workload caused teachers to lose their idealist side (Friedman, 2000). Kırkgöz (2008) explained such situation is an obstacle for teachers to conduct a communicative learning environment. Since teachers would not have time to care for each student in a crowded class during an already limited amount of class time and create a bond with them to understand their individual differences in learning (Locastro, 1989). Interviewee #2 explained, "*We make children listen to a listening text at least three or four times during their education at the university or in our practice classes. Now my 40 minutes is not enough for that*". She further continued "*Let me do one for 10 minutes, let me do one for 5 minutes in 40 minutes. The teacher shouldn't be doing so much math in their head*". Interviewee #5 further explained, "*you cannot be enough because there are too many of them, because the time is not enough, the child can't get a turn. If you do a roll call, the lesson may end just with that*".

Such literature supported the claim that the Lesson Time/Class Hours and Class Size/Number as factors do affect EFL teachers' sense of efficacy for literacy instruction through their effectiveness in the class due to them being contextual variables.

Factor - Use of Technology: Use of Technology was an important factor affecting EFL teachers' sense of efficacy for literacy instruction. Technology-related changes happen regularly and teachers were required to keep up with these changes and apply them in the classroom while still maintaining a good grasp on subject matters (Joo et al., 2018). Interviewee #6 expressed his satisfaction with the technological equipment he is provided. He stated:

> Since there is a smartboard in the school, we can offer many activities in the style of listening, reading and visual audiovisual, that is, speaking by seeing, in the style of video, so children's learning process is easier as more than one language skills emerge. The smartboard is a very helpful thing for us in this regard (Interviewee #6).

Many researchers found teachers' self-efficacy beliefs to be a predictor of technology use in the classroom (Anderson et al., 2011; Pan & Franklin,2011). Joo, Park and Lim (2018) have found that teachers' self-efficacy beliefs towards using technology in the classroom were also related to the ease of use and usefulness of the technological development perceived by the teachers. For instance, Interviewee #2 explained different problems and how they affected her teaching.

> I mean, every time I enter a classroom, we arrange the projection and sound systems again. How many minutes passed - 10 minutes. Especially if there is a problem, here we go. You're doing something like an IT guy, trying to fix it. Look, this is a very important thing (Interviewee #2).

Factor – Homework: Homework was mentioned as a factor only once and it was due to the lack of application. Interviewee #2 explained how this is a disadvantage for her.

> For example, we have an order sent by the ministry. This order came as 'It is forbidden to give homework to students' and we cannot assign homework to students… I know I've been prosecuted for giving homework to my class. This is a very serious obstacle… This is a very serious disadvantage and I think it is necessary for the teacher to have the right to give homework again (Interviewee #2).

Teachers' self-efficacy beliefs were affected by their assessment of their capabilities (Tschannen-Moran & Woolfolk Hoy, 2007) and their self-efficacy beliefs were related to students' achievement (Zimmerman, 1995; Tschannen-Moran et al., 1998). Teachers' self-efficacy beliefs increased when they can witness improvements in students' performance (Tschannen-Moran et al., 1998). Thus, if teachers were not able to observe any improvements, -such as by giving homework to see progress- this affects their self-efficacy beliefs in general and for literacy instruction. When teachers face with failure regarding students learning, their self-efficacy beliefs lower and resulting in a decrease in motivation (Tschannen-Moran & Johnson, 2011).

Factor – Parent Involvement: Verbal persuasion as one of the sources of self-efficacy included the interactions of teachers with their colleagues, administrators and parent involvement (Tschannen-Moran & Woolfolk Hoy, 2007). Such interactions with the combination of other sources of self-efficacy built the self-efficacy beliefs of teachers (Tschannen-Moran et al., 1998). Gibson and Dembo (1984) found that teachers with higher self-efficacy beliefs can gain the support of parents and not phase by environmental factors. However, teachers with low self-efficacy beliefs believe they cannot do anything when faced with difficulties related to the parent and environment. For instance, Interviewee #6 in a way made the parents get involved in a way to implement his homework policies. "*Obviously, some parents trust you here… Okay, if the teacher wants this, we should do it… Not once did the parents ask why we are doing this, and they always came*" Parkay, Greenwood, Olejnik and Proller (1986) observed that less efficacious teachers were more likely to see parent involvement as a source of stress. Interviewee #2 complained about the involvement of parents. She explains "*There is a plea from the parents. "Teacher you should start with the alphabet. Why don't you do this?" They think it's just me doing that*".

Factor – Student Learning, Student Background Knowledge, Student Adaptation/Motivation and Student Engagement/Participation: Teachers' efficacy beliefs could change according to different circumstances some of which might be related to students. (Tschannen-Moran & Johnson, 2011). Tschannen-Moran and Woolfolk Hoy (2001) even described teachers' sense of efficacy as teachers' "*capabilities to bring about desired outcomes of student engagement and learning, even among those students who*

may be difficult or unmotivated" (p. 738) to emphasize the effect of student-related factors on teachers' self-efficacy beliefs.

Student-related factors such as Student Learning, Student Background Knowledge, Student Adaptation/Motivation and Student Engagement/Participation could affect EFL teachers' self-efficacy beliefs for literacy instruction. Low efficacy beliefs of teachers could lead to low academic achievement and student efficacy, in turn, might result in further declines in teachers' self-efficacy. As academic achievement was improved, efficacy beliefs were enhanced which in turn could enhance student achievement or vice versa. (Tschannen-Moran & Woolfolk Hoy, 2007).

Bandura (1993) explained that students at entry level might lead teachers to have low self-efficacy beliefs due to students not being ready for instructions or understanding them. He further explained once students are accustomed to the routines of new instructions, teachers' self-efficacy beliefs increase as now they can assist their students easier. Interviewee #6 explained:

> About 70 per cent of the students here came from kindergarten and took courses in first grade. So, I know them very well. I didn't get them from scratch. That's why, when I enter a classroom, this child will learn by listening, he will learn by seeing, she needs to repeat it after me because the templates are ready for me (Interviewee #6).

Interviewee #3 on the other hand, expressed doubt in efficacy "*Of course, it is more difficult than the others in the second year, as there is a new transition to literacy*". This could explain why teachers would count Student Background Knowledge as a factor affecting their self-efficacy beliefs for literacy instruction as they believed students who had previous knowledge about the English language were easier to instruct.

Student Learning created similar effects on EFL teachers' sense of efficacy for literacy instruction; it increased when teachers see the results of their teaching and leads to greater effort. (Tschannen-Moran & Johnson, 2011). The self-efficacy beliefs of teachers also affected students' learning and overall achievement in school (Zimmerman, 1995;

Tschannen-Moran et al., 1998). If teachers were highly efficacious, they could affect their students positively (Henson, 2001).

Likewise, when teachers were faced with failure regarding students learning, their self-efficacy beliefs lowered and resulted in a decrease in motivation (Tschannen-Moran & Johnson, 2011). If teachers had low self-efficacy towards teaching, they might lead their students to have lower academic achievement and self-efficacy beliefs, since students related factors were a part of teachers' assessment of their capability to perform a task, this type of decline in student learning could further lower the efficacy beliefs of teachers. (Tschannen-Moran & Woolfolk Hoy, 2007). Students with lower achievement could create a negative effect on teachers' sense of efficacy (Smylie, 1988) as this could lead teachers to feel stressful and results in a weaker commitment to teaching (Bandura, 1993).

Interviewee #6 specifically indicated the learning differences of students affect his self-efficacy beliefs for literacy instruction. "*This learning process is obviously not an equal process. Education is not a democratic process. Since each child's learning style, learning time and learning qualities are different from each other, a teacher must enter the class already equipped*".

According to Tschannen-Moran and McMaster (2009), many studies showed student outcomes like Student Engagement/Participation and Motivation along with student learning to have an effect on teachers' sense of efficacy.

Tschannen-Moran and Johnson (2011) found student engagement to be related to the self-efficacy beliefs of teachers' literacy instruction meaning as student engagement increases, the self-efficacy beliefs of teachers for literacy instruction also increase and they feel more capable. As the self-efficacy beliefs of teachers increased, it led students to have even higher engagement in the lesson and learn (Henson et al., 2001). Interviewee #4 expressed how the participation students affected her self-efficacy positively by saying "*Because they attend English with a lot of love, and especially the second graders are very fond of it*". She indicated this type of interest helped her with her teaching.

Student motivation was related to teachers' self-efficacy beliefs (Midgley et al., 1989). Teachers who had lower self-efficacy beliefs tended to believe if students were not

motivated enough, there was nothing they can do to influence them (Gibson & Dembo, 1984). Since the self-efficacy beliefs of teachers affected students' own self-efficacy beliefs, motivation, and academic achievement (Bandura, 1993), teachers' self-efficacy beliefs affected how students adjust to the school environment and how well they managed in the face of transitioning from one stage of education to the other (Midgley et al., 1989).

Interviewee #2 explained:

> Our first unit Words. In Words, the children say, "Teacher, we already know this. Hotel, Market, Park". I always say these words, "We do these things to show you that it is not very difficult, we teach them at first," and as a matter of fact, it has become a unit that makes children start without frightening them (Interviewee #2).

She mainly mentioned such introduction led to an increase in the motivation and productivity of the students in the classroom leading her to feel more efficacious.

Factor – Student Special Needs and Foreign Students: Teachers who participated in this study also mentioned two other student-related factors: Student Special Needs and Foreign Students. If teachers were highly efficacious, they affected their students positively (Henson, 2001). Gibson and Dembo (1984) found that highly efficacious teachers would spend more time to provide students struggling to help them with their academic learning and success. Interviewee #4 pointed out the importance of helping students who are struggling. "*There are students with IEP*" and "*we have inclusive students*". She continued "*Since they are in our classrooms, there are situations where we need to be more careful*". Teachers' self-efficacy beliefs were a predictor of what they decide to do based on a student who is experiencing difficulties in the classroom. Meijer and Foster (1988) and Soodak and Podell (1993) observed that teachers with high self-efficacy beliefs are more likely to not refer a student to special education and insist to help them.

Brophy and Good (1986) observed that teachers who deem themselves to be capable of affecting their students' learning are more likely to help their ethnic and language

minority students to achieve academic success and teachers with lower self-efficacy beliefs struggle to do so. Poggio (2012) also found that the race of the students had an impact on teachers' sense of efficacy for literacy instruction. Interviewee #5 expressed having foreign students in the classroom as a factor affecting her teaching. "*There are also foreign students or those who do not speak Turkish at all. You know, there are mixed groups*". Interviewee #3 complained, "*We even have many foreign students. Of course, they also cause problems, as well as communicating with them. Other teachers are having the same problems too*". It was observed that teachers mostly did not know how to proceed in such situation as they did not have any experience prior having foreign students.

Factor – Teacher Adaptation, Teaching Strategies and Teaching Preferences and their Personality Traits: EFL teachers' self-efficacy beliefs for literacy instruction were also affected by some factors related to teachers themselves. Teacher Adaptation, Teaching Strategies and Teaching Preferences and their Personality Traits were the factors observed in this study to be related to EFL teachers' sense of efficacy for literacy instruction.

Low self-efficacy beliefs led people to see certain tasks as personal threats and they tended to shy away from them. This resulted in weaker commitment, and they slackened their efforts and gave up quickly when they face difficulties (Bandura, 1993; 1994). Therefore, teachers with lower self-efficacy beliefs struggled with their teaching (Klassen & Chu, 2010). They started having problems in the classroom related to management which led them to focus more on subject matters than students' development. They also felt stress and expressed a pessimistic mood (Bandura, 1997). Teachers with lower self-efficacy beliefs took longer to recover from the self-doubt they felt due to difficulties which resulted in a drop in their capabilities (Bandura, 1994).

However, teachers with strong and higher self-efficacy beliefs managed to recover much quicker from any situation which might cause them self-doubt (Bandura, 1989). Highly efficacious people approached challenges and difficulties as something to be mastered and they set themselves challenging goals and committed to them (Bandura, 1994). Thus, highly efficacious teachers were usually observed to be open to new instructional

practices, materials, and methods (Guskey, 1987). They seemed to be more open to change and able to adapt faster.

Such adaptation was mentioned by Interviewee #1 as she was talking about her struggle to provide students with suitable teaching materials and implement them "*I'm trying to bridge the gap in the form of digital materials from the extra classroom*".

The teaching strategies and teaching preferences varied for each interviewee. Tschannen-Moran and her colleagues (1998) found that teachers' sense of efficacy is related to their level of organization and planning. It was also related to their enthusiasm to teach. Interviewee #2 mentioned her preference to teach in areas socioeconomically low and said "*I get more pleasure when I work in low socioeconomic areas ... I spend my first lesson glamorizing them*". Teachers with lower self-efficacy beliefs preferred text and activity-based approaches to hands-on and cooperative approaches (Tschannen-Moran et al., 1998). Teachers' self-efficacy beliefs also affected the effort they put into the delivery of the instruction (Tschannen-Moran & Johnson, 2011). Burke (2017) supported this claim, as she observed that teachers' self-efficacy beliefs for writing are related to the approaches, they use for writing instruction.

Teachers' self-efficacy beliefs also affected their behaviors (Akbari & Tavassoli, 2014). Gibson and Dembo (1984) observed teachers with higher self-efficacy beliefs expressed no criticism in the class towards student failure and praised them when they gave correct answers. However, the opposite was observed with teachers who had lower self-efficacy beliefs. These teachers were observed to criticize students when they give wrong answers and praised them less than teachers with higher self-efficacy beliefs. They also observed that highly efficacious teachers divide the class into small groups for instructions more than teachers with lower self-efficacy beliefs. Interviewee #5 expressed how she preferred praising students and showing making a mistake is not something bad as her preferred choice in the classroom.

> I am already very encouraging for those who attend the class and stay behind. In fact, sometimes I make a mistake and say, look, I'm making a mistake too, can happen. I even did this once. Everyone will say a word, but let that word be wrong, so deliberately say the wrong thing. Look, nothing happens when we

> make a mistake, we don't die, nothing happens to us, this will happen while we are speaking, because we normally sometimes have difficulties when speaking Turkish or while writing (Interviewee #5).

Teachers' personality traits were other factors related to the self-efficacy beliefs of EFL teachers for literacy instruction. Such personal characteristics were observed to have an effect on teachers' self-efficacy beliefs (Fackler & Malmberg, 2016). Fackler & Malmberg (2016) assumed differences in personal characteristics could be related to the differences in culture, politics and economy. Klassen & Chiu (2010) explained that circumstances based on the environment and personality traits can vary self-efficacy beliefs since the workplace is everchanging. Psychological and emotional arousal in such situation could add to teachers' sense of efficacy as they judge their capabilities or incompetence based on what they feel whether joy or anxiety, about their performances (Tschannen-Moran & Woolfolk Hoy, 2007; Tschannen-Moran & Johnson, 2011).

During this study, three different personality traits were observed by three interviewees. Interviewee #1 is observed to be open-minded towards any changes and implementation of said changes in the classroom and expressed "*it's also a bit about being open to innovations*". Interviewee #4 expressed being easy-going as she explains she didn't find it healthy to complain all the time saying "*I noticed in our meetings in Sultangazi are extremely negative. Constant complaints, there is no need to complain. These are our students. We exhibit our personalities*" as she believed it would not lead to solutions. Interviewee #6 is observed to have a more casual approach to everything and expresses his way with a sports reference "*Teaching here goes with an amateur spirit*". He found 'amateur spirit' more important than professionalism. He further explained he does not like getting commands, directives or questioning from administrative or other authoritative figures and wanted to do his own thing without worrying. "*There has never been anyone who interfered or said like do this or that … Things like a chain of command and similar context make me nervous. I personally don't like it*".

Factor – Co-Teaching: Teachers made an assessment of their competence and they also examined what is required to complete a teaching task and this process leads to changes in their self-efficacy beliefs (Tschannen-Moran et al., 1998). This assessment included

factors like school leadership and the support of other colleagues (Tschannen-Moran & Woolfolk Hoy, 2007). Co-teaching can have a positive effect on teachers' self-efficacy beliefs (Smylie, 1988). These types of interactions with colleagues, and administration could increase teachers' self-efficacy beliefs to a desired point through verbal persuasion (Tschannen-Moran & McMaster, 2009). Tschannen-Moran and her colleagues (1998) pointed out that when teachers collaborate on improving students learning and motivation as well as discussing their behavioral problems were prone to improve their self-efficacy beliefs and such cases could be particularly helpful for novice teachers to socialize.

Another way co-teaching could have an effect on EFL teachers' sense of efficacy beliefs for literacy instruction was through vicarious experience. When teachers observe other teachers successfully mastering similar scenarios or dealing with difficulties, it led them to have the confidence to be able to overcome such situations. If they saw their social models failing, it then led them to believe in similar circumstances they would also fail (Bandura, 1994).

Three of the interviewees mentioned the importance of cooperation with the classroom teachers as a factor to improve their self-efficacy beliefs. Interviewee #6 mentioned this support by saying "*the coordination between the administration, the teacher and the branch teacher is very good for us. I think it's very productive for me*". Interviewee #4 touched upon the importance and the need for this cooperation:

> We need to be in contact with the classroom teachers. Almost all English teachers are definitely in contact with their classroom teachers anyway. If we know which student has IEP (Individualized Education Program), which student has special learning difficulties, and which student has family problems, our job becomes easier (Interviewee #4).

Factor - Professional Development: Professional development supported mastery experience and has a strong effect on teachers' self-efficacy beliefs (Tschannen-Moran & McMaster, 2009). Ross (1994) found that just exposure to new knowledge did not contribute to teachers' self-efficacy beliefs. However, when it was presented through professional development, it contributed to teachers' self-efficacy beliefs. For example,

Interviewee #1 mentioned how professional development helps her improve her own classroom activities.

> I attended intelligence games training. For example, I bought something about mind games. The word games I learned there worked so well in my English lessons that I prepared puzzles myself for children. There were also games, I brought them and presented them to the children. Made a huge difference. It really made a huge difference. Children are learning words with pleasure right now (Interviewee #1).

Riggs (1995) observed teachers in a year-long science education training program and discovered that both teachers with low and high self-efficacy beliefs increased their self-efficacy after the training. Teachers' self-efficacy beliefs also increased after they saw improvements in student achievement. Tschannen-Moran and Johnson (2011) also observed professional developments as a support for self-efficacy beliefs for literacy instruction. Professional development was found to be an important contributor to EFL teachers' self-efficacy beliefs for literacy instruction.

4.2.2.2 Interview question 2 – do you think your school's student profile and the environment it is in have an impact on your literacy instruction self-efficacy?

Teachers assessed their efficacy beliefs based on their judgement of what is required from a teaching task and their capabilities (Tschannen-Moran et al., 1998). This assessment could include student-related, teacher-related and contextual factors as well as the socioeconomic status of students, parents and the school climate (Tschannen-Moran & Woolfolk Hoy, 2007; Tschannen-Moran & McMaster, 2009). Bandura (1997) discussed the socioeconomic level of students and their racial composition to be an influence over students' academic achievement which has an impact on teachers' collective self-efficacy beliefs to motivate and educate their students. For instance, according to Interviewee #2, in Şişli district there was a "*high awareness of the importance of foreign language education*" and "*children seem to be more prepared and much more ready*" and "*moral and motivation are very high compared to other schools*" unlike middle and low-level districts and she concluded "*Working in the Şişli region, of course, gives me a lot of self-confidence in professional sense*".

Bandura (1993) argued, "*the higher the proportion of students from low socioeconomic levels and the higher the student turnover and absenteeism, the weaker the staff's beliefs in their efficacy to achieve academic progress and the poorer the schools fare academically*" (p. 142). Bandura (1994) also explained that people are partially the products of their environment and the environment of a person can shape the choices they make. "*Any factor that influences choice behavior can profoundly affect the direction of personal development*" (Bandura, 2001b, p. 10). This could be observed through Interviewee #6. He mentioned that Sultangazi is where he grew up and teaching here is more comfortable for him as he knows the parents and students in one way or another. Interviewee #6 actually believed because "*Mothers usually do not work, they can take care of the children*" and he argued this is not the case in higher socioeconomic levels and said "*I prefer it*" and he continued if he was teaching in a higher socioeconomic level district, he "*would be more tired*".

In this study, the data was collected from 5 districts belonging to three different socioeconomic levels. According to the results of the One-Way ANOVA test, a clear difference between the groups could be seen. It was observed that some of the teachers from higher socioeconomic level districts indicated that teaching in a higher socioeconomic level district "*made lessons easier*" (Interviewee #1) and they "*take advantage of it*" (Interviewee #2). For those who teach in lower socioeconomic level districts, one of the interviewees said that they "*see the disadvantages of Sultangazi*" (Interviewee #4).

Similar results were discovered with elementary teachers in Turkey (Altunbaş, 2011; Korkut & Babaoğlan, 2012). Altunbaş (2011) observed the socioeconomic level of elementary schools in Elazığ, Turkey. The findings indicated that teachers teaching in high socioeconomic levels considered themselves to be more efficacious than teachers working in medium or low socioeconomic levels. Korkut & Babaoğlan (2012) similarly examined whether the location school would have an effect on teachers' sense of efficacy in Burdur, Turkey. They observed teachers who were teaching in the city center had higher self-efficacy beliefs than teachers who were teaching in towns and villages and teachers teaching in towns had higher self-efficacy beliefs than teachers teaching in villages.

Teachers also faced problems while teaching during the pandemic due to socioeconomic reasons. According to Wang and East (2020), the socioeconomic divide between classes and districts increased because of mandatory remote instruction. UNICEF (2021) stated that on average high-income countries had a loss of 53 days of instruction, whereas this loss was on average 115 days for middle-low income countries. Reports from UNICEF (2020) and UNESCO, UNICEF and The World Bank (2021) expressed that even though students had access to a computer or the internet, this does not guarantee that students can be involved in the learning process. It was also observed, "*Students attending underserved schools felt the effect of the lockdown substantially more than students in more economically advantaged areas*" (Back et al., 2021, p. 2). Interviewee #4 mentioned even if the students have internet access, they have many siblings and less resources; that is why even if the students want to be a part of online teaching most of the time they cannot and during face-to-face teaching again because of the number of siblings according to her. "*There are families that are not enough*" for taking care of the students. She concluded by saying "*In that respect, of course, we see the disadvantages of Sultangazi*".

4.2.2.3 Interview question 3 – would there be a change in your literacy instruction self-efficacy if you worked in a private school instead of a public school / worked in a public school instead of a private school?

Literature on the effects of school type on teachers' sense of efficacy was limited and these studies were descriptive focused and there was no specific literature for EFL teachers' self-efficacy beliefs for literacy instruction. Zararsız (2012) observed the elementary school teachers who are teaching in a district in İstanbul, Turkey. She examined that teachers in private schools had higher self-efficacy beliefs than teachers in public schools. Türedi (2015) had a more comprehensive study with elementary school teachers from all around Turkey. He also found teachers teaching in private schools had higher self-efficacy beliefs than teachers in public schools. Esen (2012) investigated the self-efficacy beliefs of EFL teachers and found English language teachers in private schools had higher self-efficacy beliefs than English language teachers in public schools. Esen (2012) believed the reason could be the competition between private schools which leads teachers to collaborate more in order to create better learning environments and more professional development opportunities.

It is believed that because many factors affecting EFL teachers' self-efficacy beliefs for literacy instruction previously mentioned like the lack of facilities provided, class size/number, lesson time/class hours, and resources (materials) do not cause such negative effects on teachers in private schools. The teachers in this study were all public-school EFL teachers with some having experience teaching in private schools. The teachers who had experience with private schools admitted to the perks of teaching under private school circumstances. For instance, Interviewee #4, said "*You know, the only difference between us is the difference of the building, the difference in the facilities offered inside the building, or the difference in the financial possibilities of the student*". Interviewee #2 strongly believed if she were in a private school, she would be more self-efficacious about literacy instruction. She stated "*First of all, I have the right to work with different publications and very rich publications. Second, coming families have the power to support students who need to be supported*" and "*they have 8 courses in private schools*".

4.2.2.4 Interview question 4 – as a female/male teacher, do you think your gender has an effect on your literacy instruction self-efficacy?

Klassen and Chiu (2010) examined the relationship between three domains of general self-efficacy beliefs and teacher characteristics and found female teachers on average had lower self-efficacy beliefs towards classroom management than male teachers. They also discovered that female teachers experienced more stress related to their workload and student behavior in the classroom. Greenglass and Burke (2003) suggested that work-related stress for females might be due to the nonwork-related roles they have.

Female interviewees made a point that female teachers care more than male teachers. They believe for male teachers "*they can just lecture and leave*" (Interviewee #5). It was observed that what female teachers understand from teaching is much more than that. They believe they are more "*realistic*" (Interviewee #2) and "*perfectionist*" (Interviewee #3) and that they worry about the students. Interviewee #4 mentioned "*Because women are more emotional beings*" than male teachers and thought this could be the reason affecting their self-efficacy for literacy instruction.

The only other study to find gender to be related to TSELI was conducted by Tschannen-Moran and Johnson (2011) observed that female teachers had higher TSELI than male teachers. In three other studies (Poggio, 2012; Sture, 2014; Keys, 2016) that examined whether gender was related to teachers' self-efficacy beliefs for literacy instruction found no significant difference between male and female teachers. Karatay et al. (2018) also found no meaningful difference between male and female teachers. However, they commented, compared to female teachers, male teachers had higher TSELI than female teachers. Interviewee # 3 expressed her opinion about male teacher presence and said, "*It's like providing discipline automatically*". Interviewee #6 first explained how "*being a man is easier than being a woman when it comes to discipline*". These results slightly could imply male teachers tend to have a higher sense of efficacy for literacy instruction in Turkey context.

4.2.2.5 Interview question 5 – can you compare how education, and your literacy instruction self-efficacy were affected before and during the Covid-19 pandemic?

Self-efficacy beliefs tend to be established early and once they are set, they stay relatively the same and are resistant to change (Bandura, 1997). Reassessment of firmly established self-efficacy beliefs requires some kind of a shock (Tschannen-Moran & Johnson, 2011). The shift to emergency remote teaching, which is defined by Hodges and his colleagues (2020) as a sudden temporary change in the delivery of instruction due to a crisis, has shaken teachers since this shift caused educators to adapt to new technologies in a very limited time which was new to many teachers and created many challenges for them (Bozkurt & Sharma, 2020; El-Soussi, 2022).

To answer this interview question, teachers who participated in this study expressed their opinion about their self-efficacy beliefs for literacy instruction during the pandemic and mentioned 14 different factors two of which are unique to the Covid SEB code, affecting their self-efficacy beliefs for literacy instruction multiple times:

Covid Adaptation to Online Teaching, Constant Switch Teaching Modality, Student Engagement/Participation, Teacher Adaptation, Student Adaptation/Motivation, Lesson Time/Class Hours, Use of Technology, Parent Involvement, Facilities Provided,

Homework, Resources (Materials), Class Size/Number, Student Learning, Personality Traits (Open-mindedness).

Factor - Covid Adaptation to Online Teaching, Constant Switch Teaching Modality and Teacher Adaptation: School closures in most countries due to the pandemic forced most teachers to switch to distance education (UNESCO et al., 2021). Bandura (1977) suggested that the task of creating conductive environments for learning rests on the skills and self-efficacy of teachers. Thus, they had to adapt which resulted in changes in their self-efficacy beliefs for literacy instruction through factors like Covid Adaptation to Online Teaching, Constant Switch Teaching Modality which were interlinked with Teacher Adaptation.

Bandura (1997) argued that self-efficacy beliefs are powerful enough to impact the motivation for performance since their performance is based on their beliefs of achieving desired outcomes. Several factors could affect teachers' self-efficacy beliefs as new challenges could push teachers to reconsider their existing self-efficacy beliefs (Tschannen-Moran et al., 1998). Literature (Dolighan & Owen, 2021; Gonzalez & Mohammad, 2022) suggested that the skills needed for online teaching are different from the skills teachers are accustomed to in face-to-face teaching.

Ma and his colleagues (2021) observed that teachers had low online teaching self-efficacy beliefs at the beginning of online teaching due to lack of experience. They also found adaptability can affect teachers' self-efficacy beliefs. Many teachers expressed that they were not ready for adapting to online teaching platforms with their curriculum (Baroudi & Shaya, 2022) since online teaching required technological efficacy and knowledge of technology-integrated strategies on top of their teaching skills (Dotan et al., 2021). For Interviewee #1, the inexperience which comes with the whole pandemic mentality affected her understanding of teaching and it pushed her into a new format of teaching which affected her self-efficacy beliefs for literacy instruction in the process of trying to adapt to everything going on "*There were so many variables in the very beginning, which one are we going to deal with? I really turned into a fish out of water*". It made her question her own ability to teach as well as made her worry about how to involve the students in the process as it is unknown territory to them. The effect of online teaching

on teachers' self-efficacy limited their effectiveness and their students' progress (Baroudi & Shaya, 2022). Interviewee #3 started by saying "*we weren't successful enough in online education*" and continued "*on the topic of being sufficient for my students I did not feel fully efficacious*". Teachers who had previous experience in online teaching were observed to have higher self-efficacy beliefs than teachers who did not (Baroudi & Shaya, 2022).

The pandemic caused changes in the attitudes and practices of teachers (Etchells et al., 2021; Moser et al., 2021; Minihan et al., 2022) as well as their identity and role as teachers (Ashton, 2022). They had issues related to technology access (Pressley & Ha, 2021). They felt unprepared for online teaching, and they also had problems with their current teaching materials and assessment methods (Baroudi & Shaya, 2022). Interviewee #1 said "*It was very challenging, but after getting used to it, I think there is no difference between online education*". She also questioned "*the thought of how to transfer my own work and how to involve the children in it*". These changes led them to reshape the pedagogies they apply in order to maintain the set goals for education (Ashton, 2022; Chen, 2022). This also led teachers to explore alternative techniques for distance education (Chen, 2022) with a limited time to prepare and train (MacIntyre, 2020). Teachers had to prepare a new curriculum and adjust to their new teaching and learning environment (Etchells et al., 2021).

Teachers' emotions and the stress they experience are found to affect students and other teachers (The World Bank et al., 2021). Online teaching has resulted in high levels of anxiety and high levels of stress (Pressley & Ha, 2021). Interviewee #1 expressed her struggle on how to transfer and make sure to involve the students in the process "*How can we do this; how can we explain it?*" was the main question in her mind. She explained "*The transitions made us very tired*". Especially at the beginning of the transitioning to online teaching (Ma et al., 2021). Dolighan and Owen (2021) suggested that stress and the anxiety teachers have experienced due to online teaching could be a reason for their low self-efficacy. As a result of the stress, burnout was observed (Etchells et al., Minihan et al., 2022) mainly because of a lack of job satisfaction (Minihan et al., 2022). Burnout feeling of teachers during the pandemic could be directly linked to struggles to adapt, limited resources and high demands to continue teaching as well as low teacher efficacy

(Sokal, Eblie Trudel, & Babb, 2020). Sokal and her colleagues (2021) observed that high teacher efficacy is related to accomplishments whereas low teacher efficacy is related to exhaustion and pessimism. They also noted that exhaustion is the first stage of burnout, and it can spread and cause the effectiveness of teachers and schools to decrease leading to a poor school environment.

Pressley and Ha (2022) also found that teachers faced the fear of catching Covid-19 themselves and spreading it to others due to returning to teaching either hybrid or face-to-face. Teachers had to switch their teaching modalities multiple times due to increases in the number of Covid-19 cases. These switches also caused new challenges for teachers as well as increased the stress and anxiety levels of teachers (Pressley and Ha, 2022). Interviewee #4 explained how the constant switches between teaching modalities affected her self-efficacy beliefs for literacy instruction.

> The thing we were most affected by was the opening and closing of the schools. It was difficult for us to adapt to the program and the students and teachers to adapt to the changing program. In other words, what affected us the most negatively was the opening and closing of the schools. If it were not like that and we had a proper order, I think we would not have problems (Interviewee #4).

Interview #6 explained how the constant switch affected his teaching practices:

> I wish it had been set beforehand. If it was said that we are doing this, it would be better if we had prepared accordingly. Because my lesson is 2 hours in online teaching and 1 hour in school. Now, my preparation for one hour and my preparation for two hours differ every month. Therefore, it was a factor that could reduce the efficiency in that regard (Interviewee #6).

Factor - Student Engagement/Participation, Student Adaptation/Motivation and Student Learning: EFL teachers' sense of efficacy for literacy instruction was also related to some student factors like achievement, motivation and also students' own sense of efficacy (Tschannen-Moran & Woolfolk Hoy, 2001). Self-efficacy beliefs of teachers positively influenced students and lead students to higher learning achievement and more engagement (Akbari & Tavassoli, 2014) and it led students to be better at school

(Zimmerman, 1995). Interviewee #2 is observed to have some problems trying to adjust to online teaching. She struggled to adapt students and motivate them to be a part of the classroom environment which also forced her to adapt as well. In these tiring times, technology usage was a struggle due to small screens and not being able to be in cohesion like in a real classroom. She expressed the struggles she faced while trying to adapt. "*Yes, it is something that lowers the teacher's belief, lowers his confidence, and I don't know in terms of efficiency is low*".

During school closures, some teachers expressed concerns about student participation rates, their involvement and engagement in online learning (Ferri et al., 2020; Ashton, 2022). Worldwide, student engagement was seen as a challenge by teachers during the pandemic (Ma et al., 2021; Pressley & Ha, 2021; Baroudi & Shaya, 2022; Pressley & Ha, 2022). Interviewee #5 complained because how online teaching during the pandemic caused a gap between the students. She explained:

> Because of Covid, a certain part of the classroom was able to attend. Not everyone attended the classes. Because there was no obligation, we saw very few children participating in the lesson. We have never seen some of them and since there are no consequences, no matter how many times we reach them and tell them to join the class, we couldn't. Such classes were formed like a combined class with students on 2nd grade level and 3rd grade level some 4th grade level (Interviewee #5).

Studies showed teachers had low self-efficacy beliefs towards student engagement (Pressley & Ha, 2021; Baroudi & Shaya, 2022). Teachers expressed that being separated from their students was a challenge to their classroom management (Ma et al., 2021). It was particularly a challenge to keep young learners engaging and focusing during online teaching (Ciampa& Jagielo-Manion, 2021; Gonzalez & Mohammad, 2022). Teachers struggled trying to find suitable activities to keep students engaged and increase their motivation to learn. All these problems like students' lack of motivation, interest and learning caused the teacher and students to have adaptation problems and the constant switch between online and face-to-face teaching was also a struggle. However, teachers were not able to find the right tools easily which in turn might have resulted in students'

loss of interest and misbehavior as teachers observed students getting bored and disengaging (Baroudi & Shaya, 2022). Lack of engagement and motivation resulted in absenteeism during online teaching (Gonzalez & Mohammad, 2022). Interviewee #5 tried using technological devices provided by Zoom to try to keep students interested and motivated. "*I used Zoom in a different way, for example, by using different things like dividing them into rooms, so that they can do something there, too*". However, she struggles to even create enough motivation for students to join the classes as there were no consequences to no attendance.

Another challenge for teachers during the pandemic was checking student understanding and assessing their students' learning (Ma et al., 2021; Baroudi & Shaya, 2022; Gonzalez & Mohammad, 2022). Teachers reported during the online teaching they were unable to adjust their instruction based on student needs and their performance (Baroudi & Shaya, 2022; Gonzalez & Mohammad, 2022) and student outcomes were unsatisfactory after returning to the classroom (Ma et al., 2021). Interviewee #4 explained:

> When the school opened, for example, when the student I left in the second unit when the schools open again two or three months later, I see that they still remain in that unit. You know, there was no progress because they didn't attend the online classes (Interviewee #4).

Teachers also expressed their lack of suitable assessment tools for their students (Baroudi & Shaya, 2022). They reported it to be difficult to use formative assessment (Gonzalez & Mohamad, 2022) and they were also not able to check student understanding per lesson (Dotan et al., 2021) which resulted in adaptation problems for teachers' instruction based on their students' learning needs as they were not able to make sure if students were learning (Dotan et al., 2021; Gonzalez & Mohamad, 2022). Gonzalez & Mohamad (2022) also observed that teachers did not feel certain enough to create online teaching environments in which students can learn new knowledge and skills in literacy. They also observed teachers had trouble monitoring students' learning progress in the online classroom. For Interviewee #2, this led to great inner questioning as she was questioning her abilities.

> When I teach children face-to-face in the classroom, and every time I leave the classroom, I say, “Am I satisfied with this lesson?”. In the pandemic, I said, "I wonder how many of them have learned something? My criterion in the pandemic: “how many children? I wonder if I could even affect one child?" Do you see the self-efficacy, confidence? What a drastic drop (Interviewee #2).

Factor – Use of Technology: Teachers had some problems as their readiness was based on their digital competencies (Chen, 2022). Most teachers lacked the knowledge, or the experience required for distance education (MacIntyre, 2020; Etchells et al., 2021; Moser et al., 2021) and reported not being familiar with online teaching tools (Baroudi & Shaya, 2022). During school closures, some teachers did not feel comfortable using online methods for teaching as they did not feel ready for such conversion to a medium of instruction (Moser et al., 2021; MacIntyre et al., 2020). Çınar and his colleagues (2021) observed the readiness of teachers in Turkey to switch to distance education. They compared teachers who had never taken a course about distance education and teachers who never taught online and found that teachers with no experience in online teaching scored lower than teachers with experience.

Baroudi and Shaya (2022) stated that teachers’ self-efficacy beliefs towards online teaching were not positive due to their inability to use online tools in the classroom. Teachers faced many challenges due to technology like connectivity issues (Baroudi and Shaya, 2022) and problems with technical support (Ciampa & Jagielo-Manion, 2021; Baroudi and Shaya, 2022). Interviewee #2 explained the problems caused in the online classroom. “*Either it freezes or the connection is not good or the child is not listening to me at that time. First of all, they do not even see. They see the image on a tiny screen on the camera*”. Teachers also had issues accessing to digital materials and understanding how to implement them in the online teaching environment (Ciampa & Jagielo-Manion, 2021). Gonzalez & Mohammad (2022) reported students' own technology skills were also a challenge for online teaching, especially with young learners who are learning to navigate teaching programs. They observed students needed extra instruction about the technology used for literacy instruction. Dolighan and Owen (2021) stated that developing teachers’ competencies towards online teaching would result in their online self-efficacy beliefs to improve.

Factor - Parent Involvement: Parent Involvement was observed as another factor affecting EFL teachers' self-efficacy beliefs for literacy instruction during Covid-19 in this study. During online teaching, parent involvement became a larger part of the students' learning environment and it was observed that parents become one of the factors affecting teachers' stress levels (Pressley & Ha, 2021) as well as a factor affecting their self-efficacy levels (Baroudi and Shaya, 2022). Some teachers faced challenges related to parents (Moser et al., 2021) and some even felt judged by the families of students (Ashton, 2022). Interviewee #5 mentioned during the pandemic and online teaching, the pressure she had from the parents increased rapidly since the parents were able to influence the students directly and simultaneously during online lessons.

> They have this confrontation and it's like if the child does something, something wrong in the class, they think it is completely shameful. It's like the worst thing in the world is happening. For example, they think they are not seen. They nudge the child from the side like this, they say, you're going to say this and that, the child is stuck there (Interviewee #5).

In Baroudi and Shaya's study (2022) however, it was observed that parent involvement was a helpful factor in student learning as they were making sure students attended the lessons. Similarly, for Interviewee #1, the involvement of parents during online teaching periods was a plus as the parents were able to make sure students attended the lessons. "*we were able to manage the attending, fortunately. It was a huge plus for us… the parents made my work easier*". On the other hand, Gonzalez and Mohammad (2022) observed teachers had doubts about whether the assignments and homework were completed by parents or by students themselves.

Factor - Lesson Time/Class Hours and Class Size/Number: The Lesson Time/Class Hours and Class Size/Number were reported to be factors affecting EFL teachers' self-efficacy beliefs for literacy instruction during Covid-19. The transition to online teaching affected teachers' work hours both inside and outside of the classroom (Ma et al., 2021; Baroudi & Shaya, 2022; Gonzalez & Mohammad, 2022; Yan & Wang, 2022). Interviewee #5 mentioned how two 40-minutes lessons were dropped to one 30-minutes lesson and how "*this caused a complete collapse of everything*". Many teachers

complained about their increased workload and responsibilities (Minihan et al., 2022; Moser et al., 2021; Yan & Wang, 2022). Interviewee #6 mentioned two aspects of teaching during Covid-19 pandemic period. While teaching hybrid, he had only 30 minutes to teach and it was harder to complete the lessons and he sometimes used the recess time to be able to complete his topics. Teachers also had some problems trying to balance their work and personal life since the boundaries between home and school were almost nonexistent in this period due to irregular teaching hours and many other reasons which made them believe they have lost control over their work (MacIntyre et al., 2020). Teachers spent extra time to find suitable instruction delivery methods for online teaching and how to apply these new methods in an engaging way for their students (Baroudi & Shaya, 2022). Teachers also expressed the time limitations they faced to plan new lessons and practice online teaching tools to teach and assess literacy (Ciampa & Jagielo-Manion, 2021). Teachers also struggled to focus on their students' individual needs (Baroudi & Shaya, 2022). Another issue voiced by language teacher was that they did not feel what they were teaching was seen as important or core area as other subjects since their training and the support needed was not provided in the way it should have been (Moser et al., 2021).

Factor - Facilities Provided and Resources (Materials): Contextual variables like Facilities Provided and Resources (Materials) affected teachers' judgement of their capabilities and assessment of their self-efficacy beliefs during Covid-19. The quality of facilities could have an impact on teachers' self-efficacy beliefs and their assessment of their teaching (Hoy & Spero, 2005), as well as the resources available to conduct instruction (Tschannen-Moran & Woolfolk Hoy, 2007). This issue was observed with teachers during the pandemic as they struggled to find suitable materials and resources for their students' learning needs (Baroudi & Shaya, 2022; Gonzalez & Mohammad, 2022). Interviewee #3 mentioned the lack of resources by giving a specific example:

> A resource book was given last year because it was online education because it was distance learning. All the books were given. It was very nice, prepared by the National Education. But we did not receive an English book, for example (Interviewee #3).

She later continued how she was not able to use this book and some other schools in the area also did not receive this mentioned resource book. Gonzalez & Mohamad (2022) also observed that teachers did not feel confident enough to create online teaching environments for literacy. Literature also showed the lack of resources can lead teachers to feel burnout and lower their self-efficacy beliefs as a result (Sokal et al., 2020; Sokal et al., 2022) and that providing teachers with resources they can use is crucial for teachers' wellbeing to prevent burnout (Minihan et al., 2022). Interviewee #5 mentioned so little about this factor, yet this does not change the fact that she believed it is one of the reasons "*other vehicles and devices were for below everything else*" and "*this caused a complete collapse of everything*".

Factor – Homework: Homework giving and checking homework was another factor stated by teachers during Covid-19 to affect their self-efficacy beliefs for literacy instruction. Teachers struggled with homework (Ma et al., 2021) as they had issues finding tools for assessment and used easier methods like multiple-choice questions (Baroudi & Shaya, 2022). Interviewee #6 mentioned the struggle he had to go through in this period as he was not able to use this effective factor. "*For example, I cannot follow the child's homework when I am online teaching. This is a minus for me*". Teachers also had doubts about whether the assignments and homework were completed by parents or by students themselves (Gonzalez & Mohamad, 2022).

Factor – Personality Traits - Open-mindedness: Teachers' personality traits were another factor related to the self-efficacy beliefs of EFL teachers for literacy instruction. Such personal characteristics were observed to have an effect on teachers' self-efficacy beliefs (Fackler & Malmberg, 2016). Psychological and emotional arousal in certain situations could add to teachers' sense of efficacy as they judge their capabilities or incompetence based on what they feel, whether joy or anxiety, about their performances (Tschannen-Moran & Woolfolk Hoy, 2007; Tschannen-Moran & Johnson, 2011). Some difficulties faced by teachers might lead to changes in their self-efficacy beliefs. Bandura (1989) suggested "*Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort… By sticking it out through tough times, they emerge stronger from adversity with a stronger sense of efficacy*" (p. 1179).

During Covid-19, teachers struggled with the experience they had to go through as they did not have any prior experience similar to Covid before. Some teachers who had a more open-minded aspect like Interviewee #6, experienced these changes easier than others as they allowed themselves to change through this new experience. He explained that he tries to keep up to date with the world of education. "*I am a person who tries to keep up-to-date and follow the world… I try to follow… to implement some things I saw there*".

4.2.2.6 Interview question 6 – under what circumstances your self-efficacy beliefs for literacy instruction would be higher?

Teachers who participated in this interview also suggested some improvements for the factors affecting their self-efficacy beliefs for literacy instruction. The implications made were collected under 9 codes: Facilities, Lesson Time/Class Hours, Student Interest/Involvement, Resources (Materials), Parent Involvement, Professional Development, Socioeconomic Level, School Amount/Class Size and None.

Implication – Facilities and Resources (Materials): The quality of facilities could have an impact on teachers' self-efficacy beliefs and their assessment of their teaching (Hoy & Spero, 2005), as well as the resources available to conduct instruction (Tschannen-Moran & Woolfolk Hoy, 2007). Interviewee #4 from Sultangazi district expressed both the need for an English classroom and smartboards in the classrooms. Since these smartboards are integrated with the textbooks and include the activities from the textbooks, she mentioned how it would result in higher involvement from students.

> If there was an English classroom at my school, if I had a smartboard, printer, colour printer, if my students were sitting on the floor, for example, if there was a classroom environment in which they were comfortable, instead of writing, we could only use English for daily communication with games and songs or with daily conversations. it would be more efficient and more enjoyable (Interviewee #4).

Textbooks as the sole resource of the teachers created a dependency and turn textbooks into the curriculum of the teaching (Lamie, 1999). Teachers expressed that the textbooks used are not adequate and that they need to be improved or supported by other extra

materials. Interviewee #2 thought "*there are some wrong parts in our subjects, curriculum subjects*". Interviewee #3 asked to be able to use extra materials "*I would like to say that it would be better if I could present not only the books distributed by the National Education but also other books alongside them*" to be able to support the topics.

Implication – Lesson Time/Class Hours and School Amount/Class Size: Uztosun (2016) observed teachers struggling due to limited class hours. He explained such limitations cause teachers not to be able to expand on issues that are necessary for students to overcome and they became focused on the textbooks provided for them. Uztosun (2016) also explained teachers' frustration with how some teachers were unable to perform the hands-on tasks due to limited time and crowded class sizes. Interviewee #2 expressed:

> There should be more lesson hours… Why? So we can do the skills lessons comfortably, Let me do one for 10 minutes, let me do one for 5 minutes in 40 minutes. The teacher shouldn't be doing so much math in their head. Especially not a language teacher (Interviewee #2).

Coladarci (1992) found that teachers had higher self-efficacy beliefs when they had fewer students. Teachers struggled to find time to attend to each student in a crowded class during an already limited amount of class time and create a bond with them to understand their individual differences in learning (Locastro, 1989). Interviewee #4 mentioned the total number of schools and the sizes of the classroom. She believed increasing the number of schools would help reduce the class sizes thus leading to an easier environment to teach. She said:

> New schools need to be built. It has to be a full day. Yes, there may be progress in this regard. If we are full-time, our class sizes will decrease. It would be great if our class sizes drop. More schools need to be built, but let's see when that will be. Now I don't know if we will see it or not (Interviewee #4).

The Lesson Time/Class Hours and Class Size/Number were reported to be factors affecting EFL teachers' self-efficacy beliefs for literacy instruction during Covid-19. The transition to online teaching affected teachers' work hours both inside and the outside of

the classroom (Ma et al., 2021; Baroudi & Shaya, 2022; Gonzalez & Mohammad, 2022; Yan & Wang, 2022). Many teachers complained about their increased workload and responsibilities (Minihan et al., 2022; Moser et al., 2021; Yan & Wang, 2022). Teachers also struggled to focus on their students' individual needs (Baroudi & Shaya, 2022). Interviewee #4 explained:

> I teach two lessons at school when students come for two days to the school when it is open: Monday, Tuesday, the first group; Thursday, Friday, the second group. On Wednesday or I was doing it on Saturdays. I gave another lesson to the students… My lecture hours were low. That's why the administration asked if I could do something like this for the students. I said I would. That's how we did it (Interviewee #4).

Implication – Student Interest/Involvement: Teachers' efficacy beliefs could change according to different circumstances some of which might be related to students. (Tschannen-Moran & Johnson, 2011). Teachers' sense of efficacy increased when teachers see the results of their teaching and lead to greater effort. (Tschannen-Moran & Johnson, 2011). Interviewee #3 said:

> If students liked to buy other reading books, bought them, and read them. If they could read something, if they could read. If only they could study at home as an extra. I would be better and more self-efficient (Interviewee #3).

Teachers who had lower self-efficacy beliefs tended to believe if students are not motivated enough there was nothing to do to influence the students (Gibson & Dembo, 1984). The self-efficacy beliefs of teachers affected students' own self-efficacy beliefs, motivation, and academic achievement (Bandura, 1993). When teachers were faced with failure regarding students' learning, their self-efficacy beliefs lowered and resulted in a decrease in their motivation (Tschannen-Moran & Johnson, 2011). Students with lower achievement could create a negative effect on teachers' sense of efficacy (Smylie, 1988). According to Interviewee #5,

> The work ends with that child. Whatever is inside the child, no matter what environment you put it in, it somehow finds its way out but you cannot put a

sprout inside the child if nothing is there. You can look at it and grow it, but it is not possible to create it from scratch (Interviewee #5).

Implication – Parent Involvement and Socioeconomic Level: Bandura (1997) discussed the socioeconomic level of students and their racial composition to be an influence over students' academic achievement which had an impact on teachers' collective self-efficacy beliefs to motivate and educate their students. Bandura (1994) also explained that people are partially the products of their environment and the environment of a person can shape the choices they make. During online teaching, parent involvement became a larger part of the students' learning environment and it was observed that parents become one of the factors affecting teachers' stress levels (Pressley & Ha, 2021) as well as a factor affecting their self-efficacy levels (Baroudi and Shaya, 2022). Interviewee #4 mentioned parent involvement as something to be improved for their self-efficacy for literacy instruction. Interviewee #4 is coincidentally from the lower socioeconomic level district of Sultangazi and she believed if "*the value given to the child from some families may increase*" and this might lead her to have higher self-efficacy for literacy instruction. She also added if the Sultangazi district was to improve she would improve along with it.

Implication – Professional Development: Professional development supported mastery experience and has a strong effect on teachers' self-efficacy beliefs (Tschannen-Moran & McMaster, 2009). Ross (1994) found that just exposure to new knowledge did not contribute to teachers' self-efficacy beliefs. However, when it was presented through professional development, it contributed to teachers' self-efficacy beliefs. Teachers' self-efficacy beliefs also increased after they saw improvements in student achievement. Tschannen-Moran and Johnson (2011) also observed professional developments as a support for self-efficacy beliefs for literacy instruction. Professional development was an important contributor to EFL teachers' self-efficacy beliefs for literacy instruction. Interviewee #1 mentioned the importance of professional development as a factor to improve her self-efficacy for literacy instruction. She believed the more in-service training is taken the better the teachers will be. She even further suggested in-service training to be mandatory for all teachers.

> I am definitely in favour of taking in-service training seriously… Of course, it will take some time to achieve that competence. Because it takes some time to understand people's needs. But I think that in-service training should be taken seriously online or face-to-face, and I think that it should not be left to the initiative of the teachers. Because it's about how you look at teaching. If you want to improve yourself, yes, there are many opportunities, but there are also those who prefer not to do anything on their own. That's why I think that in-service training should be given great importance (Interviewee #1).

Implication – None: The last implication which was voiced by Interviewee #6 was none. He thought that there was nothing about his self-efficacy for literacy instructions needed improvement as he believed that it was already as high as it could be. He answered "*I think the current conditions are sufficient, as I think I am amazing and perfect. How would it be to take this to a higher level?*". No related literature was found where teachers announced that there was nothing to improve about their self-efficacy beliefs in general or for literacy instruction.

5. CONCLUSION AND IMPLICATIONS

This study aimed to observe the self-efficacy beliefs of teachers of EFL teaching students in 2nd grade for literacy instruction in Turkey during Covid-19 because teachers played a essential role in the quality of teaching by creating a positive learning environment through selecting and planning materials and activities suitable for students (Moon, 2000). The current study applied a mixed-method research design to be able to answer the research questions in the best way possible. The study followed a cross-sectional design to describe the characteristics of the population by drawing conclusions from the sample pool. According to the results of the survey, a semi-instructed interview was held to gather qualitative data from selected participants. The participants who took the survey included both private schools and MoNE schools' teachers from 5 different districts from İstanbul: Şişli, Beşiktaş, Kağıthane, Sultangazi and Arnavutköy. These districts were chosen according to the Socio-economic Development Ranking of the Districts by Providence List of İstanbul by the Ministry of Industry and Technology (2019). In total 123 participants took part in the study by completing the TSELI Scale created by Tschannen-Moran and Johnson (2011). However, only 103 of the data collected from the participants were suitable for the data analysis stage. For the interview, 6 of the participants accepted to take part in the second half of the study by confirming to set a date for an interview. A detailed semi-structured interview was created to capture the insight of the first-hand experiences of the participants.

The data collected from the TSELI Scale created by Tschannen-Moran and Johnson (2011) was processed into the SPSS 23 statistical package program. The distribution of the data was examined and it was observed that there was no missing value problem, however, there was one outlier so it was removed from the data collected. Cronbach's Alpha reliability analysis was performed to test the reliability of the scale. Skewness and Kurtosis values were measured before comparing the differences between the data obtained from the scale to measure teachers' self-efficacy beliefs for literacy instruction. The homogeneity of the test variances, i.e. Levene homogeneity test, was distributed. Inferential statistics were used to describe and make predictions from the data of the

TSELI. To assess the different demographic groups of the self-efficacy for literacy instruction t-Tests and ANOVA was used.

The interview results were examined using content analysis. The qualitative data analysis was carried out using ATLAS.ti to create codes and for content analysis.

The quantitative results achieved in this study showed that the gender of the teachers, the type and district of the schools were affecting factors of EFL teachers' self-efficacy beliefs for literacy instruction. On the other hand, the age and education level, graduated faculty, and in-service time of EFL teachers were found not related to their self-efficacy beliefs for literacy instruction.

The qualitative results went into the details of factors EFL teachers believed to be related to their self-efficacy beliefs for literacy instruction both in general and during Covid-19. As the self-efficacy beliefs of teachers differed based on the situation they experience, a total of 24 factors were mentioned by EFL teachers three of which were related to results achieved through descriptive analysis. Teachers mentioned contextual factors like Facilities Provided, Resources (Materials), Lesson Time/Class Hours, Class Size/Number and student-related factors like Student Background Knowledge, Student Adaptation/Motivation, Student Special Needs, Student Learning, Foreign Students, and Student Engagement/Participation. They also used teacher-related factors like Teaching Preferences, Teaching Strategies, Teacher Adaptation and many more like Parent Involvement, Use of Technology, Co-teaching, Professional Development, and Personality Traits (Open-mindedness, Easy-going, Casual). Most of the factors were used together as almost all factors in a way affected the other factors.

As previously mentioned, the school district was found as a factor affecting EFL teachers' sense of efficacy for literacy instruction. Three of the teachers who participated in the interview agreed with this statement. However, even though teachers stated they have better opportunities in the higher socioeconomic district, they expressed they have more joy teaching in a lower socioeconomic level district.

The school type of EFL teachers was observed to be related to their self-efficacy beliefs for literacy instruction. Teachers who participated in the interview were all teaching in

public schools. Two of the teachers thought it would make no difference, and three of them strongly agreed it would aid their self-efficacy beliefs for literacy instruction. In one case the teacher thought being in a public school was more comfortable than in private schools.

The results of this study revealed the gender of the teachers as a factor influencing teachers' self-efficacy beliefs for literacy instruction. All teachers who participated in the interview believed gender did not indicate any difference when it comes to literacy instruction and teaching in general. However, it was observed that three of the participants gave examples that can be interpreted as they agree with the quantitative results obtained from the survey. Two female participants believed male teachers having higher self-efficacy beliefs for literacy instruction could be the result of their extensive care of their students even outside of the classroom, the ignorance of male teachers towards surveys such as the one used in this study or that they might have Dunning-Kruger syndrome.

EFL teachers who participated in the interview expressed some new factors and some previously mentioned factors for their experience teaching during Covid-19. Two factors, Covid Adaptation to Online Teaching and Constant Switch Teaching Modality, were observed to be unique to the Covid-19 pandemic period. For all interviewees, the process of getting used to online teaching and the switches between teaching modalities were factors that affected them. All participants talked in detail about the challenges they faced due to online teaching. It was observed that the inexperience which comes with the whole pandemic mentality affected their understanding of teaching and it pushed them into a new form of teaching which affected their self-efficacy in the process of trying to adapt to everything going on. Every time teachers switched, they had to take time to readjust which could be seen in a way it has affected their self-efficacy beliefs for literacy instruction. It was observed that teachers were eventually able to adapt to the situation.

EFL teachers who participated in the interview also mentioned Student Engagement/Participation, Teacher Adaptation, Student Adaptation/Motivation, Lesson Time/Class Hours, Use of Technology, Parent Involvement, Facilities Provided, Homework, Resources (Materials), Class Size/Number, Student Learning, Personality

Traits (Open-mindedness) again as factors affecting their self-efficacy beliefs for literacy instruction during Covid-19.

Student-related factors during Covid-19 were mostly related to the absence of the students and not being able to keep them interested and also not being able to check their learning. Technology usage was also troublesome for teachers as they had issues also related to the limited resources and facilities during Covid-19. However, teachers who were open to the idea of change were able to adapt more easily. Two of the teachers also had concerns about the parents' involvement, and it became a cause of stress. They could not be sure of student learning as they struggle giving out homework and make sure it was really done by the students and not by their parents. Teachers also expressed their problem with new lesson time which was adjusted due to the pandemic. They did not find it sufficient and believed it to a be a reason for the lack of student learning and for their classroom management. Teachers' workload also increased due to the number of classes they had and the new preparations they had to do to teach online and hybrid.

EFL teachers require improvement to increase their self-efficacy beliefs for literacy instruction. In this study, many factors were observed to affect EFL teachers' sense of efficacy for literacy instruction before and during Covid-19 which could be seen as areas that need improving to help teachers to feel more capable while teaching.

EFL teachers expressed some implications they would like to be taken into consideration to improve their self-efficacy beliefs for literacy instruction. The implications made were collected under 9 codes: Facilities, Lesson Time/Class Hours, Student Interest/Involvement, Resources (Materials), Parent Involvement, Professional Development, Socioeconomic Level, School Amount/Class Size and None.

Four of the teachers expressed their need for more materials and better facilities. They explained the lack of such resources was affecting their teaching as they felt limited in a way they cannot reach students fully. One of the teachers complained about the number of students and the limited time they had with their students and thought if more schools were to open it would reduce the number of students in their classes which would assist them to be able to focus on all their students individually. Four of the teachers also suggested increasing the lesson time and reducing the number of classes they are

responsible for as they believe more time with a reasonable number of classes would help them conduct their lessons better. One of the teachers expressed the effect of family and socio-economic level of the students as aspects to be improved and believed parents from low socioeconomic districts should value their children more and districts should be improved to be able to provide for the needs of students, families, and teachers. Two of the teachers expressed that teaching is not enough all by itself and that students should have the responsibility to improve themselves and try to be more involved. One of the teachers believed no improvements were needed to increase their self-efficacy beliefs for literacy instructions. The last suggestion from one of the teachers was opportunities for professional development and asked for more in-service training to be better at what they do. It was realized that some teachers were hesitant to ask for some improvements to their self-efficacy for literacy instruction as they were in the mindset of none of the implications they asked will not happen.

On this aspect, this study has many implications for teachers, teacher trainers, administrations, and the Ministry of Education. This study gives a detailed look into the experiences of teachers, and their reflections on their self-efficacy beliefs for literacy instruction during a never seen situation and includes suggestions for improvements for their self-efficacy beliefs for literacy instruction from teachers themselves.

This study aimed to observe pandemic-related factors influencing the self-efficacy beliefs of teachers of EFL teaching students in 2nd grade for literacy instruction. The study observed teachers of EFL teaching students in 2nd grade during the heat of the pandemic which affected the data collection process. Similar studies can be implemented by researchers with a higher number of participants from different grade levels which would allow a comparison between grades and different stages of school. The interviews included a small sample consisting of EFL teachers from government schools only. Further studies can include private school EFL teachers to get their insight on the topic as a significant difference was found based on the school type of teachers.

Additional research on the topic should be conducted for a better comprehension of the issue. This study focused on EFL teachers' self-efficacy beliefs for literacy instruction during the Covid-19 pandemic and also included information about their self-efficacy

beliefs for literacy instruction in general before Covid-19. However, new studies should be conducted to compare EFL teachers' self-efficacy beliefs for literacy instruction during the pandemic and afterwards as well. There should also be studies focusing on the aftermath of the effects of Covid-19 on EFL teachers' self-efficacy beliefs for literacy instruction to see how well the pandemic was managed and if any implications during the pandemic transfer to EFL teachers' literacy instruction.

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APPENDICES

Appendix.1 Teachers' Sense of Efficacy for Literacy Instruction Scale

Teacher Beliefs - TSELI

This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.

Please respond to each of the questions by considering the combination of your *current* ability, resources, and opportunity to do each of the following in your present position.

		None at all		Very Little		Some Degree		Quite A Bit		A Great Deal
1.	To what extent can you use a student's oral reading mistakes as an opportunity to teach effective reading strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.	To what extent can you use a variety of informal and formal reading assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.	To what extent can you adjust reading strategies based on ongoing informal assessments of your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.	To what extent can you provide specific, targeted feedback to students' during oral reading?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5.	How much can you do to meet the needs of struggling readers?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6.	To what extent can you adjust writing strategies based on ongoing informal assessments of your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7.	To what extent can you provide your students with opportunities to apply their prior knowledge to reading tasks?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8.	To what extent can you help your students monitor their own use of reading strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.	To what extent can you get students to read fluently during oral reading?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10.	To what extent can you model effective reading strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11.	To what extent can you implement effective reading strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12.	To what extent can you help your students figure out unknown words when they are reading?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13.	To what extent can you get children to talk with each other in class about books they are reading?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14.	To what extent can you recommend a variety of quality children's literature to your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15.	To what extent can you model effective writing strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16.	To what extent can you integrate the components of language arts?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17.	To what extent can you use flexible grouping to meet individual student needs for reading instruction?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18.	To what extent can you implement word study strategies to teach spelling?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19.	To what extent can you provide children with writing opportunities in response to reading?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20.	To what extent can you use students' writing to teach grammar and spelling strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21.	How much can you motivate students who show low interest in reading?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22.	How much can you do to adjust your reading materials to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Appendix.2 Interview Questions

1. Could you evaluate your self-efficacy for literacy instruction?

2. Do you think your school's student profile and the environment it is in have an impact on your literacy teaching self-efficacy?

3. Would there be a change in your literacy instruction self-efficacy if you worked in a private school instead of a public school / worked in a public school instead of a private school?

4. As a female/male teacher, do you think your gender has an effect on your literacy instruction self-efficacy?

5. Can you compare how education and your literacy instruction self-efficacy were affected before and during the Covid-19 pandemic?

6. Under what circumstances would your self-efficacy beliefs for literacy instruction be higher?

Appendix.3 Permisson to Use TSELI Scale

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli “Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge” ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

Appendix.4 Permisson for Survey and Research from Governorship of İstanbul

Bu belge, Yükseköğretim Kurulu tarafından 19.01.2021 tarihli "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" ile bildirilen 6689 Sayılı Kişisel Verilerin Korunması Kanunu kapsamında gizlenmiştir.

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Buse Nur MARAL

Education

Degree	Year	University, Institute, Department
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BA	2018	Yıldız Technical University, Education Faculty
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High School	2014	Arnavutköy Anatolian High School

Work/Employment

Year	Position
2020 -	Research Assistant. İstanbul 29 Mayıs University, Education Faculty, English Langauge Teaching Department
2019- 2020	English Lecturer, Maltepe University, School of Foreign Languages
2018- 2019	English Lecturer, Nişantaşı University, School of Foreign Languages

Publications

Kocaman, O., ve Maral, B. N. (2022). Effects of explicit corrective feedback on writing skill: A private middle school example. *The Literacy Trek, 8*(1), 108-120. https://doi.org/10.47216/literacytrek.1121256