

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE DEVELOPMENT OF PRE-SERVICE EFL TEACHERS' SELF-EFFICACY
BELIEFS VIA MICRO TEACHING PROCEDURES IN A PRE-SERVICE
TRAINING COURSE**

Nazlı AYKUT

PhD. DISSERTATION

ADANA / 2025

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Ph.D DISSERTATION

ADANA / 2025

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Nazlı AYKUT

ABSTRACT**THE DEVELOPMENT OF PRE-SERVICE EFL TEACHERS' SELF-EFFICACY
BELIEFS VIA MICRO TEACHING PROCEDURES IN A PRE-SERVICE
TRAINING COURSE****Nazlı AYKUT****PhD. Dissertation, Department of English Language Teaching****Supervisor: Prof. Dr. Gülden İLİN****January 2025, 228 pages**

This study aims to reveal the probable effects of microteaching on the development of self-efficacy beliefs of pre-service EFL teachers. Moreover, it seeks to increase pre-service teachers' awareness of teacher knowledge through their microteaching experiences in the Teaching Language Skills I course.

With those targets in focus, this study was designed as a sequential explanatory design method of a case study with mixed methods research using both quantitative and qualitative data collection tools. At the outset, to check the adequacy and effectiveness of data collection tools, to find any deficiencies in the study and to enhance the quality of the research, a 1-week pilot of this doctoral thesis was conducted with four participants. At the beginning of the semester, The Teachers' Sense of Efficacy Scale (TSES) was used to determine the self-efficacy beliefs of teacher candidates before their microteaching experiences, and at the end of the semester to find out whether microteaching experiences have an effect on the pre-service teachers' self-efficacy beliefs. A convenience sampling method was used. The data were analysed using SPSS 20.0. Then, structured interviews, classroom observations and reflection reports were conducted sequentially to collect additional data. In the qualitative part of this study, four pairs, 3 males and 5 females, were selected from the 31 participants who participated in the quantitative part of the study. A purposeful sampling method was used. After this phase, initially, it was planned to observe the preservice teachers in their practicum schools and then conduct interviews. However, due to the devastating effect of the February 6, 2023 earthquakes, changes had to be made in this study phase. In light of the changes made to the dissertation,

retrospective surveys were conducted. All the qualitative data were analysed using content analysis.

In conclusion, it was revealed that there was an increase in the preservice teachers' self-efficacy beliefs, which was greatest in instructional strategies, followed by classroom management and then student engagement. Moreover, it was concluded that teacher candidates' self-efficacy beliefs are flexible and changeable with new experiences and that their awareness of teacher qualifications increased with microteaching experience, and ultimately, there was a change in their self-efficacy beliefs. In addition, the observations of preservice EFL teachers' microteaching at Time 1 and Time 2 revealed that not all of the espoused theories or teaching beliefs the pre-service teachers put forward in the interviews at Time 1 and Time 2 were observed in the classroom. In this context, it was concluded that without sufficient knowledge and experience in the field, the preservice teachers' thoughts concerning their teaching in the light of the information they had could be misleading. Furthermore, it was revealed that the preservice teachers were unable to implement some strategies because microteaching was not able to fully reflect the real classroom complexity due to its restrictive structure in terms of time and content, as well as the stress and pressure created on them by the video recording of their performances during microteaching. According to the analysis of preservice EFL teacher candidates' reflection reports at Time 1 and Time 2, positive reflections were more prevalent than negative reflections, and most of them were positive descriptions rather than critical evaluations. Besides, it was concluded that at the end of the process, the microteaching experience led to the prospective English teachers gaining a reflective perspective over time and starting to make more critical evaluations, as revealed in the reflection reports at Time 2. As a result of the retrospective surveys, it was concluded that microteaching experience had positive contributions to the development of future ELT teachers' self-efficacy beliefs. Considering this, microteaching practices are recommended for teacher training programs due to their positive effects on pre-service EFL teacher candidates' professional skills and self-efficacy beliefs. What is more, in teacher education programs, the use of applications such as reflection reports, reflective practices, mentoring practices, etc., together with microteaching practices, makes a positive contribution in terms of increasing the reflective and critical thinking skills of future ELT teachers, making learning permanent, providing professional development, guiding them and gaining new perspectives.

Keywords: Self-efficacy beliefs, microteaching, teacher education

ÖZET

HİZMET ÖNCESİ YÖNTEM DERSİNDE MICRO ÖĞRETİM UYGULAMALARI ARACILIĞI İLE İNGİLİZCE ÖĞRETMEN ADAYLARININ ÖZ YETERLİK GELİŞİMİ

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Danışman: Prof. Dr. Gülден İLİN

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Bu çalışma, mikro öğretimin hizmet öncesi İngilizce öğretmeni adaylarının öz-yeterlik inançlarının gelişimi üzerindeki olası etkilerini ortaya koymayı amaçlamaktadır. Ayrıca, Dil Becerilerinin Öğretimi I dersinde mikro öğretim deneyimleri aracılığıyla hizmet öncesi öğretmenlerin öğretmen bilgisinin farkındalığını artırmayı amaçlamaktadır.

Bu hedeflere odaklanılarak, bu çalışma hem nicel hem de nitel veri toplama araçları kullanılarak karma yöntem araştırması olan bir vaka çalışmasının ardışık açıklayıcı tasarım yöntemi olarak tasarlanmıştır. Başlangıçta, veri toplama araçlarının yeterliliğini ve etkililiğini kontrol etmek, çalışmada herhangi bir eksiklik olup olmadığını belirlemek ve araştırmanın kalitesini artırmak için bu doktora tezinin 1 haftalık pilot çalışması dört katılımcı ile yürütülmüştür. Yarıyıl başında, öğretmen adaylarının mikro öğretim deneyimlerinden önce öz-yeterlik inançlarını belirlemek için Öğretmenlerin Yeterlik Duygusu Ölçeği (TSES) ve yarıyıl sonunda mikro öğretim deneyimlerinin hizmet öncesi öğretmen adaylarının öz-yeterlik inançları üzerinde bir etkisi olup olmadığını bulmak için aynı ölçek olan Öğretmenlerin Yeterlik Duygusu Ölçeği (TSES) kullanılmıştır. Kolayda örnekleme yöntemi kullanılmıştır. Veriler SPSS 20.0 kullanılarak analiz edilmiştir. Daha sonra ek veri toplamak için yapılandırılmış görüşmeler, sınıf gözlemleri ve yansıtma raporları sırayla gerçekleştirilmiştir. Bu çalışmanın nitel bölümünde, çalışmanın nicel bölümüne katılan 31 katılımcı arasından 3 erkek ve 5 kadın olmak üzere dört çift seçilmiştir. Amaçlı örnekleme yöntemi kullanılmıştır. Bu aşamadan sonra, başlangıçta, öğretmen adaylarının staj okullarında gözlemlenmesi ve ardından görüşmeler yapılması planlanmıştır. Ancak, 6 Şubat 2023 depremlerinin yıkıcı etkisi

nedeniyle, bu çalışma aşamasında değişiklikler yapılması gerekti. Tezde yapılan değişiklikler ışığında, retrospektif anketler yapıldı. Tüm nitel veriler içerik analizi kullanılarak analiz edildi.

Sonuç olarak, öğretmen adaylarının öz yeterlik inançlarında, öğretim stratejilerinde en çok olmak üzere, ardından sınıf yönetiminde ve sonrasında da öğrenci katılımında bir artış olduğu ortaya çıktı. Ayrıca, öğretmen adaylarının öz yeterlik inançlarının yeni deneyimlerle esnek ve değişebilir olduğu ve mikro öğretim deneyimiyle öğretmen niteliklerine ilişkin farkındalıklarının arttığı ve nihayetinde öz yeterlik inançlarında bir değişiklik olduğu sonucuna varıldı. Ek olarak, hizmet öncesi İngilizce öğretmeni adaylarının Zaman 1 ve Zaman 2'deki mikro öğretimlerine ilişkin gözlemler, hizmet öncesi öğretmenlerin Zaman 1 ve Zaman 2'deki görüşmelerde öne sürdükleri teorilerin veya öğretim inançlarının hepsinin sınıfta gözlemlenmediğini ortaya koymuştur. Bu bağlamda, alanda yeterli bilgi ve deneyime sahip olmayan hizmet öncesi öğretmenlerin, sahip oldukları bilgiler ışığında öğretimlerine ilişkin düşüncelerinin yanıltıcı olabileceği sonucuna varılmıştır. Dahası, hizmet öncesi İngilizce öğretmeni adaylarının Zaman 1 ve Zaman 2'deki mikro öğretim raporlarının analizi sonucunda, olumlu yansımaların olumsuz yansılardan daha yaygın olduğu ve bunların çoğunun eleştirel değerlendirmelerden ziyade olumlu açıklamalar olduğu ortaya çıkmıştır. İlaveten, sürecin sonunda mikro öğretim deneyiminin, Zaman 2'deki yansıma raporlarında ortaya çıktığı gibi, potansiyel İngilizce öğretmenlerinin zamanla yansıtıcı bir bakış açısı kazanmalarına ve daha eleştirel değerlendirmeler yapmaya başlamalarına yol açtığı sonucuna varılmıştır. Geriye dönük anketler sonucunda da, mikro öğretim deneyiminin gelecekteki İngilizce öğretmenlerinin öz yeterlilik inançlarının gelişimine olumlu katkıları olduğu sonucuna varılmıştır. Bunu göz önünde bulundurarak, mikro öğretim uygulamaları, hizmet öncesi İngilizce öğretmen adaylarının mesleki becerileri ve öz yeterlilik inançları üzerindeki olumlu etkileri nedeniyle öğretmen yetiştirme programları için önerilmektedir. Dahası, öğretmen yetiştirme programlarında, yansıma raporları, yansıtıcı uygulamalar, mentorluk uygulamaları vb. gibi uygulamaların mikro öğretim uygulamalarıyla birlikte kullanılması, gelecekteki İngilizce öğretmenlerinin yansıtıcı ve eleştirel düşünme becerilerini artırma, öğrenmeyi kalıcı hale getirme, mesleki gelişim sağlama, onlara rehberlik etme ve yeni bakış açıları kazandırma açısından olumlu bir katkı sağlamaktadır.

Anahtar kelimeler: Öz yeterlilik inançları, mikro öğretim, öğretmen eğitimi

DEDICATION

This dissertation is dedicated to the memory of those who lost their lives in the earthquakes of February 6, 2023, described as the disaster of the century.

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Nazlı AYKUT

Adana / 2025

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

SPSS: Statistical Package for the Social Sciences

YÖK: Yüksek Öğretim Kurulu (The Council of Higher Education)



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CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter begins with the background of the study and continues with the statement of the problem. Secondly, the aims of the study shed light on the chapter with the research questions of the study. Thirdly, the significance of the study is discussed. And finally, operational definitions related to the research, are presented.

1.2. Background to the Study

There are conflicting views and research on the probable effects of microteaching on preservice teacher candidates' self-efficacy beliefs. Microteaching was created as a teaching technique for preservice teacher candidates to teach in an artificial classroom environment; however, it is subject to criticism because it does not fully reflect the complexity of the real classroom environment (Takkaç Tulgar, 2019). In this context, the criticisms made are that the artificial environment of microteaching cannot effectively develop the classroom management skills of prospective teachers (Sevim, 2013; He & Yan, 2011). Additionally, negative peer- or observer feedback following the microteaching practice or the pressure and stress caused by recording the microteaching practice are also among the criticisms put forward (Arsal, 2014). On the other hand, there are also studies suggesting that microteaching is a very important pedagogical teaching technique for teacher candidates to gain teaching experience, especially if they have difficulties practising traditional teaching (Bakır, 2014).

Based on Bandura's (1977) social cognitive theory, microteaching is a teaching method created for use in teacher training programs that focuses on the practice of specific teaching skills in a simulated teaching environment (Arsal, 2014). This teaching method involves focusing on specific teaching skills with various teaching methodologies and instructional techniques, and implementing and recording teaching performance in a simulated teaching environment (Kazu, 1996). In microteaching sessions, teacher candidates are tasked with devising instructional practices within a simulated classroom environment and under constrained timeframes. They receive feedback from mentors and peers on predetermined teaching practices, identifying both strengths and areas for

improvement throughout the session. In such a way, microteaching practice enables teacher candidates to develop their teaching skills by allowing them to discover their strengths and weaknesses in a controlled environment before they start the actual teaching process. (Bilen, 2014; Kazu, 1996; Peker, 2009).

In conjunction with the aforementioned, the concept of self-efficacy, as introduced by Bandura (1997), plays a pivotal role in shaping the attitudes and behaviours of pre-service teachers. Self-efficacy encompasses individuals' beliefs in their capacity to successfully execute tasks or responsibilities, influencing not only their perceived ability to tackle challenges effectively but also their decision-making processes (Bandura, 1977). High self-efficacy is associated with increased motivation, resilience in the face of failure, and overall well-being, whereas low self-efficacy correlates with heightened stress levels and susceptibility to negative emotions such as depression (Bandura, 1997). Therefore, investigating the link between microteaching and self-efficacy beliefs is important in understanding how microteaching experience will play a role in the professional development of pre-service teachers.

Additionally, studies in the literature highlight the importance of investigating the self-efficacy beliefs of prospective teachers, especially in the field of language education. While existing studies have been conducted mostly with in-service teachers or in other educational fields, there is some significant uncertainty in understanding preservice teachers' self-efficacy beliefs (Gibson & Dembo, 1984; Tschannen-Moran & Woolfolk Hoy, 2001). Bandura (1977) highlights the highly important task of shaping the self-efficacy beliefs of prospective teachers in teacher training programs. Yet, studies in the literature on the self-efficacy beliefs of prospective teachers have presented conflicting results, which suggests that further studies are needed on this issue. (Woolfolk Hoy, 2000; Fives et al., 2007).

The significant impact of teacher self-efficacy on teaching practices and student achievement highlights the importance of developing teacher candidates' self-efficacy beliefs in teacher education programs. As Bandura (1995) also argued, teacher training programs should focus on developing self-efficacy beliefs in order to hone teacher candidates' professional skills and thus ensure desired learning. Additionally, the relationship between preservice EFL teacher candidates' self-efficacy beliefs and their future educator roles reveals the necessity of giving importance to the development of self-efficacy beliefs in teacher preparation programs. The aim of this dissertation is to contribute to the literature by promoting the development of preservice EFL teacher

candidates' self-efficacy beliefs, increasing their awareness in the field of teacher knowledge, and thus revealing the importance of the development of self-efficacy beliefs in language education.

1.3. Statement of the Problem

Teacher self-efficacy is defined as an individual's confidence that he or she can effectively implement teaching practices and is necessary for successful teaching (Pawlak, 2022). Teacher self-efficacy beliefs represent confidence in teaching practices that can produce student success, even in the presence of students who are reluctant or exhibit behavioural problems in the classroom (Tschannen-Moran & Woolfolk Hoy, 2001). Bandura (1977) argues that self-efficacy beliefs affect teaching behaviours and that teachers with high self-efficacy beliefs are more effective in their teaching practices. Additionally, Woolfolk-Hoy and Burke Spero (2005) suggest that teachers with high self-efficacy beliefs are more open to using new teaching strategies and adopting innovative approaches in their teaching practices. As clearly stated from the statements above, teacher self-efficacy beliefs directly connect with teaching practices.

Microteaching is a pedagogical practice designed to enable prospective teachers to practice teaching and develop their skills in a simulated teaching environment (Larey et al., 2023). Despite the extensive use of microteaching, its probable effects on pre-service teachers' self-efficacy beliefs must be investigated. A teacher's self-efficacy beliefs, the belief in one's ability to teach successfully, are important for an effective teaching environment (Lee et al., 2017). Still, it is not clear to what extent microteaching experience contributes to the development of teacher candidates' self-efficacy beliefs.

When considering the role of teacher self-efficacy in teaching, it is essential to address its development in pre-service teachers. Bandura (1977) claims that self-efficacy beliefs begin to develop early in the teacher preparation program, making prospective teachers an important focus for studying self-efficacy beliefs. Studies on the self-efficacy beliefs of prospective teachers are consistent with the conclusion that the teaching skills of educators with high self-efficacy are more effective (Woolfolk Hoy & Burke Spero, 2005; Tschannen-Moran & Woolfolk Hoy, 2001). Yet, there are some gaps in the field regarding the areas in which microteaching contributes to the self-efficacy beliefs of prospective teachers. Additionally, studies following the development of pre-service teachers' self-efficacy beliefs after microteaching experience are bounded.

This dissertation aims to contribute to teacher preparation programs and to the ongoing discussion on effective instructional methods by addressing the contribution of microteaching experience to the development of preservice teachers' self-efficacy beliefs. The literature underscores the direct association between self-efficacy and the teaching process. Thus, collecting quantitative and qualitative data on teachers' efficacy beliefs will provide a more comprehensive understanding of this phenomenon. This study aims to determine whether microteaching contributes to pre-service EFL teachers' self-efficacy regarding student engagement, classroom management, and instructional strategies. It also investigates whether pre-service teachers' self-efficacy beliefs align with their teaching practices during micro-teaching sessions, enhancing their awareness of teacher knowledge.

1.4. Aims of the Study

The present study aims to explore the potential influence of micro-teaching on the formation of self-efficacy beliefs among pre-service EFL teachers. Additionally, it endeavours to heighten pre-service teachers' understanding of pedagogical principles, particularly in the context of their micro-teaching sessions for the lesson "Teaching Language Skills I." This investigation will specifically focus on student engagement, classroom management, and instructional strategies. Ultimately, the study seeks to foster a deeper awareness among pre-service teachers regarding effective teaching practices and their application within the field of teacher knowledge.

The research questions of this study have been guided by Argyris and Schon's (1974) Theory of Action, which employs two conflicting theories, espoused theories and theories-in-use, to investigate professional practice. Espoused theories refer to what individuals claim to do, while theories-in-action reflect their actual actions. By utilising the elements of theories-in-use and espoused theories proposed by Argyris and Schon (1974), the following research questions have been adopted to shed light on this study:

1. What efficacy beliefs do pre-service teachers of English as a Foreign Language (EFL) hold about
 1. a. Student engagement (Espoused Theories)?
 1. b. Classroom management (Espoused Theories)?
 1. c. Instructional strategies (Espoused Theories) at the beginning of the study?

2. Can the preservice EFL teachers put their espoused teaching strategies into practice during micro-teaching sessions
 2. a. During the first micro-teaching session?
 2. b. During the second micro-teaching session?
 2. c. What are the pre-service EFL teachers' interpretations of the procedure regarding the first and second micro-teaching sessions?
3. Are there differences in the pre-service EFL teachers' self-efficacy beliefs at the beginning and end of the study?
4. From the perspective of pre-service EFL teachers, how does, if any, the micro-teaching experience influence their self-efficacy beliefs about their teaching effectiveness?

1.5. Significance of the Study

The significance of this study lies in its exploration of the potential impact of micro-teaching on the development of self-efficacy beliefs among pre-service EFL teachers. Micro-teaching offers novel opportunities for pre-service teachers to plan and implement new teaching strategies, thereby focusing on their teaching behaviours. Micro-teaching has gained prominence in teacher preparation because it can emphasise the relationship between theoretical knowledge and practical application. This is evident in various studies (Kpanja, 2001; Küçükoğlu et al., 2012), which underscore its ability to facilitate pre-service teachers' adoption of their roles and behaviours within the classroom.

Microteaching procedures may serve various purposes in a teacher education programme based on how these are planned and implemented in the classes. For example, one crucial aspect of micro-teaching is using video recordings for evaluation during practice sessions. Video recording serves as a tool for enhancing the performance of pre-service teachers by allowing both the pre-service teacher and the instructor to review the performance for further analysis, emphasizing the identification of errors, areas of improvement, and necessary adjustments (Kpanja, 2001), which may lead to a deeper understanding of teaching issues for both teacher educators and prospective teachers and provide a ground for more realistic critical discussions. This procedure can be said to be an undeniable contribution to the professional development of the two parties as well.

Teachers provide education in line with their beliefs. Self-efficacy beliefs are critically important as they determine the teacher's behaviours in the classroom (Tschannen Moran & Woolfolk Hoy, 2001, p. 783). Similarly, self-efficacy beliefs shape the readiness and excitement of prospective teachers and directly affect teachers' practices in the classroom. Furthermore, self-efficacy beliefs are essential because they are the beliefs that prospective teachers will form on their way to becoming teachers (Pajares, 1995). In other words, prospective teachers' self-efficacy beliefs are important because they will form the basis of their future teaching. In this respect, Tschannen Moran and Woolfolk Hoy (2001) claim that teacher efficacy plays a vital role in students' success and learning. Stated differently, teacher self-efficacy beliefs directly affect students' motivation, confidence, work propensity, and thus their academic success. Self-efficacy development is particularly significant in undergraduate education due to its difficulty in changing once achieved, requiring considerable time, effort, patience, and motivation. Hence, the pre-service teacher education period becomes the most appropriate time for fostering self-efficacy beliefs. This underscores the significance of conducting this study with pre-service teachers.

The present study contributes to the gap in the field by investigating the link between teacher candidates' self-efficacy beliefs and teaching strategies through microteaching experiences. As Pajares (1996) noted, teachers' self-efficacy beliefs are an inextricable part of their belief system and cannot be easily changed. For this reason, it is necessary to understand the relationship between teacher self-efficacy beliefs and teaching strategies. In addition, the limited number of longitudinal studies on the development of pre-service teachers' self-efficacy beliefs and the fact that most of the studies in the field are quantitative in nature necessitate a more in-depth study.

As Tschannen-Moran et al. (1998) argue, this dissertation investigates increasing awareness of preservice teachers' self-efficacy beliefs by combining quantitative and qualitative methodologies. Additionally, it intends to contribute to the field by examining the effects of teacher self-efficacy beliefs on their teaching ability. In this context, this dissertation aims to reveal the probable effects of microteaching on preservice EFL teachers' self-efficacy beliefs and to increase their awareness in the field of teacher knowledge.

1.6. Operational Definitions

Micro-teaching: Micro-teaching is a teaching practice developed for teacher candidates to hone their teaching skills, making them more effective in teaching (Bakır, 2014). From another perspective, Larey et al. (2023) define microteaching as a model that aims to develop the teaching skills of prospective teachers in teacher training programs in various branches and to prepare them for the profession by providing them with personal and professional teaching experiences. In this study, microteaching is a teaching practice that aims to increase the self-efficacy beliefs of prospective teachers by ensuring that they observe each other's teaching performance during microteaching, engage in critical and reflective discussions, evaluate their teaching performance, write reflection reports, and thus gain an interactive and collaborative experience with each other.

Self-efficacy: In this study, self-efficacy refers to the belief that one has the ability to perform a task successfully (Bandura, 1997).

Teacher self-efficacy: A teacher's opinion on their ability to maintain instruction, engage students in the learning process and achieve desired student outcomes (Tschannen-Moran et al., 1998).

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter begins with an overview of the theoretical frameworks on which this dissertation is based. Secondly, it deals with microteaching, microteaching in teacher education, and studies in the literature on the microteaching method. Thirdly, the chapter continues with a section explaining reflection and its importance in teacher education. Then, in this chapter, self-efficacy, teacher self-efficacy, student engagement self-efficacy, classroom management self-efficacy and instructional strategies self-efficacy, which are the three criteria in teacher self-efficacy, and finally, self-efficacy studies in the literature are presented.

2.2. The theoretical frameworks

The theoretical framework of this dissertation is based on Social Cognitive Learning Theory and Social Constructivism. Social Cognitive Learning Theory argues that learning occurs through observation and experience (Bandura, 1977). On the other hand, according to social constructivism, learning occurs when people interact with each other in a social environment (Vygotsky, 1978).

2.2.1. Social Cognitive Learning Theory and Social Constructivism

There is an important connection between Social Cognitive Learning Theory and self-efficacy beliefs in Albert Bandura's theory. According to social learning theory, what people observe shapes their behaviour (Bandura, 1989), and in this process, beliefs about whether the behaviour will occur as desired are defined as self-efficacy beliefs (Bandura, 1977). Self-efficacy beliefs affect a person's motivation, actions and performance level. Bandura (2002) claims that people with high self-efficacy beliefs are more combative in the face of difficulties, have higher performance, and do not perceive failure personally. Developing a person's self-efficacy beliefs depends on the social learning process; in this sense, it depends on social learning theory. In other words, people form their self-efficacy beliefs by witnessing the success or failure of other people through observation.

Social constructivism, the second basis of this dissertation, is based on the fact that learning occurs through interaction with the environment and other people (Vygotsky, 1978). Social constructivism argues that two or more people with different knowledge, skills and experiences gain new knowledge and skills by communicating. Microteaching, although it contains some elements of behaviourism, is, in fact, associated with social constructivism by the fact that during microteaching, teacher candidates observe each other during the lesson, exchange information by playing an active role in critical reflective discussions after microteaching sessions, and evaluating their own teaching performance and writing reflection reports, thus sharing and making sense of this experience collaborating and interacting with each other.

The similarity between microteaching and behaviourism is that feedback is given importance in both. In behaviourism, it is very important to reinforce behaviour correctly with feedback. In microteaching, teacher candidates are expected to make a critical reflection on their own behaviour after feedback and focus on improving their behaviour within this framework. However, when we look at behaviourism, we encounter a variety of points that do not cohere with the principles of microteaching procedures. Behaviourism, one of the three basic learning theories that explain how learning occurs, and was pioneered by Watson in 1913 and developed by Pavlov, Thorndike and Skinner, sees learning as “habit formation” and argues that “the learner is a passive imitator who responds to environmental stimuli”. According to this learning theory, which dominated from the 1920s to the mid-1950s, the human brain is a “black box” that does not contain past knowledge and skills, and behaviour can be acquired with positive and negative reinforcement. However, microteaching, which focuses on experiential learning, involves teacher candidates demonstrating certain teaching skills to a small group and receiving feedback on them. In microteaching, teacher candidates are expected to evaluate their own teaching performance, critically reflect and provide their own internal motivation. In this respect, it is distinguished from behaviourism, which advocates learning entirely from external stimuli and observable behaviour.

In the theory of behaviourism, which is also seen as the stimulus-response theory, errors are thought to prevent learning, and it is argued that the teacher should correct them immediately (Akınsami, 2008). Moreover, punishment is used to prevent the undesirable behaviour from being repeated. While in behaviourism, learning is expected to turn observable behaviour into a habit and become automatic, in microteaching, importance is given to the development of the thinking skills of prospective teachers. Al-Jarrah et al.

(2019) define learning and teaching in this behaviourism as follows: in a traditional classroom environment, the teacher conveys the correct information to the students through drill exercises, memorization, imitation and positive and negative reinforcement. Students are expected to complete the activities quickly and correctly. That is, in behaviourism, external reinforcements and rewards are supported, not the intrinsic motivation that is given importance in microteaching. However, the explanation of the complexity of learning has been limited, as it has emerged that what is happening in the mind and social factors in learning have been neglected in behaviourism.

2.2.1.1. Social Cognitive Learning Theory

The mechanical perspective of behaviourism, which suggests that learning is an observable behaviour rather than a mental process, cannot fully explain the act of learning. In social learning theory, which came to prominence in the 1960s, it is argued that learning is a mental process that occurs not only through the person's direct experience but also by observing and modelling the behaviour of other people in a social environment (Bandura, 1977). Unlike behaviourism, in social learning theory, mental processes such as attention, remembering and decision-making in the social environment play an active role in learning (Malone, 2002). Bandura (1977), who argues that learning does not occur through direct reinforcement alone, has added the 'social' perspective to the theory and claimed that learning occurs through observing other people. In behaviourism, learning must be reflected in behaviour as a complete change. In contrast, in social learning theory, learning can only occur through observation and does not have to be visible in behaviour (Rutledge, 2000).

Mccormick and Martinko (2004) explain the main points of Bandura's Social Learning Theory:

1. People can learn by watching other people;
2. Learning is a mental process and does not necessarily result in a change in behaviour.

By the mid-1980s, Bandura's Social Learning Theory had become more comprehensive and became known as Social Cognitive Learning Theory (Bandura, 1986). Social Cognitive Learning Theory addresses making sense of how people perform mentally in social settings and how this shapes people's actions. Bandura, who is known

as a “social behaviourist”, was mainly influenced by Skinner while developing the theory, but did not find the effects of classical and operant conditioning, namely reward and punishment, sufficient in learning, and argued that in addition to observing and imitating other people, interaction with other people is needed for learning to occur (Cüceloğlu, 2016, p.426). In other words, individuals shape their behaviours by interacting with other individuals. Bandura suggests in the theory that in addition to cognitive and personal factors, observation is more important than conditioning in learning (Yazgan Inanç & Yerlikaya, 2016, p.216). It is also argued that learning depends on personal, environmental and biological factors (Nabavi, 2012). At this point, it is argued that this theory is a bridge between behaviourism and cognitive psychology.

2.2.1.2. Constructivism and Social Constructivism

Constructivism, which incorporates the perspectives of many theories (Amineh & Asl, 2015), utilises the theories of Vygotsky (1978) and Bruner (1961) and introduces dynamic and constructive learning. In addition, Aljohani (2017) states that constructivism is based on Piaget's and Vygotsky's views and that people reach ‘meaning’ through experience. According to the constructivist theory, learning occurs when an individual actively constructs his/her experiences and existing knowledge in order to produce new knowledge. As stated otherwise, knowledge is not only acquired through observation of the environment but also through the blending of the knowledge that already exists in the mind of the individual. To clarify, knowledge is created through people's social interactions with their environment and their own world experiences (Olorode & Jimoh, 2016; Adesanya, 2009).

O'Connor (2020) explains that constructivism is a progressive approach to teaching and that students reach knowledge actively and socially. In this context, Pande and Bharathi (2020) argue that knowledge is formed through student experiences and the principles of constructivist theory bring innovations in curriculum and teaching approaches. Mvududu and Thiel-Burgess (2012) state that constructivism is an educational theory that teachers should first recognise what students know and allow them to work on it. In parallel to this, O'Connor (2020) and Pande and Bharathi (2020) state that the constructivist theory focuses on the student-centred education model and that in student-centred education, the student creates knowledge himself/herself, and in this formation, it is important for the student to take an active role in discourse and actions.

In this case, Bada (2015) believes that for the teachers to transfer knowledge to the students, the students are expected to be active in building knowledge. Ultimately, in constructivism, learning is constructed in the mind of the individual.

In social constructivism, on the other hand, learning occurs through interaction in social and cultural environments. To put it differently, social interaction plays a crucial role in cognitive and personal development (Aljohani, 2017). Holding the same view, Mohammed and Kinyo (2020) argue that in social constructivism, developed by Lev Vygotsky (1978), social environments have a strong influence on the learning process. In this view, people acquire knowledge through social interaction, communication and logical thinking. This implies that in the perspective of social constructivism, what happens around us is shaped by creating meaning within the community (Ruzic, 2011). In other words, individual meaning-making is less valued than publicly accepted methods of constructing and analysing reality. They argue that objects and events in the world arise from the process of collective meaning-making (Prawat, 1996; as cited in Ruzic, 2011).

The social constructivist theory is grounded on the concept that reality, knowledge, and learning are socially based (Vygotsky, 1978). First of all, this theory postulates that reality is not independent but a product of human social actions. Within this framework, Whalen (2019) claims that real truth is constructed in social settings; that is, it emerges from ongoing interaction and communication within the community. Secondly, Al-Qaysi et al. (2021) assert that knowledge is first developed within a social context and then acquired by individuals. This implies that knowledge is made through social and cultural interactions, and individuals make sense of this knowledge by engaging within their social environment. Based on this perspective, learning does not take place alone; group activities, communication, social interaction and understanding the historical context of information are necessary for the learning process, and students can reach ideas that they cannot learn on their own with the help of teachers (Vygotsky, 1978). Having the same opinion, McMahon (1997) argues that learning is considered a social enterprise in social constructivism. In this view, meaningful learning does not occur through passive reception; in contrast, it occurs through active interaction and collaboration with the environment. Taylor (2018) also underscores the importance of social interaction with teachers and peer support while learning, as this will likely impact academic performance.

Social constructivism holds that knowledge is generated through interaction with others, sharing and exchanging culture and discussion. For this reason, the need to actively provide opportunities for teachers to interact with others who are more knowledgeable, including their colleagues, is paramount. Mohammad and Kino (2020) are also of the view that societies that share a common language and culture acquire knowledge through social contact. They state that knowledge is developed in a classroom through students' engagement with their peers and teachers. In addition, Kennedy (2014) posits that engagement in dialogue with those around students allows them to make meaning and create knowledge. Thinking alike, Akpan et al. (2020) maintain that students generate knowledge through social interactions with peers and teachers. They are of the view that all forms of learning are socially constructed. Human development is greatly affected by this socialisation and the interaction with one's environment, leading to cognitive development. Being of the same mind, Girard (2010) and Ruzic (2011) argue that from the perspective of constructivism, a person produces knowledge through personal experiences in social, cultural and philosophical environments.

According to Vygotsky (1978), learning at the individual level occurs in the zone of proximal development (ZPD), where emotional growth is still taking place (Marsh & Ketterer, 2005). The work of Vygotsky (1978) suggests that students can perform tasks above their individual ability with the assistance of a more capable other. Through interaction with a teacher or peer, meaning and knowledge are acquired. Having the same opinion, Ilin (2003) states that learning is a social procedure, and individuals should interact with each other during meaning construction in cultural interpretations, and these social interactions lead to personal growth. Sharing the same perspective, Al-Qaysi et al. (2021) maintain that learning takes place through students' engagement in class discussions. Students share ideas with one another in order to learn something new, solve a problem, or find a cause-and-effect relationship.

Based on the sociocultural perspective, microteaching practices involve the development of teaching skills by teacher candidates in front of small groups with short lessons. In this process, importance is given to the following social constructivist principles:

Social Interaction: During and after the lesson presentation, teacher candidates interact with their peers for feedback. This encourages the sharing of knowledge and experience.

Collaborative Learning: Microteaching involves group work and peer evaluation. Teacher candidates practice teaching skills by sharing and learning from one another in a group.

Feedback and Reflection: Constructive feedback helps candidates evaluate and improve their performance. Through feedback and reflection, candidates review and improve their teaching practice.

Shared Meaning Construction: The teacher candidates construct shared meaning through group discussions and work in group studies. This allows the teacher candidates to understand different perspectives and to form their own understanding.

Mentoring and Guidance (Scaffolding): Experienced teachers and peers guide the learning processes of teacher candidates. Scaffolding theory postulates that mentors should assist a learner at an appropriate level so that the learner can gradually reduce this assistance on their path to becoming more independent (Wood et al., 1976). This process allows the mentors to consider the current knowledge and skills of the teacher candidates so that they can guide them while making it possible for them to reach their learning goals.

Zone of Proximal Development (ZPD): The concept developed by Lev Vygotsky (1978) refers to the difference between what one can accomplish on one's own and what one can accomplish with the help of a mentor or a more skilled peer. In the microteaching process, considering the zone of proximal development, the mentors and peers optimally support the teacher candidates in the learning and development processes (Vygotsky, 1978, p. 86). This facilitates teacher candidates acquiring new skills beyond the skills they already have and becoming more competent teachers.

Reflective Practice: Pre-service teachers evaluate their teaching experiences to determine their areas of strength and weakness. Reflective practice enables the candidates to revisit their lessons, analyse the feedback they receive, and improve future teaching practices. This process allows the pre-service teachers to continually improve themselves and develop more effective teaching strategies.

Based on social constructivist theory, the scaffolding approach, the ZPD concept, and reflective practice, microteaching supports pre-service teachers in effectively increasing their professional development and teaching skills. These approaches allow teacher trainees to have more profound and lasting experiences in learning through social interactions.

2.3. Microteaching

Dwight Allen and his colleagues designed the microteaching model at Stanford University as a preliminary preparation for pre-service teachers before they started their internships (Allen, 1966; Ike, 2017). Today, the microteaching model is used in teacher training programmes in different branches and aims to improve the teaching skills of pre-service teachers, prepare them for the profession and provide them with personal and professional teaching experiences (Larey et al., 2023).

Küçükahmet (2008) explains the microteaching process: a short-term teaching model that includes a maximum of 4-5 individuals, reduces the lesson time to 5-20 minutes and generally focuses on a certain teaching strategy. The teacher conducts a short-term lesson, during which the teacher is video-recorded and watched by the person or people who conduct and observe the lesson, and feedback is given to the person on its good and bad aspects. Throughout the session, the supervisor and or peers observe the teacher's performance without interrupting the lesson, noting any mistakes for discussion later. After the lesson, the counsellor provides constructive feedback to address errors or deficiencies (Kpanja, 2001). Similarly, Demirel (2010, p. 105) elucidates the stages of microteaching: teacher candidates make a 10-15-minute lesson on a specific subject, which is video recorded. After the recording, a feedback session is held on the evaluated lesson. The pre-service teacher goes through a reflective practice process. The teacher candidate makes the necessary arrangements based on the feedback, repeating the same process.

Researchers in the field have come up with different definitions for microteaching. Sudarman and Ellyawati (2021, p. 21) define microteaching as a teaching scenario that takes place in a laboratory environment with 5-10 participants; each session is usually limited to 10-15 minutes, adheres to a single teaching technique and uses limited teaching resources. Moreover, Sahraini (2014, p. 75) describes microteaching as a simplified and limited teaching technique. Furthermore, Arono (2018, p. 152) explains microteaching as a method in which teaching techniques are first applied in a controlled and limited environment.

Mukuka and Alex (2024) explain microteaching as a professional improvement management that provides opportunities for pre-service teachers to improve their teaching skills. In addition, Reddy (2019, p. 65) describes microteaching as an educational model that serves the purpose of professional development in both pre-service and post-service

teaching programmes. Similarly, Alex and Thomas (2023) define microteaching as a teaching technique widely used in teacher training. It enables pre-service teachers to acquire important teaching skills. Likewise, Larey et al. (2023) also depict microteaching as a teaching platform where pre-service teachers practise teaching and reflect on it, developing teaching skills and confidence. Additionally, micro-teaching assists teacher candidates in developing their professional competencies before they start their careers (Tok, 2007, p.184). Having the same opinion, Sihite et al. (2024) view microteaching as a method for pre-service teachers to practice teaching techniques in a short time and enhance their teaching skills.

According to Sagban et al. (2021, p. 1984), microteaching is explained as a method that allows pre-service teachers to transform their teaching practices into practice. Sharing the same perspective, Thompson and Woodman (2019) view microteaching as a tool that transforms theoretical knowledge into practice and leads to improvement in teaching practices. In this context, micro-teaching is a technique employed particularly for the enhancement of teaching skills, which involves the teacher candidate demonstrating some predetermined skills in front of a small group (Savaş, 2012, p.212). In the same way, Theelen et al. (2019) see microteaching as a pedagogical tool that enables understanding pedagogical theory, developing teaching skills, and applying TPACK knowledge in teacher training programmes. Thinking alike, Darmayenti et al. (2019, p. 24) define microteaching as an important teaching model for pre-service teachers to practice the pedagogical content knowledge they gained in undergraduate education in a classroom environment and gain knowledge and teaching experience.

Microteaching allows pre-service teachers to identify their strengths and weaknesses and adjust their behaviours to receive feedback effectively (Fisher & Burrell, 2011). Along the same lines, Bozkurt and Koyunkaya (2022) and Ledger and Fischetti (2020) define microteaching as the first teaching experience that reveals prospective teachers' strengths and weaknesses. Additionally, Demirel (2010) elaborates that micro-teaching streamlines educators' attainment of designated tasks and facilitates the assessment of outcomes through feedback, thereby mitigating challenges inherent in natural classroom settings and grooming prospective educators in an environment closely resembling reality. Supporting this view, Otsupius (2014) states that microteaching offers an effective way to develop skills, confidence, and various teaching styles and to practice delivering constructive feedback. It provides instructors with a platform to engage with a small group audience, allowing for self-assessment and peer observation. From this

perspective, Fernandez (2010) thinks that microteaching is a teaching platform that allows pre-service teachers to prepare and transfer a short-term lesson plan and observe and reflect on the lesson.

While the microteaching technique gained importance in the 1980s in other countries, the adoption of it in teacher training programs in Turkey was initiated with an education project in 1989, and the adoption of this technique continued until the 1990s (Council of Higher Education [YÖK], 1997). Although the first microteaching practices were carried out at the Technical Education Faculty of Fırat University, the technique began to gain importance with a project by YÖK between 1994 and 1998 (YÖK, 1999, p. 161).

2.3.1. Microteaching in Teacher Education

Proficiency is essential in providing effective training to students for instructors. In this view, the innovative techniques and teaching practices provided by microteaching are essential for equipping teachers to be impactful (Ambili, 2013). Concerning this matter, microteaching serves as a method of teacher training aimed at acquiring teaching skills. It utilises authentic teaching settings to enhance skills and deepen understanding of the art of teaching while significantly simplifying teaching complexities such as class size, content scope, and duration. Widely incorporated into pre-service teacher education programs, microteaching is a validated approach for achieving substantial enhancements in instructional practices.

Microteaching in teacher education is a valuable teaching practice because it offers many advantages to teacher candidates. Based on this perspective, Grossman and McDonald (2008) state that microteaching offers a short-term teaching experience that improves the teaching skills of teacher candidates. Similarly, Adu-Yeboah and Kwaah (2018) maintain that the experiences gained from microteaching practices play a major role in developing teaching skills. Moreover, Banga (2014) emphasises that microteaching allows teacher candidates to specialise in teaching skills with short-term courses and provides them with professional experience. Along the same lines, Kılıç (2010, p. 88) thinks that microteaching provides effective experiences to pre-service teachers on issues such as classroom management, lesson planning, positive student relationships, and teaching materials. Marulcu & Dedetürk (2014, p. 353) claim that microteaching is an important element of teacher training programs and argue that

microteaching, which provides practical teaching experience to candidates, enables the training of quality teachers. Simply put, microteaching is important in increasing teacher candidates' confidence and teaching skills and allows them to try different teaching practices (Otsupius, 2014, p. 185).

According to Zhang & Cheng (2011), prospective teachers evaluate their theoretical knowledge through microteaching, discover their shortcomings and weaknesses, and develop new teaching strategies. Likewise, Şen (2010, p. 78) argues that microteaching enables pre-service teachers to see their mistakes and deficiencies, improve their presentation skills, and develop their creative and critical thinking skills by involving them in a reflective process. Supporting this view, Bars and Kinay (2019, p. 31) claim that microteaching develops critical thinking skills in pre-service teachers and enables them to evaluate their teaching performance. Stated otherwise, microteaching allows teacher candidates to engage in reflective practice and provides them with necessary teaching skills such as lesson planning, effective use of teaching materials, and professional stance (Richard, 2021).

Microteaching practices simplify the complexity of teaching processes by providing teacher candidates with various experiences. The goal is to create an environment that fosters desired changes in the candidate's behaviours and professional development (Keser, 2006, p. 109). From this perspective, Ocak (2017, p. 321) considers microteaching a technique that allows prospective teachers to practice their teaching skills in a simulated environment, gain experience in this field, and thus achieve professional development. In a similar manner, Ledger and Fischetti (2020) think that microteaching offers a practice environment that contributes to the professional development of pre-service teachers by preparing short-term course content, presenting it to peers, and then engaging in reflective practice.

Microteaching finds utility across pre-service, in-service, and post-service educational settings. However, certain criteria must be adhered to in order to establish an environment conducive to microteaching (Sönmez, 2008, p. 140):

1. The targeted behaviours should be accepted as essential and ideally at the practice level.
2. A thorough artificial environment must be created.
3. The instructor should facilitate illustrative teaching methods for the candidates to observe.

4. Candidates must prepare lesson plans based on the provided example.
5. The candidates must practice the lesson according to their plans in the created environment.
6. The entire teaching process should be recorded at this stage.
7. Consistent integration of feedback, corrections, and suggestions should be part of the teaching.
8. A thorough review of the recordings and subsequent evaluations must be conducted.
9. Candidates should revise and practice the lesson based on feedback, repeating the process until they achieve perfection.

Video recording plays an important role in microteaching sessions. Lessons recorded in microteaching sessions allow teacher candidates to evaluate their teaching abilities and strategies (Kourieos, 2016). Ocak (2017, p. 323) defends this idea, saying that when video recordings in microteaching applications are used effectively, they allow teacher candidates to revise their teaching skills and become more effective. In a similar manner, Savaş (2012) thinks that the videos recorded in the microteaching session are useful for evaluating and improving the use of English in the classroom. Thinking alike, Savaş (2012) states that using video in microteaching offers several advantages, especially in complementing auditory information with visual input. Recording teaching sessions allows prospective teachers to review their performance, receive feedback, and engage in self-assessment. These recordings help teacher candidates improve their teaching skills and prepare for real classroom settings (Mayo, 2004). Umuzdaş (2010) also argues that video recording, one of the important aspects of microteaching, allows prospective teachers to observe their own teaching.

Despite several minor modifications since its implementation, the microteaching method's basic cyclical philosophy has remained unchanged. As depicted in Figure 1, the stages of implementing microteaching embrace an iterative approach. Consequently, the teacher candidate endeavours to acquire various teaching skills targeted at microteaching on each occasion.

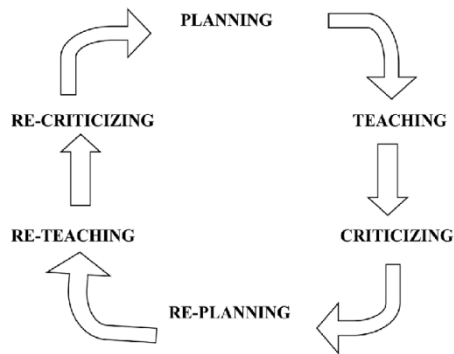


Figure 1. Microteaching process (Kumar, 2016)

The steps of this process can be summarised as follows (Kumar, 2016; Saban & Çoklar, 2013):

1. Planning: This involves determining the topic to be taught by the teacher candidate, identifying the skills they aim to develop, and preparing the lesson plan.
2. Teaching: Implementing the lesson plan in the designated instructional setting.
3. Receiving feedback: Gathering feedback from the instructor and other participants regarding the lesson's implementation.
4. Replanning: Adjusting the teaching practice based on the received feedback.
5. Reteaching: Delivering the lesson again according to the revised plan.
6. Receiving feedback again: Obtaining feedback from the instructor and participants on the revised teaching implementation.

During this process, the teacher candidate has the opportunity to gain an external perspective on their teaching skills and address any shortcomings by receiving feedback from four sources: video recordings, the course instructor, peers observing the lesson, and individuals assuming the role of students (Marulcu & Dedetürk, 2014). Thus, the microteaching cycle, which supports professional growth, is completed.

Microteaching practices have positive contributions to the professional development of teacher candidates. First of all, microteaching enables teacher candidates to participate actively, use effective materials, and achieve the targeted learning result (Otsupius, 2014). In this context, microteaching practices provide opportunities to demonstrate, evaluate, improve and develop their teaching skills (Wangchuk, 2019). Mahmud and Rawshon (2013) also suggest that microteaching causes teachers to improve

their teaching skills over time by allowing them to observe how to give constructive feedback and improve themselves. Similarly, Al Darwish and Sadeqi (2016) assume that microteaching is a very useful educational application that eliminates the problems in the real classroom environment and provides the opportunity for teacher candidates to demonstrate their classroom management skills and improve their skills with the feedback session. Secondly, microteaching, by its nature, is done in short-term and controlled environments, which allows teacher candidates to gain new teaching skills (Remesh, 2013). Ismail (2011) explains that microteaching helps teacher candidates develop their teaching skills effectively and creates awareness in candidates about effective teaching skills. Supporting this view, Ostrosky et al. (2012) state that teaching practice, an essential component of microteaching, and its reinforcement enable teacher candidates to enhance their teaching skills. Correspondingly, microteaching applications facilitate prospective teachers to integrate various teaching methods into their curricula and improve their teaching practices (Lv et al., 2020). Within this framework, Nasution et al. (2023) argue that microteaching provides opportunities for teacher candidates to improve themselves in many areas, especially their teaching skills, effective classroom management, communication skills, time management, and lesson planning. Thirdly, Wangchuk (2019) states that microteaching's condensed and limited structure allows teacher candidates to apply teaching strategies effectively and gain experience, thus helping them gain confidence. Considering this, Kılıç (2010) suggests that microteaching can provide experience in teaching strategies such as attracting students' attention to the lesson, motivating them, and asking students questions. Likewise, Megawati and Astutik (2019) propose that microteaching provides experiences that enable teacher candidates to reduce stress and anxiety, ultimately creating professional confidence in the candidates. In a similar manner, Otsupius (2014) claims that microteaching reduces the stress that new teacher candidates experience in the real classroom environment by providing them with hands-on experience before starting their profession. Fourthly, Choeda and Kinley (2013) report that microteaching practices are a professional development tool that allows teacher candidates to go through a reflective teaching process under the supervision of their mentors to improve their teaching skills. With regard to this, Asregid et al. (2023) put forward that in microteaching practices, teacher candidates go through a reflective process with the feedback they receive from teachers. Mergler and Tangen (2010) also assert that the feedback prospective teachers receive from their teachers in microteaching

puts them through a reflective process. This reveals the important role of microteaching in developing skilled and reflective educators (Sithole, 2023).

While micro-teaching offers several benefits, such as enhancing teaching skills and providing valuable feedback (Karçay & Sanli, 2009), many negative aspects have been researched due to its limiting structure. Firstly, Güven et al. (2016) see that microteaching focuses only on certain teaching skills as an important negative aspect. Secondly, Şen (2010) mentions the limitations of microteaching in reflecting the difficulties of the real classroom environment and the problems that may arise from the lack of materials required for video recording. Thirdly, Bilen (2015) argues that the video recording of the lesson during the microteaching session may cause stress and anxiety in pre-service teachers. Fourthly, Menon et al. (2023) argue that microteaching occurs in an artificial environment and suggest recommendations to prepare candidates for the real classroom environment. In addition to these limitations, criticisms of micro-teaching are prevalent in the literature (Çoban, 2015; Erökten & Durkan, 2009). Concerns include the composition of student groups, challenges in adapting teaching methods to suit diverse learning levels, difficulties in conducting objective peer assessments, and classroom management issues.

2.3.2. Studies on Microteaching

Several studies have examined the utilisation of the microteaching method across various subject areas, yielding the following findings:

Deniz (1995) highlighted the significance of in-service training in augmenting physicians' skills and underscored the necessity of delivering lessons using the microteaching method during such training sessions. The study demonstrated that applying a limited set of teaching skills in microteaching sessions led to smoother and more effective utilisation of these skills. Moreover, behaviours related to giving and receiving criticism, particularly during evaluation phases, showed improvement during microteaching sessions and the enhancement of teaching skills. In the same way, Kazu (1996) sought to determine the effectiveness of the microteaching course included in education faculty programs and explore the feasibility of implementing microteaching within Turkey's teacher training system. Through experimental research, it was discovered that students held favourable opinions regarding microteaching and that it facilitated the successful execution of teaching practices. However, it was concluded that

microteaching did not influence changes in attitudes towards the teaching profession. In Grge'n's (2003) study, administered to investigate whether there was a difference in the perspectives of teacher candidates regarding classroom teaching before and after engaging in microteaching practices, it was concluded that microteaching sessions were effective in alleviating concerns related to teaching, such as fear of making mistakes, uncertainty about how to correct errors, difficulty in maintaining fluidity, lack of classroom control, modulation of voice, pacing of speech, presenting in front of students, inability to capture students' attention and engagement, forgetting content, uncertainty about demonstrating teaching methods in practice, inability to manage emotions, and apprehension about concluding lessons. Similarly, Grse's et al. (2005) performed a study to identify challenges encountered during microteaching applications and devising solutions. They observed that pre-service teachers, particularly after subsequent presentations, effectively utilised laboratory and teaching technologies, elucidated fundamental concepts and principles related to chemistry topics, demonstrated requisite professional roles and behaviours, and created lesson plans. In the same vein, Amobi (2005) discovered that microteaching practices offered pre-service teachers a platform to hone effective teaching skills. It was also claimed that these practices provided a secure environment for inexperienced individuals to avoid errors while fostering skill development through error correction.

In the related context, akır and Aksan (1992) implemented the microteaching method within a foreign language teacher training program. Their investigation centred on assessing the impact of microteaching on the grammar and writing performance of pre-service foreign language teachers, resulting in favourable outcomes. The study's findings revealed that prospective teachers undergo such a process before starting their internships as preparation for the internship and gain first-hand experience at the beginning of their teaching career. In Yoğurtcu's (2009) study, data analysis from both experimental and control groups indicated that the microteaching approach is a highly feasible method that boosts motivation and facilitates improving student performance through experiential learning. Additionally, it was found that language teaching practices emphasizing communicative activities foster a comfortable, engaging, and dynamic atmosphere, enabling students to develop linguistic skills while feeling confident, expressive, outgoing, and aware of their significance as individuals. Furthermore, Mahmud and Rawshon (2013) carried out a study on the effect of microteaching on learning and teaching. Statistical analysis and students' comments concluded that

microteaching had a positive impact on students' learning, which was reflected in their performance. The technology and project-orientated nature of microteaching enabled students to evaluate themselves more clearly and thus improve the quality of higher education. By the same token, Kartal et al. (2012) considered whether microteaching practices in a methods course affected the pedagogical content knowledge of pre-service science teachers. They contended that microteaching increased the candidates' pedagogical content knowledge.

Correspondingly, Şen (2010) investigated the effects of microteaching with peer teaching on the teaching skills of pre-service physics teachers and found that microteaching practices with peer teaching provided the desired contribution to the teaching skills of pre-service teachers. Likewise, Kılıç (2010) concluded in his investigation into the impact of microteaching on teacher training that pre-service teachers showed improvement in teaching behaviours, planning, the teaching process, classroom management, communication, and assessment. Moreover, Shah and Masrur (2011) examined the effects of microteaching on elementary school teachers in Pakistan, teachers' performance was observed through classroom observations, and it was deduced that participant teachers' teaching was better than before. In a similar manner, Ordukaya (2011) discovered that employing a microteaching practice to assess the capabilities of preservice teachers before they started the profession resulted in successful outcomes in highlighting their areas of strength and improvement, ultimately enhancing their overall performance. In keeping with Küçükoğlu et al.'s (2012) study conducted with 40 participants and investigated the effect of microteaching practices on candidates' teaching skills. The study revealed that candidates who participated in microteaching practices used their teaching skills more effectively than those who did not. Gürbüzöğlu Yalmanı and Aydın (2014), in their study with teacher candidates, recognised the value of microteaching for conducting diverse teaching tasks, applying classroom management strategies, and enhancing individual skill sets. Despite concerns about biased evaluations by peers and the stress it causes in pre-service teachers, microteaching practice contributes to self-monitoring and evaluation. The prospective teachers reported that their stress decreased, their teaching skills improved during their second microteaching session, and they had positive opinions about microteaching practices.

Reflecting similar ideas, Karadağ and Akkaya's (2013) study, which included 23 undergraduate students, aimed to reveal prospective teachers' opinions on microteaching implemented in the literacy teaching course. It was alleged that this practice allowed

teacher candidates to acquire professional knowledge and skills, specialise in teaching methods, and develop their confidence in their teaching skills. Along similar lines, Duban and Kurtdede-Fidan (2015), through structural interviews with 12 pre-service teachers who participated in microteaching practices, discovered that including microteaching in undergraduate courses had positive reflections on pre-service teachers' teaching skills. Although pre-service teachers had some difficulties in the planning and implementation phase during microteaching, expectations were placed for the implementation phase to be carried out more effectively. This parallels Karataş and Cengiz's (2016) study, in which it was argued that pre-service teachers evaluate their own teaching skills through microteaching, observe their recorded lessons, and evaluate feedback, and thus, they are aware of the effectiveness of their teaching skills. In addition, it was concluded that microteaching increased pre-service teachers' confidence in their teaching skills, reduced their stress and anxiety, and helped them cover their missing experiences. In their study investigating microteaching's effect on prospective chemistry teachers' teaching experiences, Akkuş and Üner (2017) found a significant improvement in teaching strategies such as communication skills, speaking performance, and lecture transfer after the microteaching experience. Additionally, it was revealed that preservice teachers evaluated their teaching practices better and discovered their shortcomings in teaching skills. In alignment with Suryani et al.'s (2018) study, it was suggested that microteaching practices prepared prospective teachers to teach in internship schools. It was also highlighted that pre-service teachers gained new teaching skills and motivated themselves for lifelong learning triggered by the microteaching sessions.

Furthermore, Önal (2019) asserted that examining the effect of video recordings during microteaching provided the opportunity for prospective teachers to evaluate their teaching skills repeatedly in the light of the feedback they received. Additionally, Dayal and Alpana (2020) stated that the feedback the candidates received after the microteaching sessions allowed them to measure and evaluate their own skills and contributed positively to their professional development. In addition, they claimed that while reflecting on their microteaching, they focused more on their own ideas and were not critical enough, but still, reflection made positive contributions to teacher candidates.

Similarly, Msimanga (2021) stated that microteaching allows teacher candidates to improve the skills they need to do their profession and add new skills. It was also reported that microteaching practices increase teacher candidates' teaching skills, such as time management, lesson planning, fluent lesson delivery, and effective use of course

materials. This is reflected in Park's (2022) study in which it was found that microteaching practices have a positive impact on the teaching practices of teacher candidates, that candidates critically analyse their teaching experiences through the role played by microteaching and thus refine their teaching skills, and that microteaching practices are very beneficial for teachers, teacher trainers and educational institutions. Park (2022) also suggested that microteaching plays an important role in teacher education programs and is an effective tool for developing the pedagogical skills of teacher candidates. In the same vein, Monika and Suganthan (2023) argued that microteaching facilitates complex teaching tasks, offers reflective assessment, increases confidence in teaching skills by reducing stress and anxiety, provides valuable feedback on teaching practices, is a student-centred teaching model, and refines teaching skills. The study also revealed the teaching strategies that microteaching contributes to, such as modelling correct language use, effective teaching activities, effective communication skills, communicating positively with the student, and improving mistakes. In addition, Mukuka and Alex (2024) examined 28 studies between 2000 and 2023 to reveal microteaching's positive and negative aspects of mathematics teacher education. As a result of their study, they found that microteaching activities require more time, observation and resources to increase their effectiveness of microteaching activities; microteaching improves pre-service teachers' mathematics teaching skills; microteaching should be applied not only in the artificial classroom environment but also in the real classroom environment, and the integration of technology into microteaching contributes positively to pre-service teachers' teaching skills.

2.4. Reflection

It is accepted that teaching experience in teacher education is paramount to the professional advancement of a teacher candidate in general (Yalcin-Arslan & Ilin, 2018), which reveals the significance of teacher reflection at this stage (Ilin, 2020). The literature has various descriptions for the term 'teacher reflection'. Ilin (2020), using Schön's (1983) definition, states that reflection is a highly demanding form of thinking and constitutes an important part of the professional learning process. According to Lisle's (2006, p.118) definition, reflection in education is learning through practice. Reflection, with Dewey's (1933) expression, in addition to being a tool for forming solid knowledge or beliefs about a subject, reveals our assumptions about the future (Kuswandono, 2012).

The concept of reflection dates back as early as Dewey (1933), suggesting that the initial basis of reflective thought is ambiguity and confusion. Reflection requires a continuous and active endeavour to uncover, assess and resolve ambiguity and confusion. It is quite apparent from this concept that, according to Dewey (1933), reflection should focus on addressing and solving real problems. Pollard et al. (2008, p. 14) argue that Dewey (1933) describes reflective practice as characterised by resilience, comprehensive analysis, and consciousness. Therefore, it allows the consideration of complicated and uncertain issues from different points of view. Reflective educators attempt to face problems immediately and are willing to consider ways of solving problems from various perspectives.

2.4.1. Reflection in Teacher Education

Researchers focusing on reflection in teacher education state that reflection can significantly refine teaching and improve students' learning experiences (Johanson et al., 2007; Kavaliauskienė et al., 2007). For this reason, reflection is very important in teacher training as it assesses teaching effectiveness.

Reflection in teacher education enables teachers to assess their own teaching skills and performance through self-reflection (Belvis et al., 2013). In teacher education, reflection is done through data collection tools such as lecture recording, writing, drawing, photography, journal, portfolio, lesson plan, teaching, action research and collaborative practitioner inquiry (Mirzahi et al., 2014, p. 640). In this context, reflection reports or reflection papers, which are common for use in teacher education, encourage reflection. Esteve (2004) states that reflection in teacher education involves observing the lesson and then reflecting on it, i.e. interpreting it and analysing the teaching and learning process.

Ilin (2020) analyses student-teacher reflective journals based on Hattan and Smith's (1995) definitions of reflective levels, which classify four levels of reflective writing found in teacher candidates' journals. Descriptive writing is the first level in which only descriptions of events are made without giving reasons; therefore, it is not considered a true reflection. The second level of reflection is a reasoned description of actual experiences. The third level, dialogic reflection, requires reasoning and is written with judgements from more than one point of view. Finally, the critical level of reflection is the reflection of descriptive writing in relation to historical and socio-political

conditions. The findings reveal that ELT teacher candidates use more descriptions in their journals rather than reflection. As they appear to be familiar with the term reflection, prospective teachers are found to be incapable of reflecting on the issues from a critical standpoint. Rather, they write about their experiences in chronological order. Regarding issues, they have hands-on experience, and reflection takes the place of description. Based on the findings, we may suggest that micro-teaching procedures may contribute to student teachers' ability to reflect upon their professional experiences, and these accumulated experiences may lead prospective teachers in real teaching-learning environments in a more confident manner.

Schön (1983, 1987) argues that most teachers, while teaching, depend on tacit knowledge, knowledge that they are unable to explicate easily. This may limit their ability to identify and analyse problems in the reflection process. When teachers act based on their knowledge and experience, Schön (1983) calls this 'knowing in action' and is resistant to change. On the other hand, reflective action pushes the teacher into a process of continuous self-evaluation and development, thus increasing their applicability and development. Therefore, tacit knowledge or knowing in action provides teachers with the capacity to use their experiences. However, at the same time, it prevents them from adequately evaluating these experiences and solving problems because of their static nature.

Reflective action nurtures continuous reflection and growth, enabling teachers to continually increase their effectiveness and flexibility in pedagogical practice (Kuswandono, 2012). For teachers, reflective practice can have challenges as well as benefits. Firstly, reflective practice can be time-consuming, and many teachers may avoid it. Moreover, teachers may feel uncomfortable revisiting some unpleasant past experiences in the classroom. In addition, teachers often have difficulty identifying areas of ignorance (Barnett et al., 2004). Within this framework, Moon (2004) argues that it is most important to question past experiences and assess difficulties in reflection practice. Moon (2004) also states that reflection practice enables people to reveal their good and bad sides, makes learning meaningful, and as a result, provides opportunities for personal and professional development. Based on these, it can be said that the use of reflection in teacher education, especially in microteaching, can play an important role in the development of pre-service teachers, especially in developing their self-efficacy beliefs.

2.5. Self-Efficacy

Beliefs are crucial in shaping individuals' lives, as they are among the primary factors determining human capabilities and limitations. According to Bandura (1986), behaviours are influenced more by beliefs about capabilities than actual skills and abilities. Bandura (1997) further emphasised the significance of beliefs about capabilities, stating that individuals contribute to their psychosocial functioning through mechanisms of personal agency. Among these mechanisms, beliefs of personal efficacy are central and pervasive. Without the belief that they can achieve desired outcomes through their actions, individuals lack the motivation to act. Therefore, efficacy beliefs are a major action driver (Bandura, 1997, pp. 2-3).

Self-efficacy, a concept in Albert Bandura's Social Cognitive Theory formulated in 1977, is defined by Bandura (1977) as the level of conviction a person holds regarding their ability to perform a required behaviour. To put it another way, self-efficacy beliefs explain how a person's beliefs about their ability to successfully perform a task shape their tendency to complete the task in the desired manner (Bandura, 2002). Bandura (1997) further explains that self-efficacy is the belief in one's ability to organise and execute the necessary actions to achieve specific goals (p.3). Stated differently, self-efficacy beliefs, which play an active role in individuals' behaviours, are defined as the individual's belief that he or she can complete a job or task as desired (Nabavi, 2012).

Mookkiah and Prabu (2019) describe self-efficacy as a person's assessment of his/her abilities to plan and fulfil specific tasks as desired. Ozlu et al. (2013) define self-efficacy, in other words, as having the confidence to perform a task, not believing in one's ability. Stated differently, Schunk and DiBenedetto (2021) explain self-efficacy as the main factor in achieving life's struggles, while teacher self-efficacy is the teacher's perception of his/her ability to impact student achievement positively. Moreover, Dellinger et al. (2008) suggest that self-efficacy varies across time and place. Furthermore, Yilmaz et al. (2016) state that self-efficacy belief directly affects increasing motivation and achieving success. According to Cania et al. (2024), individuals with high self-efficacy report that they are more confident when performing a task, while individuals with low self-efficacy report that they have low problem-solving skills, ignore possible problems, and find their environment worrying.

It is important to note that the concept of self-efficacy differs from other concepts, such as confidence, in the following respect: while the concept of confidence is more

generalisable, the concept of self-efficacy is context-specific and is used in terms of tasks to be accomplished and words indicating ability and capability (Bandura, 2012). Bandura (1994) argues that the four main elements that influence self-efficacy beliefs are "success experiences, modelling, social persuasion, and physiological/emotional states" and that these self-efficacy beliefs, therefore, influence people's thoughts, emotional states, and decision-making mechanisms.

2.5.1. Teacher Self-Efficacy

There are many studies in the literature on teacher self-efficacy (Knoblauch & Hoy, 2008; Giles et al., 2016; Perera & John, 2020). Teacher self-efficacy, defined by Pawlak (2022) as a teacher's perception of his/her teaching ability to overcome the tasks required to be an effective teacher, has come to the fore in recent years. Yürekli et al. (2020) describe teacher self-efficacy as teachers' beliefs about their skills to undertake professional tasks, and it plays an essential role in teachers' teaching strategies and student achievement. In line with this view, Alghamdi (2023, p. 248) explains self-efficacy as teachers' pedagogical convictions and manners about what they can achieve through their teaching pedagogy, which impacts their instructional practices and approach. According to the definition of Lee et al. (2017), teacher self-efficacy is the teacher's perception of the teaching effectiveness that will positively impact student learning. In this regard, Cania et al. (2024) state that teacher self-efficacy plays a role in the teacher's decisions, attitudes and behaviours, and motivation towards the problems encountered in the classroom.

In the related context, Klassen and Tze (2014) assert that teacher self-efficacy is relevant to intended instructional outcomes. Stated differently, Blomeke (2014) expresses that teacher self-efficacy is an important factor in teachers' professional competence as it also shapes teachers' future teaching (Balci et al., 2019). According to Dryhus (2019), teachers' self-efficacy is an important part of teachers' feelings of self-determination and affects teachers' orientations. In this regard, it can be said that teacher self-efficacy influences teacher performance as well as teacher and student motivation (Külekçi, 2011). In line with this view, Kostić-Bobanović (2020) argues that teacher efficacy is crucial because it contributes to the teacher's teaching success and the student's learning outcomes (Tschannen-Moran & McMaster, 2009). Similarly, Kass (2013) claims it affects student motivation and achievement. Accordingly, teacher self-efficacy

significantly impacts students' motivation, enthusiasm for learning and academic performance in different school settings (Hettinger et al., 2021).

Reflecting similar ideas, Dewi et al. (2022) suggest that teacher candidates' self-efficacy beliefs are important in their professional preparation and success. Corresponding to this view, pre-service teachers' self-efficacy is important for their new experiences in the teaching profession, such as entering the first classroom as a teacher to be successful and overcome difficulties (Klassen et al., 2023). In this context, Klassen and Durksen (2014) state that pre-service teachers' self-efficacy changes over time as teacher education continues. Eğinli and Solhi (2021) claim that teacher self-efficacy can be increased through participation in professional development programs, practical teaching experiences, and colleague support. While Bandura (1997) argues that teacher self-efficacy varies depending on the subject and task, Bakar et al. (2012) say it may vary due to its context-specific structure. That is why Zee and Koomen (2016, p. 1009) argue that teacher self-efficacy is a complex construct challenging to measure precisely without accurate scales. It is multifaceted and, therefore, requires different measurements.

Boulden et al. (2021) associate teacher self-efficacy with enhancements in effective teaching and a decrease in those leaving the profession (Klassen & Tze, 2014). In a similar manner, Hascher and Hagenauer (2016) claim that teacher self-efficacy is related to coping with negative emotions in the teaching environment and adapting to the new teachers' profession (Pfitzner-Eden, 2016). According to studies conducted in this context in the literature, teachers with high self-efficacy

1. attach importance to student participation and use teaching strategies that address students' participation without students' desire for success (Mireles-Rios et al., 2019)
2. can ensure student interest in the lesson, play a positive role in student achievement, use new teaching methods, cope with difficult students, set learning goals, and adopt teaching strategies appropriate to students' needs (Perera and John, 2020)
3. establish more positive relationships with their students (Nurlu, 2015) and feel more job satisfaction than teachers with low self-efficacy (Klassen & Chiu, 2010)
4. can confidently answer even the most difficult questions of students and give clearer explanations to students (Cania et al., 2024)

5. prefer using constructivist teaching methods, unlike traditional ones (Zee & Koomen, 2016)
6. are more enthusiastic and innovative in teaching (Moradkhani et al., 2017)
7. demonstrate positive attitudes and behaviours, indirectly leading to professional satisfaction, motivation and dedication (Demir, 2020)
8. have more innovative and creative strategies in classroom management (Indahyanti, 2016)
9. increase student participation and learning by giving confidence to students, offering different options, paying more attention to students trying to get high grades, and contributing more to their learning (Cania et al., 2024).

Moreover, Lal et al. (2019) state that teacher self-efficacy, which is related to student engagement, classroom management, and teaching strategies, affects teaching strategies and student achievement. According to Yıldırım & Biçer (2023), it is suggested that the teacher who adopts the constructivist theory is associated with high self-efficacy regarding student participation, classroom management and teaching strategies.

2.5.1.1. Teacher Self-Efficacy in Student Engagement

According to Tschannen-Moran & Woolfolk Hoy (2001), student engagement, classroom management and instructional strategies are three criteria used to measure teacher candidates' self-efficacy. Cocca et al. (2018) define student engagement as the ability to create the most appropriate environment both physically and psychologically in the classroom and to involve students in the course. According to Bandura (1997), student engagement has the most impact on students' cognitive and academic development. Stated differently, Fredericks et al. (2004) describe student engagement as educating students about the importance of collaborative work to achieve educational goals. They stress that the interaction between learners and teachers is essential in fostering student engagement. In this regard, Uden et al. (2013) state that building a positive relationship between teachers and students and providing support encourages student engagement.

In their study, Christensen et al. (2011) found that nurturing students' determination during lessons, led by a teacher as a facilitator, contributes to increased student engagement. Moreover, Cerit (2013) conducted research following a curriculum reform by the Ministry of Education, which promoted more student-centred instruction.

It was discovered that while teachers faced challenges adjusting their approach and role in the classroom due to this reform, their willingness to embrace the change and overcome obstacles ultimately enhanced student engagement. Furthermore, Al-Alwan and Mahasneh (2014) examined the connection between teachers' self-efficacy and student engagement. They concluded that a relationship is attributed to teachers' efforts to influence student engagement positively. To sum up, student engagement is one of the important elements in teacher self-efficacy and is important for students' mental and academic development.

2.5.1.2. Teacher Self-Efficacy in Classroom Management

Classroom management is the teacher's perception of his or her ability to deliver an effective lesson, including student learning, classroom interaction, and student behaviour (Cocca et al., 2018). Effective classroom management is based on both students and the teacher and is necessary to establish a positive environment in the classroom (Darkwa et al., 2020).

Oktan and Çağanağa (2015) argue that teachers with high self-efficacy can provide an effective classroom environment, while Brouwers and Tomic (2000) claim that teachers with low self-efficacy have difficulty keeping the classroom in order against students with behavioural problems. Additionally, teachers with low self-efficacy tend to be less tolerant of difficult students in their classes and generally angry with them (Mireles-Rios et al., 2019). As a result, self-efficacy in classroom management is important for teachers to manage the classroom effectively.

2.5.1.3. Teacher Self-Efficacy in Instructional Strategies

Teaching strategies are pedagogical techniques that teachers use in the classroom to facilitate students' learning (Tschannen-Moran & Woolfolk Hoy, 2001). Cocca et al. (2018) suggest that teacher self-efficacy and instructional strategies are interrelated. In this regard, Eslami and Fatahi (2008) convey that teacher self-efficacy reflects on the teacher's teaching strategies. According to Ross and Gray (2006), teachers with high self-efficacy use teaching strategies more effectively, positively affecting student success. Considering this, Yılmaz (2011) studied EFL teachers' self-efficacy and found that teachers' self-efficacy in instructional strategies was higher than in student engagement and classroom management. In this context, it can be concluded that self-efficacy in

teaching strategies is important for the teacher to be able to apply teaching strategies effectively.

2.5.2. Studies on Self-Efficacy

Some of the studies in the literature on self-efficacy beliefs are presented below:

Savran and Çakıroğlu (2001) aimed to determine the self-efficacy beliefs of biology teacher candidates in their study, "Self-Efficacy Beliefs in Biology Teaching among Biology Teacher Candidates." The research was conducted at Middle East Technical University, involving 29 students in the biology teaching department. Findings from the study revealed that biology teacher candidates exhibited a high level of self-efficacy beliefs in biology teaching. Unlike this study, Takır and Özder (2022) examined the self-efficacy beliefs of 156 special education department teacher candidates and the factors affecting this belief. The mathematics teaching self-efficacy scale was used as a data collection tool. As a result, it was found that the self-efficacy beliefs of the teacher candidates were at a sufficient level.

In a similar context, Tschannen-Moran and Woolfolk Hoy (2002) studied 255 teachers from different universities to understand the factors influencing teacher efficacy. They found that teachers with over 5 years of experience and elementary school educators showed higher efficacy levels than newcomers and high school teachers, respectively. In keeping with this, the study conducted by Üredi and Üredi (2007) aimed to compare the self-efficacy beliefs of primary school teacher candidates regarding science teaching according to their genders, grades, and levels of achievement. The research findings revealed that the self-efficacy beliefs of final-year teacher candidates regarding science teaching were higher than those of third-year teacher candidates. Another finding was the determination that female teacher candidates had higher levels of self-efficacy beliefs compared to male teacher candidates. Similarly, Cinkara's (2009) study demonstrated a positive association between students' self-efficacy and their end-of-year English as a Foreign Language (EFL) grades. The research revealed that students with elevated self-efficacy tend to succeed more in language learning. Unlike these studies, Çapa and Hoy (2005) conducted a descriptive survey study using the TSES short form to explore the sources of self-efficacy among student teachers. They used simultaneous regression analysis and discovered that the relationship with mentors, the amount of field experiences, and teaching support significantly predicted student teachers' sense of

efficacy. These factors explained 27% of the variance in efficacy scores. The study also found that highly efficacious student teachers typically have less teaching experience but benefit from positive relationships with mentors and greater teaching support.

Furthermore, Morgil et al. (2004) aimed to explore the influence of gender, attitudes towards chemistry, and university major preference on the self-efficacy beliefs of chemistry teacher candidates. They found a significant relationship between gender, attitudes towards chemistry, and self-efficacy beliefs. Additionally, male teacher candidates exhibited higher self-efficacy beliefs in chemistry teaching than their female counterparts. Correspondingly, in a study by Ghanizadeh and Moafian (2011), the relationship between self-efficacy and critical thinking was examined with the participation of 86 English as a Foreign Language (EFL) students. The study revealed that students with high self-efficacy showed a greater ability to interpret events, and as their self-efficacy levels increased, so did their critical thinking skills. The study also emphasised that gender does not significantly impact critical thinking abilities. In the same way, Erişen and Çeliköz (2003) examined the self-efficacy levels of 309 teacher candidates from three universities. The findings showed that candidates perceive themselves as partially competent in general teaching behaviours with no significant differences across the university, department, and gender variables.

In the same context, Poulou's (2007) study examined the factors influencing Greek student teachers' beliefs in their teaching efficacy. The study focused on their ability to influence instructional strategies, classroom management, and student engagement. The Teaching Efficacy Sources Inventory and the TSES long-form Greek version were utilised in the study. The research revealed that self-perceptions of teaching competence, personal characteristics, and motivation for teaching were significant factors contributing to teaching efficacy. Notably, student teachers rated their efficacy in student engagement highest, while their efficacy in instructional strategies and classroom management received similar scores. Moreover, Eslami and Fatahi (2008) worked on the efficacy beliefs of non-native English-speaking Iranian EFL teachers about their teaching efficacy. They looked at the teachers' perceptions of their ability to teach English as a foreign language and their proficiency in English using a modified version of the TSES. The descriptive and correlational analyses showed a positive correlation between teachers' perceived efficacy and their self-reported English proficiency. Additionally, ELT teachers in Iran rated themselves as more effective in instructional strategies than classroom management and interactive student engagement. In addition, Gür et al. (2012)

carried out a study investigating the factors influencing teachers' self-efficacy beliefs. They found that teacher satisfaction with their performance affected their self-efficacy in teaching strategies, classroom management, and student engagement. Gender, subject area, and teaching experience did not impact self-efficacy, while family support and school-provided resources influenced student engagement-related self-efficacy. Besides, in their study, Eginli and Solhi (2021) revealed that internship experiences affect the self-efficacy beliefs of teacher candidates and that teachers use more effective strategies in student participation, classroom management and teaching strategies. Additionally, Cania et al. (2024) carried out a study on the self-efficacy beliefs of 20 EFL teacher candidates in the teaching practice process. The 24-item Self-Efficacy Beliefs scale, covering student participation, classroom management, and teaching strategies, was used to determine the self-efficacy beliefs of teacher candidates. The study revealed that the participants' self-efficacy levels were at a medium level, and their self-efficacy was mostly high in teaching strategies. As well as that, Megawati and Astutik (2018) conducted a study examining the self-efficacy of EFL teacher candidates in classroom management. The results were that teacher candidates' self-efficacy in teaching classroom management, lesson planning, measurement, and lesson conduct was high.

In addition to the above-mentioned studies, in the study "Self-efficacy in Academic Settings," Pajares (1995) explored how self-efficacy theory contributes to understanding self-regulation and motivation in academic contexts. He summarised findings about the link between self-efficacy and academic success, explained conceptual differences between competence perceptions, and reported outcomes of recent studies. The study suggested that self-efficacy strongly influences academic performance when considered alongside broader beliefs and demographic factors. Furthermore, Ghasemboland and Hashim (2013) studied the self-efficacy perceptions of non-native English as a Foreign Language (EFL) teachers about their proficiency in language instruction and the four language skills. The research found a strong correlation between teachers' self-efficacy and language-teaching abilities, indicating a significant association. Additionally, the study showed that teachers tended to rate their writing skills higher than their listening, speaking, and reading abilities when evaluating their English proficiency. Moreover, those who perceived themselves as having strong English skills displayed more confidence in engaging students compared to other aspects of classroom management and teaching strategy. Likewise, Lailiyah and Cahyono (2017) undertook a case study on EFL teachers' use of technology in their lessons. They concluded that EFL

teachers with high self-efficacy could integrate technology into language teaching to achieve the lesson goal. Additionally, in a study led by Doğan (2016) involving 150 first-year students from the English Language Teaching Department, it was discovered that an inverse correlation exists between students' self-efficacy levels and anxiety. In a similar manner, Demir (2018) performed a study involving 163 preparatory students and found a significant positive correlation between self-efficacy and academic performance scores when learning a foreign language. Conversely, a negative correlation was observed between foreign language anxiety and academic achievement scores. Regarding demographic traits, female participants showed higher levels of productive self-efficacy than their male counterparts.

Within a similar setting, in a study by Choi and Lee (2018), 190 secondary school English teachers were surveyed using questionnaires and interviews to investigate the relationship between self-efficacy and teaching methodologies. The results showed a positive correlation between self-efficacy and using communicative methods in the classroom. Likewise, Kaygısız et al. (2018) studied self-efficacy and language teaching approaches to understanding language instructors' perceptions of self-efficacy and method preferences. The findings revealed that English teachers involved in the study exhibited elevated levels of self-efficacy and tended to employ communication-focused techniques more frequently. Conversely, teachers with lower self-efficacy demonstrated a wider array of teaching methods. Furthermore, the research strongly indicates that heightened self-efficacy correlates with increased teacher confidence and significantly impacts classroom dynamics.

Besides, Yerdelen et al. (2019) used pre- and post-questionnaires as a data collection tool to examine the development of science teacher candidates in the teaching practice course. The study concluded that teacher candidates' self-efficacy levels were high at the beginning and end of the study. The participants benefited from microteaching applications by receiving feedback and observing themselves and their peers. Additionally, Kwangsawad (2022) argued that the microteaching method increases pre-service teachers' self-efficacy in student participation, classroom management and teaching strategies. Furthermore, Olawale and Hendricks (2024) investigated the effect of microteaching practices and concrete models on the self-efficacy of 41 prospective mathematics elementary teachers. Mathematics teacher candidates' self-efficacy scales and interviews were data collection tools. It was concluded that microteaching practices

and concrete models positively contributed to teacher candidates' self-efficacy, which would be reflected in their teaching skills.



CHAPTER III

METHOD

3.1. Introduction

This chapter begins with information about the paradigm and design of the study and continues with the participants and sampling model. It includes detailed information relating to the context of the study and the necessary change in context. In this chapter, information concerning the Teaching Language Skills 1 course is presented, and the research procedure is explained comprehensively. Next, the pilot application, sample lesson plan, and data collection tools are suggested. The last part of the chapter introduces data analysis, the trustworthiness of the study and ethical considerations.

3.2. The Research Paradigm and the Research Design

The philosopher Thomas Kuhn (1962) was the first to use the word paradigm as a philosophical way of consideration in the field of research. In the social sciences, paradigms are philosophical assumptions or beliefs that reveal the researcher's point of view and guide his/her work (Lincoln et al., 2011). Paradigms are important in research because they are beliefs and dictates that affect what should be studied and how the results should be interpreted (Kivunja & Kuyini, 2017). In sum, a research paradigm is a philosophical basis on which research is grounded.

Lincoln and Guba (1985) argue that a research paradigm comprises epistemology, ontology, methodology and axiology. According to this perspective, ontology is defined as the nature of reality, epistemology as the nature of knowledge and the nature of knower and known, methodology as the proper method for systemic research, and axiology as the nature of ethics (Mertens, 2010). Considering the above explanations, we may say that a research paradigm is based on answers to questions of these four essentials: How do we know? What is reality? How should the researcher discover knowledge? What moral issues should not be ignored in a study? Similarly, Joubish et al. (2011) believe that paradigms present the values, ethics, methods and perspectives of the research being conducted. The researcher should, therefore, base his/her work on a specific research paradigm and basic philosophical dimensions in order to establish the reality of the

research, the sources and nature of the data, the methods the researcher will use to give meaning to the research and the ethical values of the research.

Every research is based on a certain philosophy. This dissertation follows the Interpretivist/Constructivist paradigm since this is the most appropriate for the purpose of the present dissertation. Creswell (2014) argues that the constructivist paradigm coincides with the qualitative research methodology for determining and understanding meaning. The reason for this is that this paradigm aims to investigate a phenomenon by addressing the experiences and perspectives of its participants using different data collection tools (Adom et al., 2016). According to the constructivist paradigm, the researcher creates meaning in line with the views of the participants in the study and his/her own experiences. In this regard, Honebein (1996) defines this paradigm as an approach in which people construct knowledge and meaning through experience and reflection. Adom et al. (2016), in parallel with previous statements, state that, according to the basis of the constructivist paradigm, the knowledge that people learn or create comes from their experiences. In a similar vein, Kalender (2007) asserts that the basis of constructivist philosophy is the idea that, unlike traditional learning, students actively discover knowledge by experiencing or doing. The constructivist (interpretivist) paradigm suggests that “reality is multifaceted” (Guba & Lincoln, 1989), “subjective and variable” (Bunnis & Kelly, 2010). Furthermore, “reality is relative; there is a multifaceted reality between the researcher and the participants” (Bunnis & Kelly, 2010). To clarify, there is no single reality; reality is constructed through interactions and is social, historical and socially constructed (Gray, 2014, p. 20).

This dissertation intends to explore the potential influence of micro-teaching on the formation of self-efficacy beliefs among pre-service EFL teachers. In this regard, the epistemological assumptions of the Interpretivist/Constructivist paradigm on which this study is based argue that reality is relative and dependent on culture and context. So, this study was conducted by taking into consideration the participants' environment and culture. Moreover, the axiological assumptions of this paradigm argue that the researcher's values, instincts and assumptions are valuable. Accordingly, the participants' personal experiences, opinions and values were discussed through the questions asked in the interviews, reflection reports and retrospective surveys. Considering the methodological assumptions, this doctoral thesis was conducted as a case study, allowing a comprehensive and detailed interpretation of its subject in a real-life context and addressing the potential influence of micro-teaching on self-efficacy beliefs among pre-

service EFL teachers. More precisely, this study is a sequential explanatory design method of a case study with mixed methods research, which aimed to comprehensively examine the potential effects of microteaching on the self-efficacy beliefs of EFL preservice teachers by using both quantitative data collection tools and qualitative data collection tools. A sequential explanatory mixed methods design is a method that starts with quantitative data collection tools and analysis in order to explain the research questions and findings comprehensively and in-depth in a study and continues with qualitative data collection tools and analysis to detail the reasons for the findings (Othman et al., 2020). In this study, preservice teachers' self-efficacy beliefs were determined with a quantitative data collection tool, that is the Teachers' Sense of Efficacy Scale, and the reasons for the teachers' beliefs behind this were investigated in depth with the qualitative data collection tools such as interviews, classroom observations, reflection reports and retrospective surveys.

An in-depth and detailed research study of a phenomenon on an individual, a group or an event, whose data is collected through interviews, observations or documents, is called a case study (Coombs, 2022). Case study is one of the most frequently used qualitative research methods in social sciences (Bloomberg & Volpe, 2022). It is a research method that answers the researcher's questions of what, why, when and how (Yin, 2018). In other words, it is a research method that investigates a subject, event or situation in depth in its natural context (Crowe et al., 2011). The present study is especially suitable for case study design as it includes various data collection tools. The researcher, who was also a part of this study as the lecturer, collected detailed and comprehensive data through pre-post scale, interviews, classroom observations, reflection reports and retrospective surveys. In this context, mixed methods research was used to get more in-depth results best suited to the purpose of the study. Mixed methods research combines qualitative and quantitative research and provides in-depth research (Guetterman et al., 2020). Using qualitative and quantitative research methods together allows the case to be investigated in more detail and more comprehensive results to be obtained compared to using only qualitative or quantitative research methods (Timans et al., 2019). For these reasons, this study used both quantitative and qualitative research methods and collected data in this context.

3.3. Participants and the Sampling Method

This study was conducted with 3rd-year teacher candidates in their 5th semester of teacher education programs in the fall 2021-2022 academic year. The rationale behind this decision derives from the fact that self-efficacy beliefs begin to develop in the early stages of teacher education (Bandura, 1977). By their third year in the teacher education program, the teacher candidates had completed the majority of the courses such as Language Acquisition, English Teaching Programs, and Approaches to English Language. By this point, they had acquired a certain level of knowledge and skills required to be an English teacher and were beginning to transfer the theoretical knowledge they acquired into practice. Lastly, candidates are required to take the "Teaching Practice" course next academic year, where they will apply the microteaching experience gained in the "Teaching Language Skills I" course to real classroom experience during their practicum.

Participants in this study were selected in two ways. At the beginning of the study, participants were selected using a convenience sampling method. This approach was chosen because the teacher-researcher included all students enrolled in the Teaching Language Skills 1 course and agreed to participate voluntarily in the pre-scale and post-scale study. Convenience sampling is a method where the researcher can reach the participants effortlessly (Rahi, 2017). Demographic data of the participants are presented in Table 1 below:

Table 1.

The Demographic Data of the Participants

The total number of the trainees (N)	Gender		Age	
	Female	Male	Range	Average
31	25	6	19-30	24,5

As presented in the table, 31 participants, 6 males and 25 females, 3rd-year students of Hatay Mustafa Kemal University Faculty of Education, Department of English Language Teaching, participated in the quantitative data collection part of this

study. Gender and age were not important variables in this study, so information regarding them has not been presented.

Secondly, in the qualitative part of this study, four pairs, 3 males and 5 females, were selected from the 31 participants who participated in the quantitative part of the study. Purposeful sampling method was used at this phase of the study as it constituted a small sample group. The purposeful sampling model is frequently used in qualitative studies to obtain detailed information from the sample (Palinkas et al., 2015).

3.4. The Context of the Study

This study was conducted at the English Language Teaching Department of Hatay Mustafa Kemal University. The university was established in 1992, and the English Language Teaching Department within the Faculty of Education was established in 1993. Students are placed in the university based on the results gained in the national university entrance exam held throughout Turkey. After their placement in the university, students start the department courses of the education faculty provided that they get a 70 on the English Proficiency Exam conducted by the School of Foreign Languages at the university. Otherwise, they are required to take a foreign language education at the Preparatory School for an academic year.

The content of the ELT curriculum, which was updated in the 2018-2019 academic year, consists of 48% content knowledge, 34% pedagogical knowledge and 18% general knowledge (YÖK, 2018). The courses in the ELT department cover four main areas: content knowledge, pedagogical knowledge, pedagogical content knowledge and professional development. English language teaching students take many compulsory and elective courses throughout their 4-year undergraduate education. In this context, there are courses such as Reading Skills, Writing Skills, Listening and Pronunciation, Oral Communication Skills in the first year; Instructional Technologies, Teaching Principles and Methods, English Learning and Teaching Approaches, English Curriculum, Linguistics in the second academic year; Classroom Management, Teaching Foreign Languages to Children, Teaching English Language Skills in the third academic year and Teaching Practice, Course Content Development in English Language Teaching and Exam Preparation in the fourth academic year. Graduating from the English Language Teaching program requires teacher candidates to complete 8 semesters and 240 ECTS. This curriculum seems to have a shortcoming compared to the old curriculum,

namely the insufficient practical hours allocated to methodology courses. As a result, teacher educators are concerned that teacher candidates can effectively develop their teaching skills only with the superiority of their theoretical knowledge. In this context, many studies (Altan & Sağlamel, 2015; Uzun, 2016; Karabuğa, 2016; İpek & Daloğlu, 2017) address the deficiencies of the current curriculum in preparing teacher candidates for the teaching profession.

The study was conducted in the 2021-2022 academic year with junior EFL teachers taking the Teaching Language Skills 1 course during the 5th semester of their teacher education program. Teaching Language Skills 1 course is a compulsory course within the curriculum in the 5th semester of English Language Teaching, and participants took this course as part of their undergraduate programs. For the present study, I taught this course both as a researcher and teacher for one academic term. Detailed information regarding this course will be given in the following section.

It is worth noting that the effects of the COVID-19 pandemic were felt worldwide when this study was conducted. Due to the pandemic regulations, online education started all over the world. The participants of this study also received online education in the first two academic years of their 4-year teacher education program. For this reason, the hybrid education model began to be implemented in almost all educational institutions in our country, as was the case in the rest of the world, as a solution to teaching both theory and practice. For this purpose, in the current study, a decision was made to teach theoretical lessons online through the university's distance education portal. In contrast, practical lessons were taught face-to-face in the classrooms of the English teaching department.

In the context of the statement that "teacher learning is inherently a form of socialization within a community of practice" (Richards, 2008) and "a dialogic process within a sociocultural paradigm" (Johnson, 2009), teachers should be guided to learn from their own teaching practice through reflection and to engage in ongoing interaction with communities of practice. Furthermore, teacher education programs should meet the needs of prospective teachers in both social, cultural, and institutional contexts and view it as a stage of professional development in their careers (Turhan, 2021). In light of these views, the teacher candidates were provided with the opportunity to practice through microteaching in order to gain ample practice in teaching skills. Immediately following the microteaching sessions, the candidates were provided with a dialogic process and socialization in the discussions held within their community of practice, allowing them to reflect on their own teaching and their peers' teaching and gain a critical perspective.

These assumptions we have created with this perspective are intended to lead to the development of the self-efficacy beliefs of teacher candidates.

3.4.1. The Change in the Context of the Study

On 6 February 2023, a devastating 7.7 earthquake struck 11 cities in Turkey, severely impacting the city of Hatay, where the study was conducted. This earthquake resulted in extensive damage, including the destruction of almost all educational institutions in the city. Furthermore, the psychological trauma experienced by survivors, including myself as the researcher, hindered the continuation of the study as initially planned. Consequently, pre-service teachers were unable to continue their practicums in 2023, and the affected students graduated in the same year. Due to these unexpected incidents, the study had to be redesigned considering the post-earthquake situation in Hatay, the university, and the participating students. These changes in the study design will be elaborated on below, along with the underlying reasons for these alterations.

3.4.1.1. The Earthquake

February 6, 2023, etched its place in history as a profoundly painful date that Turkey will never forget (TRT News [TRT Haber], 2023). On that day, two seismic events of magnitudes 7.7 and 7.6, with epicentres in Pazarcık (Kahramanmaraş) and Elbistan (Kahramanmaraş), respectively, struck at 04:17 and 13:24 (Earthquake Department [Deprem Dairesi Başkanlığı], 2023). The impact of both earthquakes was strongly felt in numerous neighbouring cities, including Hatay, Kahramanmaraş, Adıyaman, Gaziantep, Malatya, Kilis, Diyarbakır, Adana, Osmaniye, Şanlıurfa, and Elazığ, resulting in significant loss of life and extensive damage (Earthquake Department [Deprem Dairesi Başkanlığı], 2023)

These February 6, 2023, earthquakes have been marked as rare double earthquakes worldwide, standing out as the most destructive in history with the highest casualty count (Kılıç Ekici, 2023). The severity of the earthquakes prompted a level 4 alert in the country, leading to an international call for aid. Official figures reveal that a staggering 50,783 lives were lost in Turkey, and at least 8,476 people in Syria succumbed to the catastrophe. Additionally, over 122,000 individuals sustained injuries due to the earthquakes (2023 Kahramanmaraş Earthquakes [2023 Kahramanmaraş Depremleri], 2023).

The aftermath of the earthquakes saw a continuous series of more than 45,000 subsequent seismic events, reaching magnitudes up to 6.7 Mw. At the time of the study, the sequence of these successive earthquakes was still ongoing (2023 Kahramanmaraş Earthquakes [2023 Kahramanmaraş Depremleri], 2023).

3.4.1.2. The researcher's firsthand experience on the 6th of February, 2023

As the researcher of this study, I want to share my firsthand experience of what happened to me and my immediate family on that day at the micro level. As I write this, the profound pain of reliving everything from that day depletes me. The pain is still fresh, and I am in deep sadness and shock.

We woke up on February 6, 2023, at 04:17, to a powerful tremor and noise. I immediately grabbed my baby, dropped to my knees, and covered her head. My husband shielded us until it stopped. I vividly recall the sounds of buildings collapsing, the noise from outside, the shattering of falling objects in our house, the crackling of walls and the floor, and the howling of the earthquake. Continuing as if it would never end, 105 seconds... I even told my husband that we were going to die.

My parents used to live on the last floor of our apartment block, and my sister and her husband lived on the 7th floor of another building. The earthquake felt endless, and thoughts of their safety drained me. We held each other tightly as we were dragged left and right, then up and down. The floor and walls cracked, and crumbling walls echoed from inside. The fear of the building collapsing and being trapped in the wreckage terrified us. It was the worst and most desperate moment of our lives.

When the earthquake finally started to slow down, we stood up to get out of the building. Our house had collapsed – wardrobes had fallen, everything broken. We ran over glass and pieces of the wall. Luckily, we found a phone and used its light to guide us. My husband's coat, with the car key in it, was on the floor in the hall. Fallen walls, broken windows, and furniture were everywhere. We ran out without socks, in our pyjamas, into the freezing night.

The building door was stuck, but after my husband kicked it several times, we managed to open it. The apartment roof had fallen in front of the building door, creating a tiny gap for us to escape. While trying to leave quickly, I shouted for my parents, but they did not make it. I feared something would happen to them when I saw the falling

pieces of the building. We escaped, driving away from the building, fearing it might collapse. It was the coldest and darkest day of my life, with heavy rain.

My parents came later; heating radiators and a wardrobe had blocked their house's door, so they left late. The phone lines were down, and it took a while to reach my sister and her husband through a text message. The entire city was plunged into darkness. All the power lines had been cut, leaving the city in complete darkness. We were completely unaware that the city would be without electricity or water for months, all due to the earthquake's destructive force, likened to the power of 130 atomic bombs.

People emerged from their houses, buildings had fallen, and everyone was screaming. Despair prevailed throughout the city; no one could reach anyone, and everyone was crying. We were in shock, unaware of what had happened, desperately waiting for morning.

As morning came, we saw the widespread destruction. People tried to reach their acquaintances and relatives, but it was nearly impossible without support. What we remember about that day are collapsed buildings, trapped people and cries for help. Roads were blocked, dead bodies covered pavements, and help could not come due to the blocked roads. Later, we learned that the news could not mention Hatay, the most affected city, as all communication networks were cut.

No help arrived for the first three days due to blocked roads and collapsed buildings preventing transportation. We stayed in the car for three freezing and rainy days. On the fourth day, people cleared part of the building near us. We sought shelter in my grandfather's house in the village with ten other families. The city lacked electricity and water, making it impossible to keep warm. My baby suffered cold burns on her face.

There was chaos in the city – looting, lack of essential supplies, and the inability to meet basic needs. We could only leave the city on the sixth day because petrol stations were closed, like everywhere else, or ran out of fuel. Petrol distribution started the next day, allowing us to complete the 3.5-hour journey between Hatay and Mersin in 10 hours. Everything was destroyed, and people were still trying to reach their relatives in the wreckage. These days were so bad and sad that there is much more to write, but I hope this suffices to illustrate the context and psychology in which I struggled to complete my dissertation and document the events for history through this study as well. (01.01.24)

3.4.1.3. Status of Educational Institutions Affiliated to the Ministry of Education

The earthquake disaster had severe consequences for 11,699 educational institutions across 11 cities affected by an earthquake. As of August 11, 2023, approximately 4.1 million students and 226,593 teachers were impacted. The damage was extensive, with five schools in Adana, 170 in Hatay, 95 in Kahramanmaraş, 31 in Osmaniye, 32 in Kilis, 205 in Adıyaman, 100 in Şanlıurfa, 6 in Diyarbakır, 70 in Malatya, and lastly, 61 in Gaziantep being either destroyed or severely damaged and thus rendered unusable. A Presidency of Strategy and Budget report identified 576 out of 775 institutions closing nearly 200 official buildings for undisclosed reasons (Hatay Newspaper [Hatay Gazetesi], 2023).

According to the report, only a small number of schools in Antakya, Defne, Samandağ, and Kırıkhan could open in September, highlighting the extensive devastation. Education in Hatay was delayed, starting in September with the opening of combined schools, where students from several schools were accommodated in one building (Hatay Newspaper [Hatay Gazetesi], 2023).

The aftermath of the earthquake presented numerous challenges, particularly for teachers whose homes were destroyed, who suffered the loss of relatives, and who had to relocate for their well-being. Some teachers assigned to schools that could only reopen seven months after the earthquake encountered significant accommodation issues. While some teachers were provided with containers or tents, others were allocated space in damaged dormitories, and many resorted to staying in tents within school premises or teachers' rooms. The most pressing problem was the lack of accommodation for the families of teachers placed in containers, tents, or dormitories. As a result, teachers from outside the city struggled to find suitable living arrangements for their families, leading to some families being separated and others facing challenging circumstances that forced them to resign or take unpaid leave (Hatay Newspaper [Hatay Gazetesi], 2023).

After the disaster, various official institutions repurposed undamaged schools, including the governorship and district governorships. The haphazard and unplanned demolition of damaged structures also introduced issues such as air pollution and transportation challenges (Hatay Newspaper [Hatay Gazetesi], 2023).

3.4.1.4. Status of University Buildings Affiliated to the Council of Higher Education

According to the information provided by Bianet News and Media Site [Bianet Haber ve Medya Sitesi] (2023), 340,222 students and 45,000 academic and administrative staff across 111 campuses within the region experienced the primary impact of an earthquake. Of the 16 universities in the area, Hatay Mustafa Kemal University lost seven buildings, and İnönü University and Malatya University each lost one. A total of 111 buildings in regional universities were severely damaged, with an additional 50 reported as moderately damaged. Reconstruction is necessary for 120 buildings affiliated with the universities, while 409 service buildings require rebuilding, strengthening, and repair. The earthquake affected 76 student dormitories: five were heavily damaged, 19 were moderately damaged, and 52 were slightly damaged (Bianet News and Media Site [Bianet Haber ve Medya Sitesi], 2023).

Due to the earthquake, Hatay Mustafa Kemal University initiated distance education on March 27, but participation remained minimal because of housing issues and significant internet problems in the city. Particularly affected were students in applied courses, such as 4th, 5th, and 6th-year students in the faculty of medicine, 4th and 5th-year students in the faculty of dentistry, and 5th-year students in the faculty of veterinary medicine. These students were granted the opportunity to continue their studies as guest students in other universities located in the cities where they had to reside after the earthquake. Unfortunately, many students did not complete their education, either opting not to attend or facing suspensions. Although the initial plan was to resume face-to-face education at Hatay Mustafa Kemal University in October, online education had to continue due to ongoing challenges in both the university and other educational institutions in the city.

3.4.1.5. The Situation of the Teachers and Administrators

A total of 931 educators lost their lives as a result of the earthquake, with casualties distributed across different regions: 16 in Adana, 384 in Hatay, 174 in Kahramanmaraş, 36 in Osmaniye, 181 in Adıyaman, 14 in Şanlıurfa, 7 in Diyarbakır, 9 in Malatya, and 110 in Gaziantep. The residences of numerous teachers, especially those in Hatay, Kahramanmaraş, Adıyaman, Malatya, and the districts of Nurdağı and İslahiye in Gaziantep, became uninhabitable, resulting in many also losing family members (Bianet News and Media Site [Bianet Haber ve Medya Sitesi], 2023).

Furthermore, Mustafa Kemal University in Hatay experienced the tragic loss of 120 students and 110 staff members, including 40 academicians, in consecutive earthquakes (Cumhuriyet Newspaper [Cumhuriyet Gazetesi], 2023; Hatay Mustafa Kemal University Website [Hatay Mustafa Kemal Üniversitesi Web Sitesi], 2023). As a member of the academic staff at this institution, I am profoundly saddened by the passing of two cherished students and two close friends.

3.4.1.6. The Situation of the Students and Parents

The official authorities have not disclosed any details regarding the number of student fatalities resulting from the earthquake. The aftermath of the catastrophe has created a situation where more than 4.1 million students and their families are grappling with trauma and stress disorders. The earthquake's impact has severely disrupted the continuity of proper education for children in regions significantly affected by the disaster, leading to an extended period of academic disruption. Like other earthquake-stricken residents, numerous students face challenges reintegrating into their daily lives. The persisting transportation issues in these regions have further exacerbated the situation, creating severe impediments to education. Consequently, there is an urgent need to increase the number of schools, with education being accommodated in shared buildings, resulting in transportation challenges. This factor, combined with the trauma induced by the earthquake, has significantly impacted the educational motivation of students residing in the affected region, further impeding their ability to pursue education (Bianet News and Media Site [Bianet Haber ve Medya Sitesi], 2023).

3.4.1.7. Health Services

After the earthquake, citizens face a challenge in accessing essential services, particularly in the healthcare sector. Many public and private hospitals in the affected regions are no longer operational. According to the latest assessment data, 42 hospital buildings have been heavily or moderately damaged, with 27 under the jurisdiction of the Ministry of Health, six affiliated with universities, and nine in the private sector. Additionally, 94 hospital buildings have sustained slight damage, comprising 75 under the Ministry of Health, 12 in universities, and seven in the private sector.

The situation is particularly dire in Hatay, where all hospitals are non-functional. The earthquake has claimed the lives of 51 doctors in this province alone. There is only

one field hospital, one private pediatric-gynecological hospital in the Antakya district, and one state hospital in Defne. The state hospital in Defne is still under construction and has limited departments. Notably, Samandağ, Kırıkhan, and Hassa are without operational hospitals. The established field hospitals and newly constructed state hospitals are insufficient and do not meet the healthcare needs of the affected population. While the situation of the hospitals was like this on January 1, 2024, hospitals are currently actively working and providing polyclinic services in almost all districts of the city; however, some branches are still closed due to the resignation of doctors because of the inadequacy of the city in many aspects after the earthquake, and the departments providing surgery services are quite limited.

3.4.1.8. Housing Problems

As per the 'Kahramanmaraş and Hatay Earthquakes Report' from the Strategy and Budget Presidency, the 11 provinces affected by the earthquake collectively comprised 5,649,317 houses, out of which 1,929,313 were damaged. Considering the average across these provinces, the earthquake-induced damage affected 34.2% of buildings. Put differently, approximately one in every three houses in the region experienced destruction due to the earthquake (Habertürk [Habertürk Newspaper], 2023).

Hatay, suffering the most severe impact, reported 13,517 buildings in ruins, 8,162 requiring urgent demolition, and 67,346 buildings facing significant damage. The demolition of heavily damaged buildings commenced on 04.05.2023. Regrettably, as of January 1, 2024, despite 11 months passing since the earthquake, the demolition of a severely damaged building last week led to the discovery of another body amidst the wreckage (Anadolu News Agency [Anadolu Ajansı], 2023).

3.4.1.9. The Situation of the Participants in this Study

Due to the reasons mentioned above, unfortunately, the final phase of this study could not be carried out as planned. In the final phase of the study, eight pre-service teachers, whose teaching practices were to be observed in practicum schools and then interviewed, thankfully survived the earthquake. However, the lives of these participants changed entirely. I was never able to reach two participants, but fortunately, I learned they were alive. One of them moved abroad. The other one left school and took the cabin crew exam. One other participant lost her parents in the earthquake, and she was rescued

from the wreckage days later and was treated in the hospital for nearly two months. The remaining participants experienced severe trauma and lost their loved ones and homes. Those who had to continue living in Hatay reported they could not attend the practicum schools assigned to them for various reasons. First of all, they stated that the city had almost no public transportation for the first five months following the earthquake, and the practicum schools assigned were too far away. There are 57 container cities in Antakya alone. However, nearly all of these cities are located almost out of the city, that is, in the entrance area of the city. In most cases, it was not possible for the student-teachers to commute to schools from where they were. Second, they said they were not able to sustain their education as their homes were destroyed, and consequently, they lost their computers together with all their belongings. Next, the internet infrastructure in the city entirely collapsed. Finally, and probably most importantly, they experienced a severe lack of motivation. As they put it, the exams were online, and somehow, they were able to graduate this way.

Therefore, the initial plan to collect and analyse data through classroom observations and interviews about the observed lessons at the student teachers' practicum schools could not be carried out as intended. Consequently, resorting to alternative data collection tools and methods became a must.

3.5. Teaching Language Skills I Course

According to the English Language Teaching undergraduate program on the website of the Higher Education Institution, the Teaching Language Skills 1 course covers listening, speaking, vocabulary and pronunciation skills, as well as teaching these skills to different age groups and lesson planning (YÖK, 2018). The course aims to provide students with opportunities to practice current approaches to language teaching (Task-based Language Teaching and Communicative Language Teaching). Furthermore, it focuses on different teaching strategies of listening, speaking, vocabulary and pronunciation teaching skills to different age groups and offers teacher candidates to integrate these skills and experience them with microteaching practices individually or as a group (YÖK, 2018). The syllabus of the course throughout the semester is planned as below:

Table 2.

The Syllabus of the ‘‘Teaching Language Skills 1 Course’’

Date	
Week 1	Informing all students in the class about the research and applying the Teachers' Sense of Efficacy Scale An overview of language teaching strategies, approaches and methods: theories and terminology definitions
Week 2	Implementation of the pilot study Before the methods Era: The Grammar Translation Method, Reform Movement, Direct Method, etc. The Methods Era: Audio-Lingual Method, Silent Way, etc.
Week 3	Current Communicative Approaches: Task-based Language Teaching and Communicative Language Teaching Post-method Era: Eclectic Approach and Post-method Pedagogy
Week 4	Teaching Language Skills: Teaching Speaking (Online) Micro-teaching practices (in the class)
Week 5	Micro-teaching practices (in the class)
Week 6	Micro-teaching practices (in the class)
Week 7	Teaching Language Skills: Teaching Listening (Online) Micro-teaching practices (in the class)
Week 8	Mid-term week: Micro-teaching practices (in the class)
Week 9	Micro-teaching practices (in the class)
Week 10	Teaching Language Skills: Teaching Pronunciation and Vocabulary (Online) Micro-teaching practices (in the class)
Week 11	Micro-teaching practices (in the class)
Week 12	Micro-teaching practices (in the class)
Week 13	Micro-teaching practices (in the class)
Week 14	Micro-teaching practices (in the class)

Considering sticking to the predetermined course content, a one-semester, that is, the duration of the 14-week syllabus for the Teaching Language Skills 1 course, was planned by the teacher-researcher. Teaching Language Skills 1 course had three lesson hours per week; one lesson hour was used for transferring theoretical knowledge in online education, and the remaining two hours of the lesson were conducted face-to-face for the practical aspect of the mentioned course.

3.6. The Research Procedure

This study started in the fall semester of the 2021-2022 academic year. The stages of the research are presented below:

Table 3.

The Stages Followed During the Research Process

No	The Stages	Time
1	Application of the TSES as a pre-course, signing consent forms	01.10.2021
2	Pilot Study Application	11.10-15.10.2021
3	Interview with Pr1 (Time 1)	20.10.2021
4	Classroom Observation of Pr1 (Time 1)	22.10.2021
5	Delivery of Pr1's Reflection Report (Time 1)	25.10-29.10.2021
6	Interview with Pr4 (Time 1)	20.10.2021
7	Classroom Observation of Pr4 (Time 1)	22.10.2021
8	Delivery of Pr4's Reflection Report (Time 1)	25.10-29.10.2021
9	Interview with Pr3 (Time 1)	21.10.2021
10	Classroom Observation of Pr3 (Time 1)	25.10.2021
11	Delivery of Pr3's Reflection Report (Time 1)	25.10-29.10.2021
12	Interview with Pr2 (Time 1)	03.11.2021
13	Classroom Observation of Pr2 (Time 1)	05.11.2021
14	Delivery of Pr2's Reflection Report (Time 1)	08.11-12.11.2021
15	Interview with Pr4 (Time 2)	09.12.2021
16	Classroom Observation of Pr4 (Time 2)	13.12.2021
17	Delivery of Pr4's Reflection Report (Time 2)	13.12-17.12.2021
18	Interview with Pr3 (Time 2)	16.12.2021
19	Classroom Observation of Pr3 (Time 2)	20.12.2021
20	Delivery of Pr3's Reflection Report (Time 2)	20.12-24.12.2021
21	Interview with Pr2 (Time 2)	16.12.2021
22	Classroom Observation of Pr2 (Time 2)	20.12.2021
23	Delivery of Pr2's Reflection Report (Time 2)	20.12-24.12.2021

(Table 3. Continue)

24	Interview with Pr1 (Time 2)	23.12.2021
25	Classroom Observation of Pr1 (Time 2)	27.12.2021
26	Delivery of Pr1's Reflection Report (Time 2)	27.12-31.12.2021
27	Application of the TSES as a post-course scale	29.12.2021
28	The Change in the Context of the Study (Retrospective Surveys after the earthquake)	06.02.2023

Teaching Language Skills 1, one of the methodology courses was given by the teacher-researcher to the junior students studying in the English Language Teaching department by integrating online education and face-to-face education, that is, through the hybrid education model. In other words, theoretical knowledge was conveyed to students online, and practical lessons were conducted face-to-face. Due to the COVID-19 pandemic, most courses were conducted flexibly during this academic period. When one class member caught COVID-19, face-to-face training continued online for two weeks. Figure 2 below is an illustration of the research procedure:

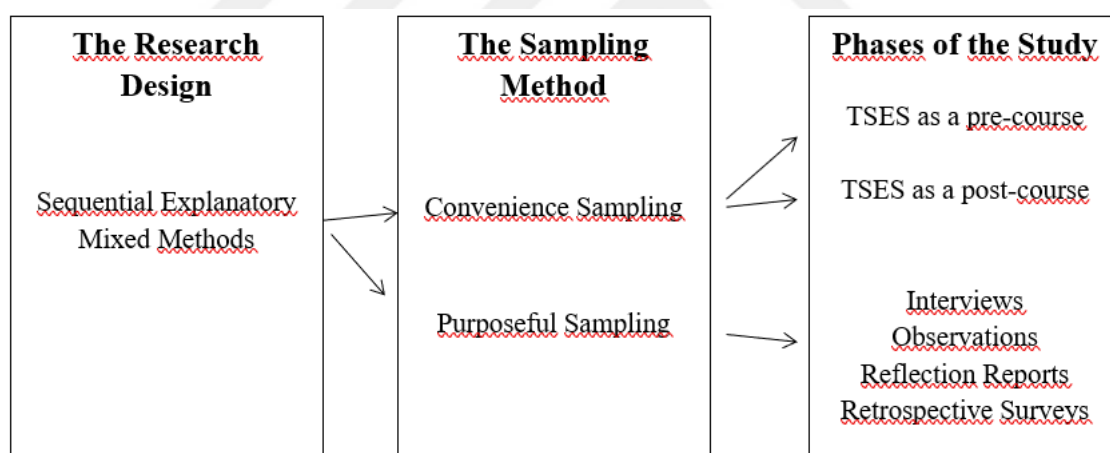


Figure 2. The Research Procedure

At the beginning of the course, it was clearly stated to the students that this study would not interfere with the course flow and that only the data of volunteer participants would be used in this study. First of all, all the participants were assigned in pairs. The relations of the students with each other were not close since the first two years of their undergraduate education were online before this period. In order not to affect the course of the study and to make the participants feel more comfortable in the practical part of the lesson, the students were free in their choice of pairs. In the first lesson of the semester, students were given all the details about the study. They were told that the study would

continue throughout the Teaching Language Skills 1 course, that is, throughout the semester, and that they should complete all assigned assignments and requirements as part of this course. Then, volunteers who wanted to participate in the study were identified and signed a consent form. As for the first phase of our study, the Teachers' Sense of Efficacy Scale (TSES) was applied to all students who wanted to participate voluntarily.

Each week, the teacher-researcher introduced the theoretical content of the course via online education. For this purpose, the Distance Education System of Hatay Mustafa Kemal University, Education365: Hybrid Teaching Management System for On-Campus and Distance Education in Universities, was used. In the theoretical part of the course, the students were taught how to teach listening, speaking, pronunciation and vocabulary skills to a certain group of students using various language teaching approaches, methods and techniques. In the practical part of the lesson, the participants conducted their micro-teachings, which they had been prepared beforehand via face-to-face lessons. Each micro-teaching session was video-recorded to give the teacher-researcher and participants first-hand information. Students were asked to prepare a communication-oriented lesson plan, make micro-teachings using the approaches, methods and techniques taught and reflect on their teaching skills.

The teacher-researcher had online interviews with the participants about two days before their micro-teaching sessions to elicit their espoused theories. The interviews with the participants were held online via Zoom. According to Kohnke and Moorhouse (2022), zoom is a practical, well-known and immersive online meeting program. They further explain that it is an interactive tool that can be used in courses due to its advantages, such as meeting rooms, using board, screen, video and document sharing in language teaching. Microteaching practices were done in pairs and face-to-face. While one pair member was responsible for warm-up and pre-activity, the other was responsible for while- and post-activity. After each micro-teaching session, follow-up reflective discussions were held as a whole class to help the participants retrieve their relevant thoughts. After all this, the participants were expected to have a reflective discussion with their peers and write a reflection report. Participants were given guidance on how to write these reflections in the first lesson. While writing these reflections, the participants focused on the strengths, weaknesses and aspects of microteaching practices that needed improvement, considering the reflective discussions held in the classroom and video recordings.

When students in the Department of English Language Teaching complete the third year of their 4-year undergraduate education and enter the final year, they are

assigned to practicum schools in Turkey. They are supposed to observe their mentor's teaching practices in the first semester and practice teaching in the second semester. As the last phase of this study, the researcher planned to go to the practicum schools where senior students were assigned, observe them teaching in a real classroom environment and conduct interviews with them. However, the final phase of the study could not be carried out as intended, as stated earlier in this chapter, and changes had to be made in this phase of the study (See 3.4.1). In light of these changes, retrospective surveys were conducted on nine participants who took the Teaching Language Skills 1 course and underwent the same procedure.

3.7. Pilot Study

Polit and Beck (2012) define a pilot study as testing every aspect of a planned study before starting the actual process to prevent possible difficulties. The purpose of the pilot study is not to seek answers to the research questions but to predict the problems that may arise during the study and to prepare the researcher against the problems that may arise by taking precautions (Polit & Beck, 2012).

The 1-week pilot of this doctoral thesis was conducted in the second week of the fall semester of the 2021-2022 academic year. Four participants, two females and two males, volunteered for the pilot program and had a consent form signed. In the pilot study of this dissertation, the following were aimed:

1. To enhance the quality of the research,
2. To monitor the feasibility of the study,
3. To check the adequacy and effectiveness of data collection tools,
4. To find any deficiencies in the study,
5. To acquire the initial data,
6. To test the interview questions,
7. To consider the researcher's familiarisation with the procedure of the study,
8. To set the schedule required for the study.

First, the whole class was informed about the study, and volunteer participants were identified. Second, the participants were asked to choose a pair for themselves. The reason why the participants were in pairs was that they could learn from each other.

Arslan Yalçın and Ilin (2013) suggest that peer feedback and support increase teachers' skills. The teacher-researcher was also a participant in the pilot study. Third, the theoretical lesson was conveyed to the students by the teacher-researcher through the Education365 program. Fourth, an online interview was held with both pairs of participants via Zoom two days before their microteaching sessions. Interview questions were asked in the native language, Turkish, in case of any communication problems. With the consent of the participants, the interviews were recorded. The answers to the interview questions were clear and concise. There were no problems. The participants' microteaching practices were observed two days after the interviews. Each microteaching session lasted approximately 20 minutes. This took longer than expected. In fact, at first, each pair was expected to do 10 minutes of microteaching, discuss with each other and reflect on each other. However, in this way, it was observed that they did not work collaboratively, and each pair concentrated only on their own micro-teaching. The aim was for the pairs to be in constant interaction with each other, to add something to each other, to reflect on each other, and thus improve their self-efficacy skills. For this reason, it was decided that rather than each pair having two different microteaching practices, they would both share the same microteaching. Video recording was taken for each session so that the pairs could negotiate with each other on their teaching process before writing their reflections. However, one pair could not record a video of their microteaching due to a technical problem. Therefore, subsequent recordings were taken by the researcher so that the same problem would not occur again. Later, each micro-teaching session was followed by a reflective process. The participants were asked to write a reflection report on their microteaching experience. There was another problem. The researcher realised that the students were not familiar with the word reflection and that they described their micro-teaching word-by-word rather than reflecting on each other critically (Ilin, 2020). In addition, when the researcher checked the first reflection reports, it was found that pairs made mostly positive comments on their pairs' micro-teaching rather than touching on critical points. Therewith, the researcher discussed with the students what reflection is, its purpose and how to write a reflection report. Additionally, so that they could write in more detail while writing reflections for each other, a 12-question guide was given to them. The pilot study contributed to avoiding these deficiencies in the procedure to be eliminated and areas that were not clearly understood to be clarified. The pilot study also set an example for the students about the procedures we would carry out during the semester and the tasks expected from them.

3.8. Lesson Plan

In the first lesson of the semester, the teacher-researcher introduced herself to the students. Following this, they were informed about the study and signed a consent form. It was reminded that all assignments should be prepared and presented on time and that active participation was necessary to pass the course. Next, the Teachers' Sense of Efficacy Scale, developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted into Turkish by Çapa et al. (2005), was applied to determine the self-efficacy beliefs of the students who volunteered for the study. Afterwards, the students were asked to be paired. Then, the teacher-researcher scheduled a common day for the online lesson with the students. Throughout the semester, the theoretical part of the Teaching Language Skills 1 course was delivered online every week on the appointed day and time. The students were provided theoretical information and relevant content examples in this direction. For example, theoretical information was given to teach speaking skills to students of different skill groups. In addition, scientific research studies on how to teach this skill in English language education were taught. In the next step, online interviews with the participants were held 2 days before face-to-face lesson day, which is the day when the students put what they had learnt in the theoretical course into practice through micro-teaching. Practical lessons were held in an empty classroom in the department on Mondays or Fridays throughout the semester. Due to the large population of the class, one micro-teaching was conducted by two pre-service EFL teachers as follows: the first teacher began the lesson with a warm-up and pre-activity, and the second teacher conducted a while- and post-activity about the course content. Each session lasted approximately 15 minutes. After each microteaching session, a reflective discussion and a feedback session were held in the class. In the final stage, the candidates were asked to write a reflection report with their peers, considering the discussions and video recordings.

3.9. Data Collection Tools

Data triangulation was used to obtain a more comprehensive and clear understanding. Data triangulation is defined as using different data collection methods to investigate the same situation (Polit & Beck, 2012). Noble and Heale (2019) argue that data triangulation increases research's credibility and validity. In simpler terms, data triangulation allows for the validation of the results of a study (Bans-Akutey & Tiimub,

2021). In this context, both quantitative and qualitative data collection tools were used. For the quantitative part of the study, the scale developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted into Turkish by Çapa et al. (2005) was used. The qualitative data of this study was obtained from structured interviews, classroom observations of the participants' micro-teaching sessions, reflection reports and retrospective surveys. Using various data collection tools decreases bias in sampling, the research procedure, and the researchers themselves, thus enhancing the study's validity and credibility (Bans-Akutey & Tiimub, 2021).

3.9.1. The Teachers' Sense of Efficacy Scale (TSES)

The Teachers' Sense of Efficacy Scale (TSES) (See Appendix A) developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted into Turkish by Çapa et al. (2005) was used at the beginning of the semester to determine the self-efficacy beliefs of teacher candidates before their microteaching experiences, and at the end of the semester to find out whether microteaching experiences have an effect on teacher candidates' self-efficacy beliefs. TSES is a 9-point Likert scale ranging from 1-Nothing, 3-Very little, 5-Some influence, 7-Quite a bit, and 9-A great deal. It has three subscales: student engagement, classroom management and instructional strategies. Each subscale of the TSES, which contains a total of 24 items, contains eight items: student engagement (items 1, 2, 4, 6, 9, 12, 14, and 22), classroom management (items 3, 5, 8, 13, 15, 16, 19, and 21) and instructional strategies (items 7, 10, 11, 17, 18, 20, 23, and 24).

The reliability coefficient for the English version of TSES was .87 for efficacy in student engagement, .90 for efficacy in classroom management and .91 for efficacy in instructional strategies (Tschannen-Moran & Hoy, 2001). The reliability coefficient of TSES, the Turkish version used in this study, is .82 for efficacy in student engagement, .84 for efficacy in classroom management and .86 for efficacy in instructional strategies (Çapa et al., 2005). The data obtained through this scale answers the first and third research questions of this dissertation.

3.9.2. Interviews

An interview is held to reveal the participant's views, thoughts and knowledge on a particular subject (Knott et al., 2022). Following The Teachers' Sense of Efficacy Scale, structured interviews, one of the interview types, were conducted to collect additional

information on TSES and to determine participants' self-efficacy beliefs on student engagement, classroom management and instructional strategies (See Appendix B). It was important to determine the participants' self-efficacy beliefs to ascertain whether the domains that emerged in the interviews would be observed in microteaching practices or whether they would use the beliefs they mentioned.

To reveal the participants' espoused theories on student engagement, classroom management and instructional strategies, the teacher-researcher conducted structured interviews via Zoom two days before the microteaching practices. The focus of the interview questions was prepared based on the TSES scale. A total of two interviews, at Time 1 and Time 2 were conducted with each pair during the semester, lasting approximately 20-25 minutes. These interviews, which were conducted with four pairs and ultimately consisted of 8 interviews, were recorded. The questions were the same in both interviews. This was to uncover whether there was any change in the participants' self-efficacy beliefs on student engagement, classroom management and instructional strategies. The interviews were carefully transcribed. This data collection tool, one of the most important tools for this doctoral thesis as it is essential in revealing the self-efficacy beliefs of prospective teachers, was used to answer the second research question of this study.

3.9.3. Classroom Observations

Another data collection tool of this study is observation. Observation is a live data collection tool the researcher performs in a controlled or natural environment (Satapathy, 2019). In this study, semi-participant observation, one of the observation types, was performed. As a semi-participant observer, the researcher observed the participants' microteaching practices and gave them feedback. It was aimed to observe whether the participants' self-efficacy beliefs on student engagement, classroom management and instructional strategies correspond to their microteaching practices. To abstain from missing any details or look back, when necessary, each micro-teaching session was video-recorded to enable first-hand information. Farrell and Ives (2015) stated that most existing studies used interviews and questionnaires as data; however, few have used classroom observation to discover what teachers are actually doing in the classroom environment. For this reason, this study aims to play an important role in the literature in this respect. Classroom observations were conducted face to face on Mondays or Fridays during the

2021-2022 fall semester in one of the empty classrooms of the Faculty of Education, Department of Theoretical Lessons. Like interviews, classroom observations were conducted twice to reveal the changes in preservice teachers' self-efficacy beliefs: at Time 1 and Time 2.

3.9.4. Reflection reports

Reflection report is a technique that involves reflecting on an experience (Yadav, 2022) and is defined as a personal development tool (Farrell, 2013). Following the participants' interviews and microteaching observations, reflection reports were used to learn their developing perspectives and how they interpreted the procedure. It is known that writing reflection reports has positive effects on improving teaching skills, in this case, on pre-service teachers' self-efficacy beliefs. To contribute to the developing self-efficacy beliefs of the preservice teachers, they were asked to write reflection reports on their microteaching practices, considering their positive and negative aspects and how they eliminated the problems during teaching and classroom management, thus providing critical thinking and raising awareness in them.

The participants were provided with a guide containing 12 questions so that they could critically evaluate their pairs (See Appendix C) after their micro-teaching practice. These questions guided the participants to focus on student engagement, classroom management and instructional strategies. Reflection reports were collected the following week of the week in which classroom observations were made. During this period, the pairs were expected to engage in a critical and reflective thinking process and write their reports. A total of 8 reflection reports, 2 for each pair, at Time 1 and Time 2, were collected. This data collection tool, together with interviews and observations, answers the second research question of this dissertation.

Figure 3 summarizes information about the qualitative data collection tools and their use up to this stage of the study:

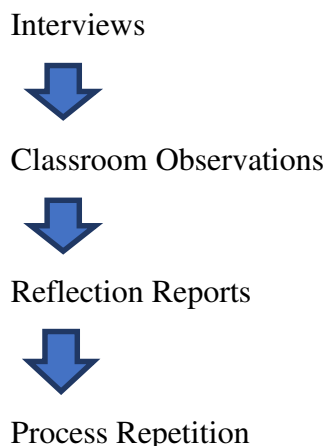


Figure 3. The qualitative research procedure during the term

To summarize the qualitative data procedure until this process, face-to-face microteaching sessions were held two days after the online interviews. After these sessions, candidates were asked to write reflection reports with their pairs. After a certain period of time, the same process was repeated. That is, online interviews were held with the candidates for the second time. Then, microteaching sessions were held in the classroom. Following this, reflection reports were collected. The aim of this structured method is to provide candidates with theoretical and practical experiences, develop awareness in the field of teacher knowledge and thus improve the self-efficacy beliefs of preservice teachers.

After this phase of the study, originally, it was planned to observe the preservice teachers in their practicum schools and then conduct interviews during the last semester of their undergraduate programs, that is, the second academic term of the 4th year. The aim was to observe the preservice teachers in a real classroom environment and then interview them based on the observed lessons to reveal whether or not there was a change in their self-efficacy beliefs. However, due to the devastating effect of the February 6, 2023 earthquakes, changes had to be made in this study phase.

3.9.5. Retrospective Surveys

In light of the changes made to the dissertation, retrospective surveys (See Appendix D) were conducted to learn how microteaching experiences of EFL pre-service teachers affected their self-efficacy beliefs. These surveys were sent via e-mail to all the students taking the Teaching Language Skills 1 course because some candidates who volunteered to participate in the qualitative part of the study could not be reached due to

the earthquake. The earthquake made the data collection procedure planned at the beginning of the study impossible. The most logical solution to collect data seemed to obtain responses through retrospective surveys from other preservice teachers who took the Teaching Language Skills 1 course but were nonparticipants. Although the data had to be collected from these preservice teachers, it should be noted that all the students who took the Teaching Language Skills 1 course went through the same procedure, actively participating in microteaching practices and classroom discussions throughout the semester. Although the study's qualitative data had been obtained from four pairs of participants up to this stage, this procedure had been applied to the entire classroom population. Nine volunteer preservice teachers responded to the retrospective surveys sent via e-mail, which was the maximum number that could be reached. With these retrospective surveys, preservice teachers were asked whether their microteaching experiences had an impact on their self-efficacy beliefs from their perspective.

3.10. Data Analysis

This study examines the probable effects of microteaching on preservice EFL teachers' self-efficacy beliefs. It further aims to increase preservice teachers' awareness of teacher knowledge by applying pre- and post-course scales, interviews, observations, reflection reports and retrospective surveys. The table below presents the research questions, data collection tools and data analysis techniques:

Table 4.

The Data Collection Tools and Data Analysis Techniques per Research Question

Research Questions	Data Collection Tools	Data Analysis
1. What efficacy beliefs do pre-service teachers of English as a foreign language (EFL) hold about 1. a. Student engagement (Espoused Theories)? 1. b. Classroom management (Espoused Theories)? 1. c. Instructional strategies (Espoused Theories) at the beginning of the study?	Pre-course scale	Descriptive Analysis
2. Can the preservice EFL teachers put their espoused teaching strategies into practice during micro-teaching sessions 2. a. During the first micro-teaching session? 2. b. During the second micro-teaching session? 2. c. What are the pre-service EFL teachers' interpretations of the procedure regarding the first and second micro-teaching sessions?	Interviews Classroom Observations Reflection Reports	Manuel Content Analysis
3. Are there differences in the pre-service EFL teachers' self-efficacy beliefs at the beginning and end of the study?	Pre- and post-scale	Descriptive Analysis
4. From the perspective of pre-service EFL teachers, how does, if any, the micro-teaching experience influence their self-efficacy beliefs about their teaching effectiveness?	Retrospective Survey	Manuel Content Analysis

As presented in Table 4, both quantitative and qualitative data collection tools were used to find answers to the research questions. Considering the purpose of the study, qualitative data prevailed during the data collection phase. The qualitative data obtained was analysed using content analysis. Content analysis is defined as the method of dividing

all kinds of written or verbal materials into categories in similar patterns (Creswell, 2013). The content analysis method can be used effectively in analysing many data collection tools such as interviews, observations, open-ended scales, reflection reports, newspapers, books and articles (Hsieh & Shannon, 2005). In this context, Shava et al. (2021) define qualitative content analysis as a research method that is the personal explication of data content through the organized categorization phase of coding and the identification of themes or patterns. Qualitative content analysis highlights the blending of texts and their particular content, creating content from texts and exploring the meanings, themes and patterns that may emerge in particular texts (Shava et al., 2021). In addition, Bogdan and Biklen (2007) describe qualitative data analysis as involving deeply with data, arranging it, breaking it into workable units, amalgamating it, looking up patterns, determining what is important and needs to be learned, and what to pass on to others. Similarly, Adu (2021) states that transforming qualitative data into meaningful results is a process; getting thoroughly involved with the data, creating codes on related information, dividing the codes into clusters, and classifying the clusters to generate themes. Correspondingly, Adu (2019a) explains qualitative data analysis as a systematic process of modifying qualitative data into meaningful results that clarify research questions and give meaning to the data. In other words, qualitative data analysis consists of deriving related information from the data, labelling it, creating codes, creating themes from the codes, and clarifying the research questions with the themes (Adu, 2019a). In this study, Creswell's six-step content analysis process was applied:

1. “Organizing and preparing qualitative data for analysis,
2. Reading all data,
3. Coding of data,
4. Defining categories/themes,
5. Presenting themes and explanations,
6. Interpretation of findings” (2013).

The first research question aimed to determine the self-efficacy beliefs of EFL preservice teachers on student engagement, classroom management and instructional strategies, and the third research question aimed to examine whether there was a change in the self-efficacy beliefs of the preservice teachers from the beginning to the end of the semester. In light of these purposes, the Teachers' Sense of Efficacy Scale, as a pre-course

and post-course scale, was used to answer the first and third research questions. The resulting data for the first research question was analysed through descriptive statistics using SPSS. For the third research question, a t-test was used to reveal whether there was a significant difference in the pre-course and post-course scale results, and inferential analysis was performed. In this study, a parametric t-test was used to analyse data obtained from a 9-point Likert scale. In the literature, it is argued that parametric tests provide reliable and valid results, especially when the assumption of normality is met. In their studies on data obtained from Likert scales, Winter and Dodou (2010) suggested that the test powers of the t-test and the nonparametric Mann-Whitney-Wilcoxon test are close to each other and give valid results. Furthermore, Glass, Peckham, and Sanders (1972) showed that the parametric ANOVA test on 5-7 option Likert scales gives reliable results even if the interval data preconditions are violated. From this perspective, the t-test used in the current study was evaluated as an appropriate and valid analysis method considering the assumption of normality and the sample size.

To find an answer to the second research question, interviews were held with preservice teachers. The purpose of the interviews was to reveal teacher candidates' self-efficacy beliefs on student engagement, classroom management and instructional strategies. Content analysis was performed on the data obtained, and preservice teachers' efficacy domains in these three areas were revealed. Then, the microteaching sessions of the preservice teachers were observed. The purpose of classroom observations was to determine whether the efficacy domains revealed in the content analysis of the interviews overlapped in the microteaching sessions of preservice teachers. In the analysis of classroom observations, the video recordings taken during the observation were carefully analysed. The data obtained here were compared with the efficacy domains that emerged in the interview analysis of preservice teachers, which were subcategorised as student engagement, classroom management and instructional strategies. As a result, constructs that were and were not observed during the lesson were revealed. Preservice teachers' reflection reports were analysed using content analysis, where teacher candidates focused on their strengths, weaknesses and areas they need to improve based on student engagement, classroom management and instructional strategies in their microteaching sessions. The last research question aimed to determine whether microteaching experiences had an impact on preservice teachers' self-efficacy beliefs from their own perspectives, and the data obtained from retrospective surveys were analysed with content analysis. Content analysis of all the qualitative data collected was conducted inductively.

That is, themes and categories were created through inductive content analysis of the data. The analyses were done manually in order for the researcher to immerse more profound in the data and to be able to create detailed insights about the data.

3.11. Trustworthiness of the Study

Trustworthiness is the term used in a qualitative study to indicate that the study results are reliable (Lincoln & Guba, 1985). Trustworthiness is important in research, especially in inductive content analysis, as categories are created from basic data without any built-upon theory categorisation pattern. According to Lincoln and Guba (1985), to prove the trustworthiness of a qualitative study, it is necessary to meet the credibility, dependability, conformability and transferability criteria.

Credibility: Guba and Lincoln (1982) underline that to ensure the credibility of a study, long-term interaction, use of comprehensive data collection tools, diversification of the study, accurate identification of research participants and expert opinion are required. (Yıldırım and Şimşek, 2013). The fact that I was the teacher-researcher of this study allowed me to have long-term interaction with the participants. In addition, the data collection tools used in this study, which are a pre-course scale, interviews, classroom observations, reflection reports, a post-course scale and retrospective surveys, increased the depth of this study. The researcher's critical analysis of the collected data, questioning the adequacy of the collected data to illuminate the research questions, and deeply considering whether the research findings coincide with reality also contributed to the depth-oriented data collection of this research. Another element that ensured the credibility of this study was that the researcher received expert opinions and feedback at every stage of the study, and the study was revised based on these opinions. Finally, during the writing process of this dissertation, the stages of the study and the progress made were discussed with the valuable professors of the committee during the thesis monitoring committee meetings held every six months, and their valuable feedback was received at every stage and used for the development of the thesis.

Transferability: In qualitative studies, transferability means presenting the data findings of the study clearly and concisely (Yıldırım & Şimşek, 2013). In the analysis of this study, the findings were presented clearly and objectively, without adding the researcher's own interpretation, and the findings were presented through the direct quotations of the participants.

Dependability: One of the main ways to increase the dependability of a study is to use the triangulation method in the study, and with this method, the inadequacy or deficiency of a data collection tool used can be compensated for by other data collection tools, and the results can be further strengthened (Mays & Pope, 2000). In this study, dependability was provided by the triangulation method, and the use of data obtained by different methods, such as a pre-course scale, interviews, observation notes, reflection reports, retrospective surveys and a post-course scale, increased the dependability of the results. In addition to this view, Schilling (2006) states that during the coding process, codes are constantly checked to avoid “drifting into an idiosyncratic understanding of what the codes mean”. Thus, considering that the data of this study are largely analysed by content analysis, the researcher took advantage of intra-coder reliability to measure whether the data coding process was consistent over time. After the researcher finished the first qualitative data coding, the coding process was repeated three times, approximately two months apart, and consistency was ensured by reviewing significant differences.

Confirmability: Confirmability measures whether the study findings match the subject being studied rather than the researcher's prejudices, thoughts, and feelings (Yıldırım & Şimşek, 2013). In this regard, confirmability ensures that the integrity of the findings is consistent with the data collected (Morrow, 2005). In this context, to ensure the confirmability of this study, the researcher stores the raw data, such as video recordings of interviews and microteaching sessions, reflection reports, retrospective surveys and the analysed data. In addition, the summary of the transcribed raw data was shared with the participants of the study using the member check method, feedback was received, and corrections were made where necessary. Moreover, the analysis results were evaluated together with the thesis monitoring committee meetings held every 6 months during the thesis writing process, and the consistency of the results was supported by expert validation or researcher triangulation.

3.12. Ethical Considerations

Considering the ethical values of this doctoral thesis, first of all, the ethics committee approval certificate was obtained from Adana Çukurova University Scientific Research and Publication Ethics Committee in the Field of Social and Human Sciences on 04.11.2021. Later, participants who volunteered to participate in the study were asked

to sign a consent form. From the beginning to the end of the study, utmost attention was paid to the privacy rights of the participants. Finally, a permission letter was obtained from the researchers who developed the Teachers' Sense of Efficacy Scale, which was used at the beginning and end of the semester. It is to be noted that this doctoral thesis was conducted in accordance with ethical considerations.



CHAPTER IV

FINDINGS

4.1. Introduction

This chapter focuses on the data analysis based on the study's research questions. The findings from the different data collection instruments are presented in separate sections to provide detailed insights into the gathered data. Unfortunately, as stated before, some planned data could not be collected as expected due to the Kahramanmaraş, Türkiye Earthquakes on February 6, 2023. Therefore, modifications had to be made to address this unexpected situation in the study.

4.2. Results for the Research Question 1

What efficacy beliefs do pre-service teachers of English as a Foreign Language (EFL) hold about student engagement, classroom management and instructional strategies (Espoused Theories) at the beginning of the study?

The aim of the first research question in this study is to identify the self-efficacy beliefs of EFL pre-service teachers regarding student engagement, classroom management and instructional strategies. The Teachers' Sense of Efficacy Scale (TSES), developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted into Turkish by Çapa et al. (2005), was used to collect data from 31 participants before the Teaching Language Skills I lesson. The scale was applied in the first lesson, and the data collected were analysed using SPSS 20.0. The results of the descriptive statistical analysis of the EFL pre-service teachers' self-efficacy beliefs regarding student engagement, classroom management and instructional strategies are presented in Table 5.

Table 5.

Descriptive Statistics of EFL pre-service teachers' efficacy beliefs at the beginning of the study

Subscales	Mean	SD
Efficacy for Student Engagement	6.37	0.97
Efficacy for Classroom Management	6.45	1.09
Efficacy for Instructional Strategies	6.29	1.19
Average	6.37	1.08

Note: Scores on a 9-point Likert scale

Table 5 presents a descriptive statistical analysis of 31 students. The study aims to reveal EFL pre-service teachers' efficacy beliefs concerning student engagement, classroom management and instructional strategies.

As shown in the table, according to the mean value ($m = 6.37$), EFL pre-service teachers feel quite a bit efficient in student engagement, classroom management and instructional strategies. If looking at the analysis of items separately, it can be seen that there are too few differences in the rating of those items. The highest mean pertains to Efficacy for Classroom Management ($m = 6.45$). Efficacy for Student Engagement has the second highest mean ($m = 6.37$). Efficacy for Instructional Strategies has the lowest mean of the three items ($m = 6.29$). All in all, with the responses to the statements, it is seen that the EFL pre-service teachers regard themselves as capable of student engagement, classroom management, and instructional strategies.

In the tables below, the results of the descriptive statistical analysis of pre-service teachers' efficacy beliefs about student engagement, classroom management and instructional strategies are presented separately:

Table 6.

Descriptive Statistics of EFL pre-service teachers' efficacy beliefs in terms of student engagement before the course

Item No	Item Content	Mean	SD
1	How much can you do to get through to the most difficult students?	5.61	1.08
2	How much can you do to help your students think critically?	6.03	1.19
4	How much can you do to motivate students who show low interest in school work?	6.48	1.23
6	How much can you do to get students to believe they can do well in school work?	6.96	1.37
9	How much can you do to help your students value learning?	6.77	1.17
12	How much can you do to foster student creativity?	6.32	1.70
14	How much can you do to improve the understanding of a failing student?	6.48	1.33
22	How much can you assist families in helping their children do well in school?	6.29	1.65
Average		6.36	1.34

Table 6 shows EFL pre-service teachers' self-efficacy beliefs related to student engagement, which is 6.36 out of the 9.00 total score. Upon analysing the mean scores of each item, there appears to be minimal variance. Notably, Item 6 and Item 9 have the highest average scores ($m = 6.96$ and 6.77 , respectively), while Item 1 has the lowest

average score of 5.61. All in all, the average mean score of the table fits somewhere near *quite a bit* within the Teachers' Sense of Efficacy Scale ($m=6.36$).

Table 7.

Descriptive Statistics of EFL pre-service teachers' efficacy beliefs in terms of classroom management before the course

Item No	Item Content	Mean	SD
3	How much can you do to control disruptive behaviour in the classroom?	6.22	1.20
5	To what extent can you make your expectations about student behaviour clear?	6.90	1.49
8	How well can you establish routines to keep activities running smoothly?	6.45	1.43
13	How much can you do to get children to follow classroom rules?	7.16	1.24
15	How much can you do to calm a student who is disruptive or noisy?	6.61	1.56
16	How well can you establish a classroom management system with each group of students?	5.51	1.71
19	How well can you keep a few problems students from ruining an entire lesson?	6.41	1.72
21	How well can you respond to defiant students?	6.32	1.24
Average		6.44	1.44

Table 7 reports a descriptive statistical analysis of 31 pre-service English teachers' self-efficacy beliefs related to classroom management. The table shows that according to the mean value ($m=6.44$), EFL pre-service teachers feel pretty competent in classroom management. When the mean scores are evaluated separately, there are slight differences. Item 13 stands out with a score of 7.16. With a mean of 5.51, item 16 has been found as the lowest, with a score of 5.51. To sum up, it can be said that pre-service English teachers appear more self-efficacious than student engagement.

Table 8.

Descriptive Statistics of EFL pre-service teachers' efficacy beliefs in terms of instructional strategies before the course

Item No	Item Content	Mean	SD
7	How well can you respond to difficult questions from your students?	6.00	1.26
10	How much can you gauge student comprehension of what you have taught?	6.51	1.52
11	To what extent can you craft good questions for your students?	6.51	1.71
17	How much can you do to adjust your lessons to the proper level for individual students?	6.00	1.52
18	How much can you use a variety of assessment strategies?	6.16	1.57
20	To what extent can you provide an alternative explanation or example when students are confused?	6.64	1.60
23	How well can you implement alternative strategies in your classroom?	6.35	1.30
24	How well can you provide appropriate challenges for competent students?	6.12	1.58
Average		6.29	1.50

Table 8 presents a descriptive statistical analysis of 31 EFL pre-service teachers' self-efficacy beliefs concerning instructional strategies. The average value of the table fits somewhere near *quite a bit* within the scale ($m=6.296$). This means that EFL pre-service teachers' beliefs about instructional strategies are high. If looking at the analysis of items separately, it can be seen that there are too few differences in the rating of those items. The highest means pertain to Item 20 ($m=6.64$), Item 10 ($m=6.51$) and Item 11 ($m=6.51$) respectively. Items 7 and 17 have the lowest means ($m=6.00$). The results suggest that EFL pre-service teachers are quite efficient in student engagement, classroom management, and instructional strategies. The following section introduces the findings from the structured interviews, classroom observations and reflection reports, respectively.

4.3. Results for the Research Question 2

Can the preservice EFL teachers put their espoused teaching strategies into practice during micro-teaching sessions

a. During the first micro-teaching session?

b. During the second micro-teaching session?

c. What are the pre-service EFL teachers' interpretations of the procedure regarding the first and second micro-teaching sessions?

The second research question for this study aims to ascertain whether EFL pre-service teachers' self-efficacy beliefs regarding student engagement, classroom management, and instructional strategies align with their micro-teaching practices and collect additional information following The Teachers' Sense of Efficacy Scale. The qualitative data for this study were obtained from four pairs of pre-service teachers who engaged in structured interviews two days before their micro-teaching sessions. The objective was to comprehend their espoused theories on student engagement, classroom management, and instructional strategies. Subsequently, the interviews were then analysed through content analysis to identify emerging constructs, which were subsequently observed in the micro-teaching practices of the respective pairs. In order to see the changes in the self-efficacy beliefs of the prospective teachers over time and to obtain their views on the procedure, structured interviews, observations and reflection reports were conducted twice. The qualitative data of the study was obtained from 4 pairs, a total of 8 prospective teachers, and these 4 pairs were given pseudo-names Pr1, Pr2, Pr3 and Pr4, thus protecting the privacy of the participants. All qualitative data were analysed using the inductive content analysis method.

4.3.1. Results of Structured Interviews at Time 1

The purpose of the interviews conducted with 4 pairs of prospective teachers was to reveal their self-efficacy beliefs, namely espoused theories, on student engagement, classroom management and instructional strategies. The data from these interviews underwent content analysis, identifying five categories. The table below presents the categories that emerged from the inductive content analysis, and the tables following it present each category separately, including its subcategories with frequencies, and statements of the participants at Time 1 to shed more light on the issues from first-hand voices.

Table 9.

Overall Results of Structured Interviews at Time 1

Categories	<i>f</i>
Student Engagement Strategies	83
Classroom Management Strategies	55
Teacher Qualifications	54
Instructional Strategies	20
Communication Strategies	19

Table 9 presents the five categories that emerged in the structured interviews' content analysis at Time 1. The category of “student engagement strategies” received the most frequent citation ($f=83$). The second most frequently cited category was “classroom management” ($f=55$). The third most emphasised category was “teacher qualifications” ($f=54$). The fourth was “instructional strategies” ($f=20$). The last category most frequently stated was “communication strategies” ($f=19$). The tables below will discuss each category separately and in detail.

Table 10.

Results of Structured Interviews for “Student Engagement Strategies” Category at Time 1

	<i>f</i>
Promotes interaction	32
Total	32
Uses teaching materials	3
Audio-visual aids	12
Visual aids	12
Authentic teaching materials	5
Total	32
Engages activities	11
Fun activities	11
Warm-ups	2
Total	24

Table 10 shows that the data categorised as student engagement strategies were interpreted by coding them as “engaging activities”, “using teaching materials” and “promoting interaction”. One of EFL pre-service teachers' most frequently highlighted subcategories was “using teaching materials” ($f=32$). In this context, the pre-service teachers said that using authentic teaching materials, visuals, and audio-visual materials

increases students' motivation and encourages them to participate in the lesson. Some excerpts from the pre-service teachers may give more insight:

“...The teacher needs to put a little more effort into selecting course material. My pair and I are trying to do this in our micro-teaching. When preparing the material, the teacher should include real-life situations, as they will be more memorable for the students” (Pr2).

Pr2 thinks using authentic materials by teachers will be beneficial because it makes learning more permanent.

“...Using visuals. We used some visuals in the lesson. We did this in our first micro-teaching. We asked questions concerning the lesson using some visuals. Since we aroused the students' curiosity, they actively participated in the lesson and understood it, which was effective for them” (Pr1).

“...First of all, not every subject interests every student. The materials used in the lesson and our techniques are important to attract the students' attention. For example, a monotonous lecture does not keep the student in the lesson. Still, PowerPoint presentations, videos, listening activities, or other visuals that will attract their attention will keep the students in the lesson” (Pr4).

Pr1 and Pr4 think using visual and audiovisual materials in education will keep students' attention alive and provide a more practical learning process. According to them, students tend to show more interest in lessons when they use visuals and audiovisuals as teaching aids. These teaching aids eliminate the monotony of the class and provide a fun learning process.

The other most frequently mentioned subcategory was “promoting interaction” (f=32). According to the answers of the EFL pre-service teachers, classroom activities should focus on communication and interaction to ensure the participation of the students in the lesson. In this context, the excerpts of the participants are given below:

“...By communicating more with students during the lesson, asking questions, and giving examples, students adapt to the lesson more... In this way, I try to involve my students in the lesson” (Pr3).

Pr3 emphasised the importance of promoting interaction within the class. They underlined that students learn better when they interact with their classmates and the teacher, and to ensure this, students should be asked questions or given examples. They stated that interacting with students allows them to participate actively in the lesson.

“...For example, when they work as pairs, when asked personal questions and participate in discussions and conversations, they are very enthusiastic. I think group and pair work activities make them active” (Pr2).

“...Group activity makes more sense. Children can learn a lot from their peers as well, and they can also learn a lot from their teachers. I think they learn more from their peers” (Pr3).

Pr2 and Pr3 stated that lessons are more enthusiastic and effective when students participate in group or pair work activities. In addition, they think students learn from each other when interacting in these activities.

The subcategory “engaging activities in class” received the third most frequent citation ($f=24$). The pre-service teachers emphasised the importance of having activities to involve students in the lesson. One of the participant’s statements is as follows:

“...Also, activities are significant when teaching English, especially to young children. You know, you need to find fun things. You need to attract their attention so they can participate in the lesson; otherwise, involving all the students is difficult” (Pr1).

According to the above statement, Pr1 emphasised the importance of fun activities to keep students interested in the lesson.

“...Let me relate it to our experience. For example, we showed a fruit picture on the board in our activity. The student standing in front of the board did not see it, and their classmates tried to draw it and make it guess. Such games motivate students” (Pr3).

“...I think students like to act with a sense of competition. That’s why these kinds of activities come into play. Game-based activities attract students as they increase competition among students” (Pr4).

Pr4 believe that games attract students' interest in the lesson and increase their motivation, contributing to their learning.

“...First of all, if we start the lesson with a warm-up activity, all the students' attention will be on the lesson. However, students may get confused if we start with the subject directly. If we start the lesson with a fun activity, they will be more ready for the lesson” (Pr3).

Pr3 thinks warm-up activities are influential in preparing for the lesson, as they draw the students' attention.

When the table is evaluated in general, the most frequently used strategies by the pre-service teachers to engage students in the lesson are providing interaction in the classroom, using teaching materials and taking advantage of activities.

Table 11.

Results of Structured Interviews for “Classroom Management Strategies” Category at Time 1

	<i>f</i>
Handles disruptive students	
Interviews	16
Avoids blame language	7
Assigns responsibility	5
Warns	5
Arranges to seat	3
Rewards	2
Total	38
Sets classroom rules upfront	14
Total	14
Manages time well	3
Total	3

According to Table 11, three subcategories, “handling disruptive students”, “managing time well” and “setting classroom rules upfront”, formed the category of classroom management strategies. The most frequently highlighted classroom management strategy was “handling disruptive students” ($f=38$). Pre-service teachers said they prefer techniques such as assigning responsibility to students, warning students, seating arrangements, avoiding blame language, rewarding students, and interviewing about disruptive behaviour to prevent undesirable behaviour in the classroom. The following can provide an example of this:

“...I give basic tasks to students when I feel that a topic covered during the lesson will be interrupted for any reason... ...If there are students who disturb the pace of the lesson, some tasks can be given to them so that they will be interested in the lesson” (Pr2).

These excerpts indicate that students who exhibit undesirable behaviours can be given tasks to ensure they pay attention to the lesson.

“...First, I warn the student. If the student is uninterested in the lesson despite being warned, I avoid making statements like “Why are you doing this?” since they just make the student turn against me. If I warn the student in the classroom, he or she will not respect me, so I will try other ways” (Pr1).

“...As teachers, we should avoid using ‘you’ statements, such as ‘don’t touch your phone!’ or ‘put on your mask!’ We shouldn’t be so strict. Using I-messages provides more effective classroom management” (Pr4).

Pr1 and Pr4 in the above expressed that in the classroom, warning the student who is causing trouble during the lesson in front of their classmates or using ‘you’ or ‘accusatory’ statements to the student alienates the student from the lesson. Instead, more constructive expressions can be used, or the student can be directed to the lesson in other ways.

“...The disruptive student's seat may be changed. If the student sitting in the back is far from the board and is interested in other things, he can be seated in the front rows of the classroom to be more interested in the lesson” (Pr2).

As understood from Pr2’s statements above, changing the student’s seat is another method which can be used to deal with students who create disciplinary problems.

“...I think it is useful to reward the student. A friend also applied this method in micro-teaching. She gave chocolate to the students” (Pr4).

Pr4 think that students may be rewarded to encourage desired behaviour in the classroom.

“...If a student is having trouble in class, there is a reason. He may have a problem with his family, be hyperactive, or have a problem in the classroom. All of these can happen, so I think the reason for this must be found out instead of creating a direct authority figure. The student must admit their mistake and do something about it. A meeting with the family can be arranged” (Pr2).

“...I cannot say that I am yet fully experienced in classroom management. But I have some ideas. It would not be right to offend students who exhibit behaviour that would disrupt the smoothness of the lesson directly in the classroom; on the contrary, it could worsen the situation. I think a meeting with the student can be arranged right after the lesson. I do not warn the student during the lesson” (Pr4).

The above passages reveal that the participants believe that ensuring the lesson's smoothness is very important for good classroom management. Pr2 and Pr4 discussed strategies such as meeting with the student face-to-face or arranging a meeting with the student's family to eliminate undesirable behaviours in the classroom.

Another classroom management strategy cited by pre-service teachers was “setting classroom rules upfront” (f=14). Pr1, Pr2 and Pr4 stated that it is essential to determine classroom rules to maintain order and behaviour and make education more efficient.

“...I don't think there should be any strict rules. Of course, there should be rules, but the students should determine those rules. It is necessary to create classroom rules with students. Thus, the classroom is managed more effectively” (Pr1).

“...In my first lesson, I explained to my students what to do and what not to do so that everything went smoothly. I must state beforehand that I will not let them go out for any reason during the lesson, that they must come on time, and that they must wait for break time for their special needs” (Pr2).

It is understood from the sentences given above that the pre-service teachers agree that classroom rules should be created together with the students in the first lesson for effective classroom management.

“Managing time well” was the last subcategory the pre-service teachers cited as a classroom management strategy (f=3). Accordingly, in their interview concerning this, they briefly and only used the expression, ‘Effective time management.’”.

“...Effective time management.” (Pr2).

As this statement shows, Pr2 asserted that effective time management in a classroom environment is essential for classroom management.

When the table is evaluated, the elements that the pre-service teachers pay attention to in classroom management are concluded to be coping with disruptive students, establishing classroom rules, and using time effectively.

Table 12.

Results of Structured Interviews for “Communication Strategies” Category at Time 1

	<i>f</i>
Uses Nonverbal Immediacy Behaviours	
Uses of gestures and facial expressions	4
Moves around the classroom	3
Touches students on the shoulder or arm	2
Stands close to students	2
Maintains eye contact	1
Total	12
Uses Verbal Immediacy Behaviours	
Adjusts their tone of voice	3
Addresses students by name	3
Uses humour in class	1
Total	7

As Table 12 presents, the EFL pre-service teachers use “nonverbal” and “verbal immediacy behaviours” for communication strategies. To elaborate, 5 out of 8 constructs belong to the subcategory of nonverbal immediacy behaviour, which received the most frequent citations ($f=12$). As for nonverbal immediacy behaviours, the pre-service teachers stated that they prefer to use strategies such as “maintaining eye contact”, “standing close to students”, “touching students on the shoulder or arm”, “using gestures and facial expressions” and “moving around the classroom while teaching”. The following excerpts can help clarify the situation:

“...The use of hands and gestures during the lesson. While lecturing in the classroom, some teachers sit all the time. Others walk around the classroom and touch the students' shoulders, thus keeping the students' attention alive. As a teacher, I want to do this” (Pr2).

“...It seems ineffective to me that the teacher sits at the table and lectures and does not walk among the students. The students cannot connect with the teacher. However, if the teacher walks around the classroom during the lesson, they can better observe the students. It is also important that the teacher teaches the lesson using hands and gestures” (Pr3).

As the explanations of Pr2 and Pr3 show, using nonverbal immediacy behaviours is essential in classroom management as it positively affects the student-teacher relationship.

The second most frequently cited subcategory was “using verbal immediacy behaviours” ($f=7$). According to the ideas put forward by Pr1, Pr2, and Pr3, using humour in class, addressing students by name and adjusting tone of voice are supportive elements for good classroom management. Some selected excerpts are provided below:

“...I agree that the teacher should not be rigid and sullen. Rather, the teacher should have a sense of humour so the students feel close to the teacher” (Pr1).

“... For effective classroom management, teachers should teach the lesson using hand gestures and changing tone of voice” (Pr3).

“...We have a teacher at school. She uses nice words when addressing us. She knows all of our names, which makes us feel valuable. We must know their names to develop positive relationships with our students” (Pr2).

In their answers, the pre-service teachers stated that when the teacher knows the students' names, makes jokes in the lesson, and says nice words, it increases the students' positive behaviour in the classroom.

To summarize the table, the pre-service teachers value nonverbal and verbal communication strategies, with emphasis on nonverbal communication, such as using gestures and facial expressions, moving around the classroom during the lesson, etc.

Table 13.

Results of Structured Interviews for “Teacher Qualifications” Category at Time 1

	<i>f</i>
Personal Qualifications	
Is innovative	7
Is sympathetic	6
Is affectionate	5
Is qualified	5
Is self-confident	4
Is trustworthy	1
Is authoritative	1
Total	29
Professional Qualifications	
Builds rapport with students	8
Empathises with students	5
Treats class members equally	4
Values student feedback	3
Knows students	2
Supports different learning styles	1
Guides students	1
Total	24

Table 13 shows that the data categorised as teacher qualifications revealed two subcategories: personal qualifications and professional qualifications. Accordingly, “personal qualifications” ($f=29$) were cited more than “professional qualifications” ($f=24$).

As seen in the table, the pre-service teachers specified the personal qualifications of a high self-efficacy teacher as innovative, sympathetic, affectionate, qualified, self-confident, authoritative, and trustworthy.

“Being innovative” was the most frequently-cited personal qualification ($f=7$). The relevant excerpt is given below:

“...For example, we are the children of Generation Z, but the next generation after us will be very different. The teacher should follow their time and be able to address them. Taking this into account, doing lesson activities attracts students' attention... It is necessary to understand the next generation's time and modernise. A teacher has to keep up with the times...” (Pr1).

As stated above, according to Pr1, teachers must be innovative and guide students in their learning processes. They must apply innovations in the classroom environment and not stick to old ideas.

Another frequently cited personal qualification was “being sympathetic” (f=6). Pr1 and Pr2 conveyed that a teacher with high self-efficacy should be sympathetic. This can be exemplified by the following:

“...Yes. For some students, being nice and sympathetic to them attracts them to the lesson” (Pr2).

As seen in the excerpt above, Pr2 stated that the teacher must be sympathetic because this keeps the student's interest in the lesson alive.

As for professional qualifications reported by the pre-service teachers, a teacher with high self-efficacy builds rapport with students, empathises with students and treats class members equally, values student feedback, has knowledge of students, guides students and supports different learning styles in the classroom. Among these, one of the most mentioned qualifications was “building rapport with students” (f=8). The following passage is relevant:

“...First of all, it is necessary to establish a connection between the teacher and the students. Being too distant from students keeps them away from the teacher. If students cannot connect with the teacher, lessons will not be effective” (Pr3).

The second most frequently cited construct was “emphasising with students” (f=5). One of the pre-service teachers said:

“I think that active listening, understanding, and interpretation are important. This develops the teacher's sense of empathy” (Pr2).

Another frequently cited construct was “treating class members equally” (f=4). See the excerpt below:

“...The most important feature for me is equality among students. The teacher should treat every student equally. Most teachers do not treat everyone equally, and some teachers can be slightly biased” (Pr4).

As can be understood from these sentences, Pr2, Pr3 and Pr4 indicated that creating a positive bond with students, treating them equally and empathising with them are among the essential professional qualifications of a self-efficient teacher.

Table 14.

Results of Structured Interviews for ‘‘Instructional Strategies’’ Category at Time 1

	<i>f</i>
Student-centred teaching	9
Flipped classroom model	6
Inductive teaching	2
Experiential learning	2
Eclectic approach	1

Table 14 presents data categorised as instructional strategies, which revealed five constructs: student-centred teaching, flipped classroom model, inductive teaching, experiential learning and eclectic approach.

As it is clear from the table, the most frequently stated instructional strategy was ‘‘student-centred learning’’ ($f=9$). All the interviewed pre-service teachers said that they preferred student-centred education while teaching. A pre-service teacher’s words may serve as an example:

‘‘...If we encourage students to talk more, ask questions and teach student-centred lessons, students will adapt to lessons more. Lessons should be student-centred’’ (Pr3).

Pr3 suggested that lessons should be conducted in active, interactive ways and that the focus should be on the student.

The second most emphasised instructional strategy was the ‘‘flipped classroom model’’ ($f=6$). Two pairs stated that education should be continued on online platforms along with the school. In addition, they talked about the advantages of the flipped classroom model for both teachers and students. Accordingly, teachers spend less time introducing new topics because, with the flipped classroom model, students obtain initial information independently at home, usually via video. For example, one of the pairs stated:

‘‘...I think 40 minutes (1 lesson hour) is not enough to teach English, and learning does not happen only in classroom settings. So, if we present this learning process to students at home, they can learn more. Language teaching should not be limited to the

school environment. Technology can be integrated into the learning process. Almost everyone is familiar with the online education system. There are many useful websites like ‘Edpuzzle’, especially in the field of language teaching...’ (Pr2).

According to the statements above, Pr2 thought that education could be continued in digital environments; there are many helpful sites for this, and present conditions are suitable.

When we consider our findings regarding EFL pre-service teachers’ espoused theories, they emphasised student engagement strategies, classroom management strategies, teacher qualifications, instructional strategies, and communication strategies at Time 1.

4.3.2. Results of Structured Interviews at Time 2

To understand whether there was any change or improvement in the sense of efficacy beliefs of EFL pre-service teachers, structured interviews were conducted for the second time with the same questions asked in the previous interviews. The content analysis of the interviews revealed five categories.

The table below presents the general categories, and the following tables offer each category separately with their codes and excerpts from the pre-service teachers’ interviews at Time 2 to shed more light on the issues from first-hand voices.

Table 15.

Overall Results of Structured Interviews at Time 2

Categories	<i>f</i>
Teacher Qualifications	94
Student Engagement Strategies	64
Classroom Management Strategies	55
Communication Strategies	22
Instructional Strategies	11

Table 15 displays the categories derived from the content analysis of the structured interviews at Time 2 regarding the pre-service teachers’ self-efficacy beliefs. The “teacher qualifications” category was most frequently cited ($f=94$). The second most

emphasised category was “student engagement strategies” ($f=64$). The third most frequently cited category was the “classroom management strategies” category ($f=55$). The fourth category was “communication strategies” ($f=22$). The last category most frequently stated was “instructional strategies” ($f=11$). In the tables below, each category will be described separately.

Table 16.

Results of Structured Interviews for ‘Student Engagement Strategies’ Category at Time 2

	<i>f</i>
Engages activities	11
Games	11
Drama	2
Warm-ups	1
Total	25
Promotes interaction	22
Total	22
Uses teaching materials	
Audio-visual aids	8
Visual aids	6
Authentic teaching materials	3
Total	17

According to Table 16, the category of student engagement strategies consisted of three subcategories: "engaging activities," "using teaching materials," and "promoting interaction." The most frequently cited subcategory was "engaging activities" ($f=25$). Accordingly, the participants emphasised that the course activities, especially games, drama and warm-up activities, make students enjoy being in the classroom, provide communication between the students and thus direct their attention to the lesson. Below are excerpts that will exemplify those mentioned above:

“...For example, having activities in the lesson is very important. The activities have benefits for students’ learning” (Pr1).

“... We know that games are important. Games can be used in the lesson to attract students' attention. There should be games that successful students and students with low academic success can play” (Pr2).

The second most frequently mentioned subcategory was "promoting interaction" (f=22). The participants said that asking questions to students and pair and group activities increase the classroom's motivation and enable students to interact with each other. The following can give an example of this:

“...To attract students' attention to the lesson and to ensure that students are active in the lesson, group activities allow students to interact more with each other” (Pr3).

The last most frequently highlighted subcategory was “using teaching materials” (f=17). Participants think using visual and audio-visual tools and authentic materials in teaching adds variety to the learning process, enables students to grasp the subject without getting bored, and provides a multi-learning environment. In this context, one of the statements of the participants is given below:

“...Course-related videos can be used in the classroom. For example, when we teach 7th-grade students on the subject of planets, we can use videos. I can teach the unit's vocabulary through 1-.1.5-hour short films” (Pr4).

To summarize the table, the pre-service teachers put forward strategies such as using activities, providing interaction and using teaching materials to involve students in the lesson.

Table 17.

Results of Structured Interviews for “Classroom Management Strategies” Category at Time 2

	<i>f</i>
Ensures a positive classroom atmosphere	24
Total	24
Handles disruptive students	
Interviews	9
Assigns responsibility	4
Avoids blame language	4
Warns	1
Total	18
Has effective classroom management skills	6
Total	6
Sets classroom rules upfront	4
Total	4
Arranges the physical environment	3
Total	3

As presented in Table 17, it is evident that the data collected on classroom management strategies can be classified into five distinct subcategories. Among these subcategories, the most frequently cited one within the category of “classroom management strategies” was “creating a positive classroom environment” (f=24). All the participants agreed that students should form a bond with the teacher and each other to be actively involved in the lesson, to ensure their interest and motivation, and to avoid problems in classroom management. The following can provide an example:

“...It is necessary to create a bond with the student and establish a bond with the whole class. There must be harmony between the student and the teacher” (Pr3).

“Handling disruptive students” was the second most frequently mentioned subcategory in the category of “classroom management strategies” (f=18). In this context, the participants discussed different strategies for detecting undesirable behaviours. These were described as assigning some responsibility to the student who exhibited unwanted behaviour in the classroom, warning the student, avoiding blame language, and interviewing the student, his family or the guidance service touching on problematic behaviour. Related excerpts are given below:

“...For example, if a student distracts the class while I'm teaching, I first talk to the student about the disruptive behaviour. I talk to them first and, if necessary, to the family. If there is no serious problem and s/he is doing this to attract attention, I will warn the student in the lesson in an appropriate language” (Pr1).

“...First, I consider why the student is reluctant to attend the lesson. In addition, I give the student in-class assignments to keep him busy. As long as the student is busy with something, s/he will not get bored, so s/he will not have time to interrupt the learning process” (Pr2).

The third most frequently emphasised subcategory was “having effective classroom management skills” (f=6). Pr1, Pr2 and Pr3 agreed that teachers should have adequate classroom management knowledge and skills. One of the participants' statements illustrating this point is as follows:

“...The teacher must be a good classroom manager. The teacher should manage the classroom well” (Pr1).

“Setting classroom rules upfront” (f=4) and “arranging the physical environment” (f=3) were two of the last classroom management strategies asserted by the participants. Pr2 stated that the classroom rules should be determined in the first

lesson, and the students should also choose these rules to gain the desired order and behaviour. The following may help to make more sense:

“...I think classroom discipline is essential. The class should have an order. Classroom management requires smoothness. This means that the lesson is not interrupted. Smoothness is essential; it increases the efficiency of the lesson...” (Pr2).

“...Pr1 said that the environment a teacher creates in the classroom is critical. For example, I always want the classroom walls to be full. If that is the case, even the student who does not like the lesson can attend because s/he feels comfortable, and maybe s/he will like the lesson more. It would be beneficial to hang their activities on the walls or design the classroom accordingly” (Pr1).

According to Pr1's opinions, the teacher must organise the classroom to create a quality learning environment. Additionally, Pr1 thought that posting the activities carried out in the school on the classroom walls positively affected the students.

When the table is summarized, the classroom management strategies put forward by preservice teachers are creating a positive atmosphere in the classroom, managing disruptive students, using effective classroom management skills, and adapting the physical structure of the classroom.

Table 18.

Results of Structured Interviews for “Communication Strategies” Category at Time 2

	<i>f</i>
Uses Nonverbal Immediacy Behaviours	
Uses of gestures and facial expressions	10
Moves around the classroom	7
Stands close to students	2
Leans toward students	1
Maintains eye contact	1
Total	21
Uses Verbal Immediacy Behaviours	
Addresses students by name	1
Total	1

As displayed in Table 18, the EFL pre-service teachers reported two immediacy behaviours as communication strategies: “nonverbal immediacy behaviours” and “verbal immediacy behaviours”. The student-teachers gave the most importance to “nonverbal immediacy behaviours” ($f=21$). They reported making eye contact with students, leaning toward them, standing close to them in the classroom, and walking

around the school. In addition, they claimed that using gestures and facial expressions is fundamental in directing the student's attention to the lesson and maintaining discipline in the classroom. The following may explain these views:

“... For example, when talking about emotions, instead of saying I am happy = mutluyum, I am sad = üzgünüm, we can teach them through our gestures and facial expressions... It is not an effective classroom management strategy if the teacher comes to the classroom and passively tells the lesson from the book, does not walk around the classroom, does not make eye contact with the students” (Pr3).

Pr3 thinks learning will be more effective with gestures and facial expressions than with the teacher passively giving a lesson. Additionally, the teacher should walk around the classroom and make eye contact with students while teaching. If these are provided, effective classroom management will be achieved.

As for “using verbal immediacy behaviours” (f=1), one pair stated that teachers should address students by name. This would form a more positive relationship between students and teachers.

“...Addressing students by name makes them feel closer to the teacher” (Pr3).

When the table is evaluated, it is seen that pre-service teachers put forward immediacy behaviours, mostly nonverbal immediacy behaviours, as communication strategies.

Table 19.

Results of Structured Interviews for “Teacher Qualifications” Category at Time 2

	<i>f</i>
Personal Qualifications	
Is innovative	23
Is kind but firm	14
Be affectionate	13
Is tolerant	12
Is energetic	4
Is qualified	4
Is observer	1
Total	71
Professional Qualifications	
Treats class members equally	8
Supports different learning styles	4

(Table 19.contiue)

Develops critical thinking skills in students	3
Empathizes with students	3
Provokes excitement for content	3
Avoids perfectionism while teaching	2
Total	23

According to the data categorised as teacher qualifications, two subcategories emerged: “personal qualifications” and “professional qualifications”. The table shows that personal qualifications (f=71) were cited more frequently than professional qualifications (f=23). According to the pre-service teachers, the personal qualifications a teacher should have the most to ensure effective learning are being innovative, affectionate, tolerant, kind but firm, qualified, energetic, and an observer. The most frequently highlighted personal qualification, which was “being innovative” (f=23), is offered with the excerpt from Pr1 below:

“...For example, some old teachers still use old-fashioned teaching methods. However, the content in textbooks has been renewed, and the curriculum has changed; they do not even follow it... New methods must be used: x generation, y generation and z generation. And there are differences between each generation. Therefore, adapting and keeping up with each new generation is essential. In this way, we can attract our students to the lesson” (Pr1).

According to Pr1, the teacher should use innovative teaching approaches. The teacher must follow innovations in the field, use them in the lessons, and be open to new methods for a more qualified education.

As for professional qualifications, the pre-service teachers stated that to ensure effective learning, a teacher should have such professional qualities as treating class members equally, supporting different learning styles, developing critical thinking skills, empathising with students, provoking excitement for content and avoiding perfectionism while teaching. The most highlighted professional qualification, which was “treating class members equally” (f=8), is presented with the statement from Pr1 below:

“...For example, when a student thinks that their teacher likes another student more, this student's motivation towards the lesson decreases. The student becomes alienated from lessons and school” (Pr1).

Pr1 thinks teachers should treat students equally and recognise that each student has different interests, needs and expectations.

The table shows that preservice teachers value personal and professional qualities, with personal qualities such as innovation, kindness, affection, and tolerance being the most mentioned.

Table 20.

Results of Structured Interviews for ‘Instructional Strategies’ Category at Time 2

	<i>f</i>
Student-centred teaching	6
Eclectic approach	3
Communicative language teaching	2

Based on Table 20, the instructional strategies consisted of three subcategories: ‘student-centred teaching’, ‘eclectic approach’, and ‘communicative language teaching’. The participants preferred ‘student-centred teaching’ the most ($f=6$). Most of the participants said that they use ‘student-centred teaching’. They continued that while traditional education is teacher-focused, learning becomes more effective by putting students at the centre of the learning process in student-centred teaching. Pr2 stated that:

“... When students, not the teacher, are at the centre of the lesson, students enjoy it more as they feel better. I think this is very motivating for students” (Pr2).

The second most emphasised instructional strategy was the ‘eclectic approach’ ($F=3$). Pr2 asserted that the teacher should use different approaches and methods when teaching a language, considering the lesson's aim and the student's language skills. Pr2 claimed that:

“...Many language teaching methods have emerged from the past to the present. There is no such thing as the best method. The most suitable method is the one you create, considering your teaching skills and class. It is the method in which you can include all students in your lesson” (Pr2).

The third most stressed instructional strategy was ‘Communicative Language Teaching’. According to Pr3, Communicative language teaching should be used to improve communication skills in the target language since traditional language teaching methods are only aimed at learning grammar. Pr3’s statement explains this view:

“...The method I will use should not be grammar-translation. Methods that can increase students' thinking and speaking ability in English should be used. Native language should not be used in the lessons” (Pr3).

When examining the findings related to the espoused theories of EFL pre-service teachers at Time 1 and Time 2, it was observed that, at Time 1, pre-service teachers primarily emphasized strategies for student engagement, followed by classroom management strategies, teacher qualifications, instructional strategies, and communication strategies. In contrast, at Time 2, they focused the most on teacher qualifications, followed by student engagement strategies, classroom management strategies, communication strategies, and instructional strategies.

4.3.3. Results of Classroom Observations at Time 1 and at Time 2

The classroom observation technique was utilised to identify whether pre-service EFL teachers' self-efficacy beliefs correspond to their micro-teaching in the classroom with specific reference to student engagement, classroom management and instructional strategies and whether there was any change or improvement in their self-efficacy beliefs. Following the analysis of the interviews conducted with the participants, unique efficacy domains were identified for each pair. These domains reflect the specific context of each pair, necessitating the creation of tailored observation criteria to guide the observation process. As a result, customized observation lists were developed for each pair. Observations were then conducted based on these lists, allowing for an examination of how the efficacy domains expressed by each pair in their interviews manifested in the classroom environment. Within this context, it was examined whether the constructs that emerged from the structured interviews with Pr1, Pr2, Pr3 and Pr4 were observed in the microteaching sessions. Each pair conducted two microteaching sessions, and one member performed warm-up and pre-activity in these sessions. At the same time, the other was responsible for while- and post-activity. Data obtained from classroom observations were analysed using inductive content analysis. The table below presents the categories and subcategories revealed at Time 1 and Time 2:

Table 21.

Overall Results of Classroom Observations at Time 1 and at Time 2

Stated Beliefs	Time 1		Time 2	
	Observed Constructs	Unobserved constructs	Observed Constructs	Unobserved constructs
Student Engagement Strategies				
Engages activities	Pr1, Pr2, Pr3, Pr4		Pr1, Pr2, Pr4	
Fun activities	Pr1, Pr2, Pr3, Pr4			
Warm-ups	Pr3		Pr2	
Games			Pr2, Pr3, Pr4	
Drama				Pr2
Uses teaching materials	Pr2, Pr4			
Authentic teaching materials	Pr1, Pr2	Pr3	Pr2	
Visual aids	Pr1, Pr3, Pr4		Pr1, Pr3, Pr4	
Audio-visual aids		Pr2, Pr3, Pr4	Pr2, Pr4	
Promotes interaction	Pr1, Pr2, Pr3, Pr4		Pr1, Pr2, Pr3, Pr4	
Classroom Management Strategies				
Handles disruptive students				
Assigns responsibility		Pr1, Pr2		Pr2, Pr3
Warns	Pr1		Pr1	
Interviews	Pr1	Pr2, Pr3, Pr4		Pr1, Pr2, Pr3, Pr4
Arranges to seat		Pr2		
Avoids blame language	Pr4	Pr3	Pr1, Pr2, Pr4	
Rewards		Pr3, Pr4		
Sets classroom rules upfront	Pr1, Pr4	Pr2		Pr1, Pr2
Manages time well	Pr2			
Has effective classroom management skills			Pr1, Pr2, Pr3	
Ensures a positive classroom atmosphere			Pr3	Pr1, Pr2, Pr4
Arranges the physical environment				Pr1
Communication Strategies				
Uses verbal immediacy behaviours				
Uses humour in class		Pr1		
Addresses students by name	Pr2, Pr3		Pr3	
Adjusts his/her tone of voice	Pr2, Pr3			
Uses Nonverbal Immediacy Behaviours				
Maintains eye contact	Pr2		Pr3	
Stands close to students	Pr2		Pr1	
Touches students on the shoulder or arm		Pr2		

(Table 21.continue)

Uses of gestures and facial expressions	Pr2, Pr3	Pr2, Pr3, Pr4		
Moves around the classroom	Pr2, Pr3	Pr1, Pr2, Pr3		
Leans toward students		Pr1		
Teacher Qualifications				
Personal qualifications				
Be trustworthy		Pr1		
Be qualified		Pr4		Pr2, Pr3
Be sympathetic	Pr2	Pr1		
Be innovative	Pr1, Pr2		Pr1, Pr2, Pr3, Pr4	
Be authoritative		Pr2		
Be affectionate	Pr2	Pr4		Pr2, Pr4
Be self-confident	Pr4			
Be kind but firm			Pr1, Pr2, Pr3, Pr4	
Be tolerant			Pr1, Pr3	Pr2
Be observer			Pr1	
Be energetic			Pr3	
Professional qualifications				
Treats class members equally	Pr1, Pr4		Pr1, Pr4	Pr2
Values student feedback	Pr1	Pr3		
Empathizes with students	Pr2	Pr3	Pr4	Pr1, Pr3
Builds rapport with students	Pr2, Pr3	Pr4		
Guides students	Pr3			
Has knowledge of students	Pr4			
Supports different learning styles		Pr4	Pr2, Pr4	Pr1
Provokes excitement for content				Pr1
Develops critical thinking skills in students				Pr2
Avoids perfectionism while teaching				Pr2
Instructional Strategies				
Applies student-centred teaching	Pr1, Pr2, Pr3, Pr4		Pr2, Pr3, Pr4	
Applies inductive teaching	Pr1			
Applies experiential learning		Pr1		
Applies flipped classroom model		Pr1, Pr4, Pr2		
Applies eclectic approach		Pr1, Pr2	Pr2	
Applies communicative language teaching			Pr3	

Table 21 overviews the observed and unobserved constructs related to pre-service teachers' micro-teaching sessions at Time 1 and Time 2. The categories include student engagement, classroom management, communication strategies, teacher qualifications, and instructional strategies. Please note that the explanations below may not clearly state

whether the constructs are observed only at Time 1 or Time 2, as the constructs from time to time show an overlapping pattern. To be more precise and comprehensible, the following tables give detailed explanations for each pair separately.

Under the student engagement strategies category, pre-service teachers (Pr1, Pr2, Pr3, Pr4) engaged students in various activities such as fun activities (Pr1, Pr2, Pr3, Pr4), warm-ups (Pr2 and Pr3), and games (Pr2, Pr3, Pr4). However, drama, which was stated as an engaging activity, was not observed (Pr2). They used teaching materials (Pr2 and Pr4) such as authentic teaching materials (Pr1 and Pr2), visual (Pr1, Pr3 and Pr4) and audiovisual aids (Pr and Pr4). Nevertheless, the strategy, authentic teaching materials (Pr3) and audio-visual aids (Pr2, Pr3 and Pr4) were not utilised at Time 1. Lastly, all four pairs demonstrated a commitment to promoting interaction in the classroom (Pr1, Pr2, Pr3, Pr4).

Observed strategies in the classroom management category included warnings (Pr1), interviews (Pr1), avoiding blame language (Pr1, Pr2 and Pr4), setting classroom rules upfront (Pr1 and Pr4), managing time well (Pr2), having effective management skills (Pr1, Pr2 and Pr3) and ensuring a positive classroom atmosphere (Pr3). On the other hand, strategies such as assigning responsibility (Pr1, Pr2 and Pr3), interviewing (Pr1, Pr2, Pr3 and Pr4), rewarding (Pr3 and Pr4), setting classroom rules upfront (Pr1 and Pr2), seating arrangement (Pr2), avoiding blame language (Pr3), ensuring a positive classroom atmosphere (Pr1, Pr2 and Pr4) and arranging the physical environment (Pr1) were not concretely observed.

Regarding verbal immediacy behaviours under the communication strategies category, two strategies were observed: addressing students by name and adjusting the tone of voice (Pr2 and Pr3). However, using humour in class was not utilised (Pr1). Regarding nonverbal immediacy behaviours, Pr2 and Pr3 maintained eye contact, Pr1 and Pr2 stood close to students, Pr2, Pr3 and Pr4 used gestures and facial expressions, Pr1, Pr2, and Pr3 moved around the classroom, and Pr1 leaned toward students. However, the strategy of touching students on the shoulder or arm was not observed (Pr2).

In terms of teacher qualifications, being sympathetic (Pr2), being innovative (Pr1, Pr2, Pr3 and Pr4), being affectionate (Pr2), being self-confident (Pr2), being kind but firm (Pr1, Pr2, Pr3 and Pr4), being tolerant (Pr1 and Pr3), being an observer (Pr1) and being energetic (Pr3) were observed. However, specific qualifications such as being trustworthy (Pr1), being qualified (Pr2, Pr3 and Pr4), being sympathetic (Pr1), being authoritative (Pr2), being affectionate (Pr2 and Pr4), and being tolerant (Pr2) were not observed.

Moreover, treating students equally (Pr1, Pr4), valuing student feedback (Pr1), empathising with students (Pr2, Pr4), guiding students (Pr3), having knowledge of students (Pr4), supporting different learning styles (Pr2, Pr4) as professional qualifications were observed. However, professional qualifications such as treating class members equally (Pr2), valuing student feedback (Pr3), empathising with students (Pr1 and Pr3), building rapport with students (Pr4), supporting different learning styles (Pr1 and Pr4), provoking excitement for content (Pr1), developing critical thinking skills in students (Pr2) and avoiding perfectionism (Pr2) were not concretely observed.

As for the instructional strategies category, student-centred teaching was preferred by the four pairs (Pr1, Pr2, Pr3, Pr4). In addition, inductive teaching was observed to be applied by Pr1, eclectic approach by Pr2, and communicative language teaching by Pr3. However, the experiential learning, flipped classroom model, and eclectic approach strategies were not observed to be applied by the four pairs at Time 1. To sum up, the results of the analysis of classroom observations reveal the different teaching strategies adopted by Pr1, Pr2, Pr3 and Pr4.

4.3.3.1 Results of Classroom Observations for Pr1 at Time 1 and Time 2

The following tables, Tables 22 and 23, show Pr1's stated beliefs in the interviews as observed and unobserved in the microteaching sessions at Time 1 and Time 2, respectively:

Table 22.

Results of Classroom Observations for Pr1 at Time 1

Stated Beliefs	Observed Constructs	Unobserved constructs
Student Engagement Strategies		
Engages activities	+	
Fun activities	+	
Uses teaching materials		
Authentic teaching materials	+	
Visual aids	+	
Promotes interaction	+	
Classroom Management Strategies		
Handles disruptive students		
Assigns responsibility		-
Warns	+	
Interviews	+	
Sets classroom rules upfront	+	

(Table 22.contiue)

Communication Strategies		
Uses verbal immediacy behaviours		
Uses humour in class		-
Teacher Qualifications		
Personal qualifications		
Is trustworthy		-
Is sympathetic		-
Is innovative	+	
Professional qualifications		
Treats class members equally	+	
Values student feedback	+	
Instructional Strategies		
Applies student-centred teaching	+	
Applies inductive teaching	+	
Applies experiential learning		-

As indicated in the table, several of the constructs expressed by Pr1 during the interviews were evident in their micro-teaching sessions. Three of the 18 items were not observed, and an additional two could not be observed due to behaviours that couldn't be assessed within a single lesson. Naturally, it's important to note that not all the concepts discussed in the interviews were necessarily applicable or observable in each lesson. Therefore, it was expected that not every mentioned construct would be observed during the assessment.

Firstly, the “assigning responsibility” construct mentioned by Pr1 as a classroom management strategy was not observed in the lesson. A student exhibited disruptive behaviour in the lesson. Still, the problem was solved with the teacher's “warning,” one of the constructs Pr1 mentioned in the interview as a classroom management strategy.

Secondly, “using humour in class,” which was stated as the preservice teachers’ communication strategies, was not observed. Thirdly, “being trustworthy” and “being sympathetic,” which they mentioned as teachers’ personal qualifications, could not be observed because they were not easily observable constructs.

Lastly, the “experiential learning” construct indicated that the participants’ instructional strategies were not observed in this lesson. When those constructs were evaluated, it became clear that Pr1’s espoused theories cohere with their theories in action.

Table 23.

Results of Classroom Observations for Pr1 at Time 2

Stated Beliefs	Observed Constructs	Unobserved constructs
Student Engagement Strategies		
Engages activities	+	
Uses teaching materials		
Visual aids	+	
Promotes interaction	+	
Classroom Management Strategies		
Has effective classroom management skills	+	
Handles disruptive students		
Warns	+	
Avoids blame language	+	
Interviews		-
Ensures a positive classroom atmosphere		-
Arranges the physical environment		-
Sets classroom rules upfront		-
Communication Strategies		
Uses Nonverbal Immediacy Behaviours		
Stands close to students	+	
Moves around the classroom	+	
Leans toward students	+	
Teacher Qualifications		
Personal qualifications		
Is kind but firm	+	
Is tolerant	+	
Is innovative	+	
Is observer	+	
Professional qualifications		
Supports different learning styles		-
Treats class members equally	+	
Empathizes with students		-
Provokes excitement for content		-

Table 23 displays Pr1's stated beliefs in the second interview as observed and unobserved in the microteaching sessions. 13 of the 21 constructs mentioned by the participants were observed concretely. Due to its nature, not every construct may appear in every lesson, or some may require a longer time period to observe.

Under the classroom management category, constructs such as “interviews”, “ensuring a positive classroom atmosphere”, “arranging the physical environment” and “setting classroom rules upfront” were not observed. Since there was no severe management problem during the lesson, there was no need for the teacher to interview

the student. Additionally, the classroom's spatial structure made it impossible to arrange the classroom physically.

Constructs such as “supporting different learning styles” and “provoking excitement for content” were not observed concerning the teacher qualifications category. It was observed that the teacher adopted only the visual learning style in this lesson. In addition to this, this lesson was too teacher-directed, so the teacher did not build excitement in the classroom. The construct “empathising with students” could not be observed since it is difficult to be observed in one lesson. In line with the first micro-teaching observation report, it can also be said that Pr1's espoused theories and theories in action are related to the second micro-teaching observation report.

4.3.3.2 Results of Classroom Observations for Pr2 at Time 1 and Time 2

The following tables, Tables 24 and 25, present Pr2's stated beliefs in the interviews as observed and unobserved in the microteaching sessions at Time 1 and Time 2, respectively:

Table 24.

Results of Classroom Observations for Pr2 at Time 1

Stated Beliefs	Observed Constructs	Unobserved constructs
Student Engagement Strategies		
Engages activities	+	
Fun activities	+	
Uses teaching materials	+	
Authentic teaching materials	+	
Audio-visual aids		-
Promotes interaction	+	
Classroom Management Strategies		
Handles disruptive students		
Assigns responsibility		-
Arranges to seat		-
Interviews		-
Manages time well	+	
Sets classroom rules upfront		-
Communication Strategies		
Uses Nonverbal Immediacy Behaviours		
Maintains eye contact	+	
Stands close to students	+	
Touches students on the shoulder or arm		-
Uses of gestures and facial expressions	+	
Moves around the classroom	+	

(Table 24. continue)

Uses Verbal Immediacy Behaviours		
Addresses students by name		+
Adjusts their tone of voice		+
Teacher Qualifications		
Personal qualifications		
Is authoritative		-
Is sympathetic		+
Is innovative		+
Is affectionate		+
Professional qualifications		
Empathizes with students		+
Builds rapport with students		+
Instructional Strategies		
Applies student-centred teaching		+
Applies flipped classroom model		-
Applies eclectic approach		-

Table 24 reveals Pr2's beliefs and the observed and unobserved constructs from their initial micro-teaching session. Pr2 mentioned 27 constructs during the interview, but only 18 were observed during the micro-teaching session. This discrepancy is due to the natural flow of the lesson, which may not accommodate the observation of all the constructs mentioned.

While Pr2 did not use “audiovisual aids” for student engagement, they incorporated “authentic teaching materials”. However, Pr2 discussed various classroom management strategies during the interview, such as “assigning responsibility”, “seating arrangement”, “interviews”, and “setting classroom rules upfront”, they were not observed during the lesson. This was because there were no significant classroom issues, and the constructs were not necessary for the lesson.

Additionally, Pr2 did not use the communication strategy of “touching students on the shoulder or arm” as the students displayed high interest during the lesson. Pr2's belief in “being authoritative” was not observed during the lesson, which is a positive sign as the teacher was pleasant instead of authoritarian.

Lastly, Pr2 did not apply “the flipped classroom model” and “eclectic approach” in the lesson, which were mentioned under the instructional strategies category during the interview. The lesson did not require the use of different teaching methods. Overall, it can be concluded that Pr2's espoused theories align with their theories in action.

Table 25.

Results of Classroom Observations for Pr2 at Time 2

Stated Beliefs	Observed Constructs	Unobserved constructs
Student Engagement Strategies		
Engages activities	+	
Warm-ups	+	
Games	+	
Drama		-
Uses teaching materials		
Authentic teaching materials	+	
Audio-visual aids	+	
Promotes interaction	+	
Classroom Management Strategies		
Has effective classroom management skills	+	
Handles disruptive students		
Assigns responsibility		-
Avoids blame language	+	
Interviews		-
Ensures a positive classroom atmosphere		-
Sets classroom rules upfront		-
Communication Strategies		
Uses Nonverbal Immediacy Behaviours		
Uses of gestures and facial expressions	+	
Moves around the classroom	+	
Teacher Qualifications		
Personal qualifications		
Is affectionate		-
Is kind but firm	+	
Is tolerant		-
Is qualified		-
Is innovative	+	
Professional qualifications		
Develops critical thinking skills in students		-
Supports different learning styles	+	
Treats class members equally		-
Avoids perfectionism while teaching		-
Instructional Strategies		
Applies student-centred teaching	+	
Applies eclectic approach	+	

Table 25 shows Pr2's beliefs in the second interview as observed and unobserved in the second micro-teaching session. As presented in the table, almost half of the constructs mentioned by Pr2 in the interview were evident in that lesson, which is quite

different from the first lesson observation report. To give details, only 15 of the 26 constructs that Pr2 mentioned in the interview were concretely observed in this lesson.

Firstly, the “drama” construct, which was one of Pr2’s student engagement strategies, was not observed in this course. It may not be possible to observe every mentioned construct in that lesson. It may not be a construct required by that course, so it cannot be observed. For this reason, drama activities may not have been observed in this lesson.

Secondly, the constructs “assigning responsibility”, “interviewing”, “ensuring a positive classroom atmosphere”, and “setting classroom rules upfront” were not observed during the lesson. In fact, at the beginning of the lesson and sometimes during the lesson, the teacher changed the seats of a few students and warned a few others. This prevented classroom management problems during the lesson but, at the same time, created a negative atmosphere in the classroom.

In the teacher qualifications category, personal qualifications such as “being affectionate” and “being tolerant” and professional qualifications such as “developing critical thinking skills”, “treating class members equally” and “avoiding perfectionism in teaching” were not found. As mentioned above, excessive student warnings during lessons may be the reason.

As mentioned before, the dynamics of each class are variable since it depends on many factors. For this reason, it may not be possible to observe every mentioned construct during the course, or it may be possible to observe it in another course. Considering all these, Pr2’s espoused theories and theories in action do not align.

4.3.3.3 Results of Classroom Observations for Pr3 at Time 1 and Time 2

The following tables, Tables 26 and 27, present Pr3’s stated beliefs in the interviews as observed and unobserved in the microteaching sessions at Time 1 and Time 2, respectively:

Table 26.

Results of Classroom Observations for Pr3 at Time 1

Stated Beliefs	Observed Constructs	Unobserved constructs
Student Engagement Strategies		
Engages activities	+	
Warm-ups	+	
Fun activities	+	
Uses teaching materials		
Uses authentic teaching materials		-
Uses visual aids	+	
Uses audio-visual aids		-
Promotes interaction	+	
Classroom Management Strategies		
Handles disruptive students		
Avoids blame language		-
Rewards		-
Interviews		-
Communication Strategies		
Uses Nonverbal Immediacy Behaviours		
Uses of gestures and facial expressions	+	
Moves around the classroom	+	
Uses Verbal Immediacy Behaviours		
Addresses students by name	+	
Adjusts their tone of voice	+	
Teacher Qualifications		
Professional qualifications		
Empathizes with students		-
Guides students	+	
Builds rapport with students	+	
Values student feedback		-
Instructional Strategies		
Applies student-centred teaching	+	

As seen in Table 26, 12 out of 19 constructs revealed by the content analysis of Pr3's first interview were concretely observed. However, two constructs in the student engagement category, “uses authentic teaching materials” and “uses audio-visual aids,” were not observed in this course. Instead, Pr3 was observed to use visual aids.

Additionally, three constructs within the classroom management strategies category, “avoids blame language”, “rewards” and “interviews”, were not observed. However, it was observed that Pr3 warned some students by name, aiming to ensure classroom management. Finally, two constructs in the teacher qualifications category, “empathizing with students” and “valuing student feedback”, were not observed in this course, probably because they are difficult to observe in a short-term course such as microteaching. In addition, it is important to note that it may not be possible to observe every construct in a single course; perhaps these constructs will be explicit in another course. Finally, it can be noted that Pr3's espoused theories and classroom practices were mostly compatible.

Table 27.

Results of Classroom Observations for Pr3 at Time 2

Stated Beliefs	Observed Constructs	Unobserved constructs
Student Engagement Strategies		
Engages activities		
Uses games	+	
Uses teaching materials		
Uses visual aids	+	
Promotes interaction	+	
Classroom Management Strategies		
Has effective classroom management skills	+	
Handles disruptive students		
Assigns responsibility		-
Interviews		-
Ensures a positive classroom atmosphere	+	
Communication Strategies		
Uses Nonverbal Immediacy Behaviours		
Maintains eye contact	+	
Uses of gestures and facial expressions	+	
Moves around the classroom	+	
Uses Verbal Immediacy Behaviours		
Addresses students by name	+	
Teacher Qualifications		
Personal Qualifications		
Is kind but firm	+	
Is tolerant	+	
Is qualified		-
Is innovative	+	
Is energetic	+	
Professional qualifications		
Empathizes with students		-
Instructional Strategies		
Applies student-centred teaching	+	
Applies communicative language teaching	+	

As seen in Table 27, 15 out of 19 constructs revealed in the analysis of Pr3's second interview were observed. First, two constructs in the category of classroom management strategies, “assigns responsibility” and “interviews”, were not observed; instead, the constructs “has effective classroom management skills” and “ensures a positive classroom atmosphere” were observed. Finally, two constructs in the category of teacher qualifications, “is qualified” and “empathises with students”, were not observed in this lesson because they were difficult to observe concretely in a single lesson. As mentioned before, since the dynamics of each lesson are different, it is normal that not everything the teacher plans will happen in the lesson, and something that does not happen in one lesson may happen in another. This may explain why some constructs were not observed. As a result, when the observations of Pr3 in the first and second classes were evaluated, it was revealed that espoused theories and in-action theories were generally compatible, and most of the constructs that emerged in the interviews were concretely observed in their lessons.

4.3.3.4 Results of Classroom Observations for Pr4 at Time 1 and Time 2

The following tables, Tables 28 and 29, present Pr4's stated beliefs in the interviews as observed and unobserved in the microteaching sessions at Time 1 and Time 2, respectively:

Table 28.

Results of Classroom Observations for Pr4 at Time 1

Stated Beliefs	Observed Constructs	Unobserved constructs
Student Engagement Strategies		
Engages activities	+	
Uses fun activities	+	
Uses teaching materials	+	
Uses visual aids	+	
Uses audio-visual aids		-
Promotes interaction	+	
Classroom Management Strategies		
Handles disruptive students		
Avoids blame language	+	
Rewards		-
Interviews		-
Sets classroom rules upfront	+	
Teacher Qualifications		
Personal qualifications		
Is qualified		-
Is affectionate		-
Is self-confident	+	
Professional Qualifications		
Knows students	+	
Supports different learning styles		-
Treats class members equally	+	
Builds rapport with students		-
Instructional Strategies		
Applies student-centred teaching	+	
Applies flipped classroom model		-

As Table 28 shows, 11 out of 19 constructs revealed in the analysis of Pr4's first interview were concretely observed. Since the natural flow of each lesson is different and different needs arise at every moment, it can be considered normal for the planned things to be done in the lesson not to happen. In this context, the construct “uses audio-visual aids” in the student engagement strategies category could be attributed to this. Instead, it was observed that the teacher candidates used “visual aids” in this lesson. In addition, the constructs “rewards” and “interviews” in the classroom management strategies

category were not observed in this lesson either; instead, Pr4 preferred the strategies “avoids blame language” and “setting classroom rules upfront”. Similarly, two personal qualifications in the teacher qualifications category, namely “is qualified” and “is affectionate”, could not be observed because they are difficult constructs to observe in a single lesson and in a teaching practice with limited time and content such as microteaching. For the same reason, two professional qualifications, “supporting different learning styles” and “building rapport with students” were not concretely observed. Finally, the “flipped classroom model”, which Pr4 put forward as instructional strategies, was not observed in this course due to possible time and content constraints, lack of experience or lack of technical structure. Nevertheless, it can be said that Pr4's espoused theories are, on average, compatible with in-action theories.

Table 29.

Results of Classroom Observations for Pr4 at Time 2

Stated Beliefs	Observed Constructs	Unobserved constructs
Student Engagement Strategies		
Engages activities	+	
Uses games	+	
Uses teaching materials		
Uses visual aids	+	
Uses audio-visual aids	+	
Promotes interaction	+	
Classroom Management Strategies		
Handles disruptive students		
Avoids blame language	+	
Interviews		-
Ensures a positive classroom atmosphere		-
Communication Strategies		
Uses of gestures and facial expressions	+	
Teacher Qualifications		
Personal qualifications		
Is affectionate		-
Is kind but firm	+	
Is innovative	+	
Professional Qualifications		
Supports different learning styles	+	
Treats class members equally	+	
Empathizes with students		-
Instructional Strategies		
Applies student-centred teaching	+	

As presented in Table 29, 12 of the 16 constructs revealed in the content analysis of the second interview were concretely observed in this lesson. Initially, two constructs related to the classroom management strategies category, “‘interviews’” and “‘ensures a positive classroom atmosphere’”, were not observed, probably because no problems that would disrupt the lesson flow were encountered in this lesson. Moreover, to create a positive atmosphere in the classroom, the teacher candidate should spend more time with the students. This is quite difficult to achieve in short-term teaching practices such as microteaching. Secondly, two constructs that emerged as teacher qualifications, “‘is affectionate’” and “‘empathises with students’”, were not observed in this lesson, probably for the same reason. As already mentioned, it may not be possible to implement everything planned in the lesson due to the classroom dynamics. In the classroom observation of Pr4 at Time 2, it is clear that most of the constructs highlighted in the interview were concretely observed in the lesson, unlike the observation at Time 1.

In general, when the classroom observations of the prospective teachers participating in the study are evaluated, it can be attributed to the fact that most of the constructs highlighted in the interviews of the prospective teachers were observed in the classroom observations. Half of the unobserved constructs were quite difficult to observe in a short-term practice such as microteaching. As stated in the explanations above, each lesson is independent of each other and has its own flow. A construct that is not observed or is not clear in one lesson can be observed in another.

4.3.4. Results of Reflection Reports at Time 1 and Time 2

In order to provide a critical evaluation of the microteaching that the teacher candidates conducted following the interviews at Time 1 and Time 2, to provide them with new perspectives and to contribute to their self-efficacy beliefs, each pair was asked to write a reflection report immediately after the microteaching sessions at Time 1 and Time 2. Guiding questions were given based on student engagement, classroom management, and instructional strategies, but the reflection reports were analysed using inductive content analysis. Table 30 presents the categories and subcategories that emerged from the content analysis of the reflection reports collected at Time 1 and Time 2, including their frequencies.

Table 30.

Overall Results of Reflection Reports at Time 1 and Time 2

	Time I (f)	Time II (f)
Positive Reflections		
Student Engagement		
Involved all students in the lesson	12	-
Created interest and motivation	7	4
Promoted the pre-service teachers' critical thinking	5	10
Created an enjoyable learning environment	5	3
Promoted classroom interaction	3	5
Fostered students' creativity	3	3
Engaged fun activity	3	2
Used visual aids	2	2
Used authentic teaching materials	1	3
Chose materials appropriate to students' levels	1	1
Engaged activities	1	1
Engaged warm-ups	1	1
Selected attractive tasks	1	-
Used well-prepared materials	-	6
Total 14	45	41
Classroom Management		
Had effective classroom management skills	8	9
Gave warnings	4	9
Managed time well	4	3
Set classroom rules upfront	4	-
Set clear expectations about the outcome of the lesson	3	2
Avoided blame language	2	2
Total 6	25	25
Instructional Strategies		
Was good at teaching	6	7
Provided clear instructions	5	1
Responded to questions from students	3	-
Evaluated student comprehension	2	3
Used of technology for learning and teaching	2	-
Used communicative teaching methods	1	-
Provided examples	1	1
Manages the activity well	1	-
Used the board effectively	-	1
Gave homework	-	1
Total 10	21	14
Communication Strategies		
Used voice efficiently	4	2
Gave students positive reinforcement	1	5
Moved around the classroom	-	3
Stood close to students while teaching	-	1
Asked questions that have specific, correct answers	-	1
Addressed students by name	-	2
Total 6	5	14
Teacher Qualifications		

(Table 30. Continue)

Was creative	1	-
Was polite	1	-
Was ready and confident	1	1
Guided students	1	-
Was energetic	-	1
Total 5	4	2
Negative Reflections		
Did not evaluate student comprehension	4	2
Was not prepared for unexpected questions	4	2
Did not integrate audio-visual aids	4	1
Did not set clear expectations about the outcome of the lesson	4	1
Did not provide instructions clearer	3	7
Did not manage the time well	3	2
Did not model correct pronunciation	2	-
Did not start with a warm-up activity	1	-
Did not manage the class well	1	-
Provided excessive information	1	-
Were not prepared for unexpected situations	-	7
Were some deficiencies in teaching	-	6
Did not choose materials appropriate to students' levels	-	4
Did not promote classroom interaction	-	3
Did not involve all students in the lesson	-	1
Did not engage in fun activities	-	1
Total 16	27	37

The total number of constructs revealed in the content analysis of reflection reports obtained from participants was 43 at Time 1 and Time 2, and these constructs were categorized as “positive reflections” and “negative reflections”. Table 30 presents the frequency of citation of each construct at Time 1 and Time 2. When the table is evaluated in detail, it is seen that positive reflections are much more than negative reflections, which shows that the preservice teachers have not yet made critical evaluations. To elaborate, there are 41 constructs in the positive reflections category ($f=100$ at Time 1 and 96 at Time 2), and this was divided into subcategories such as “student engagement”, “classroom management”, “instructional strategies”, “communication strategies” and “teacher qualifications”. Accordingly, student engagement was the most frequently cited subcategory ($f=45$ and 41, respectively), classroom management was second ($f=25$ and 25), instructional strategies was third ($f=21$ and 14), communication strategies was fourth ($f=5$ and 14) and teacher qualifications were least frequently cited ($f=4$ and 2).

There are a total of 16 constructs in the negative reflections category ($f=27$ at Time 1 and 37 at Time 2). Accordingly, the most frequently cited constructs at Time 1 were

“did not evaluate student comprehension”, “was not prepared for unexpected questions”, “did not integrate audio-visual aids” and “did not set clear expectations about the outcome of the lesson” ($f=4$), while at Time 2 the most frequently cited construct was “did not provide instructions clear” ($f=7$). Below, each subcategory will be discussed separately.

Table 31.

Results of Reflection Reports for “Student Engagement” Subcategory at Time 1 and Time 2

Student Engagement	Time I (f)	Time II (f)
Involved all students in the lesson	12	-
Created interest and motivation	7	4
Promoted the pre-service teachers’ critical thinking	5	10
Created an enjoyable learning environment	5	3
Promoted classroom interaction	3	5
Fostered students’ creativity	3	3
Engaged fun activity	3	2
Used visual aids	2	2
Used authentic teaching materials	1	3
Chose materials appropriate to students’ levels	1	1
Engaged activities	1	1
Engaged warm-ups	1	1
Selected attractive tasks	1	-
Used well-prepared materials	-	6
Total 14	45	41

As presented in the table, the frequency of citation for the student engagement subcategory was 45 at Time 1 and 41 at Time 2, indicating a slight decrease in the preservice teachers’ reflections on student engagement. In detail, the construct “involved all students in the lesson” was the most frequently cited construct at Time 1 ($f=12$), while it was not mentioned at all at Time 2. Additionally, there was a decrease in the frequency of citation for the construct “created interest and motivation” from Time 1 ($f=7$) to Time 2 ($f=4$). However, there was an increase in the construct “promoted the preservice teachers’ critical thinking” from Time 1 ($f=5$) to Time 2 ($f=10$), indicating that the participants probably began to think more critically after their microteaching experiences and that their self-efficacy beliefs began to change as they entered the reflection process. When the table is evaluated in general, some differences are evident in the reflections of the pre-service teachers regarding student engagement at Time 1 and Time 2.

Table 32.

Results of Reflection Reports for “Classroom Management” Subcategory at Time 1 and Time 2

Classroom Management	Time I (f)	Time II (f)
Had effective classroom management skills	8	9
Gave warnings	4	9
Managed time well	4	3
Set classroom rules upfront	4	-
Set clear expectations about the outcome of the lesson	3	2
Avoided blame language	2	2
Total 6	25	25

Table 32 shows that the frequency of citation in the classroom management subcategory was the same at Time 1 and Time 2 ($f=25$) and that there was general consistency in the pre-service teachers' efficacy beliefs on this issue, although it is clear that there were differences in some constructs. For example, at Time 1 the most frequently cited construct, “had effective classroom management skills,” increased slightly from Time 1 ($f=8$) to Time 2 ($f=9$), while the construct of “gave warnings” increased in the number of citations almost twice as much from Time 1 ($f=4$) to Time 2 ($f=9$). In addition, there was a slight decrease in the “managed time well” construct ($f=4$ and 3, respectively), while the “set classroom rules upfront” construct was not cited at all at Time 2 ($f=4$ and 0, respectively). When the preservice teachers' reflections on classroom management were evaluated, it was concluded that there was a slight difference from Time 1 to Time 2.

Table 33.

Results of Reflection Reports for “Instructional Strategies” Subcategory at Time 1 and Time 2

Instructional Strategies	Time I (f)	Time II (f)
Was good at teaching	6	7
Provided clear instructions	5	1
Responded to questions from students	3	-
Evaluated student comprehension	2	3
Used of technology for learning and teaching	2	-
Used communicative teaching methods	1	-
Provided examples	1	1
Manages the activity well	1	-
Used the board effectively	-	1
Gave homework	-	1
Total 10	21	14

Table 33 shows that the frequency of citation in the instructional strategies subcategory decreased from Time 1 ($f=21$) to Time 2 ($f=14$), which may indicate that the preservice teachers probably experienced some difficulties with instructional strategies as their microteaching experience increased. Initially, the most frequently cited construct at Time 1, “was good at teaching” ($f=6$), increased slightly at Time 2 ($f=7$), but there was a significant decrease in the second most frequently cited construct, “provided clear instructions” ($f=5$ and 1, respectively). In addition, the third most frequently cited construct at Time 1, “responded to questions from students” ($f=3$), was not cited at Time 2, which may reflect the change in preservice teachers' efficacy beliefs regarding instructional strategies. According to the findings of Table 33, there was a decrease in the teacher candidates' reflections on teaching strategies from Time 1 to Time 2, and one of the possible reasons for this may be that the teacher candidates started to give more importance to other strategies with the knowledge and experience they gained through microteaching sessions.

Table 34.

Results of Reflection Reports for “Communication Strategies” Subcategory at Time I and Time 2

Communication Strategies	Time I (f)	Time II (f)
Used voice efficiently	4	2
Gave students positive reinforcement	1	5
Moved around the classroom	-	3
Addressed students by name	-	2
Stood close to students while teaching	-	1
Asked questions that have specific, correct answers	-	1
Total 6	5	14

As can be clearly seen in Table 34, there was a significant increase in the frequency of citation of the communication strategies subcategory from Time 1 ($f=5$) to Time 2 ($f=14$), indicating that the pre-service teachers started to give importance to using communication skills in the classroom. To elaborate, although there was a decrease in the most frequently cited construct “used voice efficiently” at Time 1 at Time 2 ($f=4$), there was a significant increase in the construct “gave students positive reinforcement” from Time 1 ($f=1$) to Time 2 ($f=5$). More importantly, although no other constructs were cited at Time 1, new constructs such as “moved around the classroom” ($f=3$), “addressed students by name” ($f=2$), “stood close to students while teaching” ($f=1$), and “asked

questions that have specific, correct answers'' (f=1) were cited at Time 2, indicating that the pre-service teachers were probably starting to acquire new communication skills. To summarize, these findings can be concluded that pre-service teachers have begun to reflect more on their communication skills.

Table 35.

Results of Reflection Reports for ‘‘Teacher Qualifications’’ Subcategory at Time 1 and Time 2

Teacher Qualifications	Time I (f)	Time II (f)
Was ready and confident	1	1
Was creative	1	-
Was polite	1	-
Guided students	1	-
Was energetic	-	1
Total 5	4	2

In Table 35, the frequency of citations in the teacher qualifications subcategory decreased from Time 1 (f=4) to Time 2 (f=2). To illustrate, the constructs ‘‘was creative’’, ‘‘was polite’’ and ‘‘guided students’’ were cited once at Time 1, but were not cited at all at Time 2. The construct 'was ready and confident' was cited once at both times (f=1). Finally, the construct 'was energetic', which was not cited at all at Time 1, was cited once at Time 2 (f=1). In conclusion, the low frequency of citation in the teacher qualifications subcategory may be due to teacher candidates giving more priority to others such as student engagement, classroom management, communication strategies, and instructional strategies, and possibly because the teacher qualifications they need to have continued to develop during their ongoing professional development process.

Table 36.

Results of Reflection Reports for ‘‘Negative Reflections’’ Category at Time 1 and Time 2

Negative Reflections	Time I (f)	Time II (f)
Did not evaluate student comprehension	4	2
Was not prepared for unexpected questions	4	2
Did not integrate audio-visual aids	4	1
Did not set clear expectations about the outcome of the lesson	4	1
Did not provide instructions clearer	3	7
Did not manage the time well	3	2

(Table 36. Continue)

Did not model correct pronunciation	2	-
Did not start with a warm-up activity	1	-
Did not manage the class well	1	-
Provided excessive information	1	-
Were not prepared for unexpected situations	-	7
Were some deficiencies in teaching	-	6
Did not choose materials appropriate to students' levels	-	4
Did not promote classroom interaction	-	3
Did not involve all students in the lesson	-	1
Did not engage in fun activities	-	1
Total 16	27	37

As seen in the table above, the frequency of citation of constructs in the negative reflections category increased from Time 1 (27) to Time 2 (37), indicating that preservice teachers became more critical of their own microteaching performance. To be more specific, the most frequently cited constructs at Time 1 “did not evaluate student comprehension” (f=4 and 2, respectively), “was not prepared for unexpected questions” (f=4 and 2), “did not integrate audio-visual aids” (f=4 and 1) and “did not set clear expectations about the outcome of the lesson” (f=4 and 1), were cited less at Time 2. However, new constructs that were never cited at Time 1 emerged at Time 2, which are “were not prepared for unexpected situations” (f=7), “were some deficiencies in teaching” (f=6), “did not choose materials appropriate to students' levels” (f=4), “did not promote classroom interaction” (f=3) and finally the constructs “did not involve all students in the lesson” and 'did not engage in fun activities’. (f=1), which shows that as teacher candidates gain direct and indirect experience, they begin to better evaluate their own teaching performance. The following tables provide content analysis of each of the four pairs' reflection reports separately.

4.3.4.1. Results of Pr1's Reflection Reports at Time 1 and Time 2

The tables below present the content analysis of Pr1's reflection reports at Time 1 and Time 2 in general, then the categories and subcategories separately, with frequencies and participants' excerpts.

Table 37.

Results of Pr1's Reflection Reports at Time 1 and Time 2

Positive Reflections	Time I (f)	Time II (f)
Student Engagement		
Involved all students in the lesson	5	-
Created interest and motivation	4	-
Created an enjoyable learning environment	3	2
Engaged fun activity	2	-
Promoted critical thinking	1	3
Fostered students' creativity	1	1
Engaged activities	1	-
Chose materials appropriate to students' levels	1	-
Promoted classroom interaction	-	2
Engaged warm-ups	-	1
Total 10	18	9
Instructional Strategies		
Was good at teaching	4	4
Provided clear instructions	4	1
Responded to questions from students	2	-
Evaluated student comprehension	1	3
Provided examples	1	1
Manages the activity well	1	-
Total 6	13	9
Classroom Management		
Had effective classroom management skills	6	8
Managed time well	3	2
Set clear expectations about the outcome of the lesson	2	2
Set classroom rules upfront	1	-
Gave warnings	-	7
Total 5	12	19
Communication Strategies		
Used voice efficiently	3	-
Moved around the classroom	-	3
Stood close to students while teaching	-	1
Asked questions that have specific, correct answers	-	1
Total 4	3	5
Teacher Qualifications		
Guides students	1	-
Total 1	1	0
Negative Reflections		
Did not integrate audio-visual aids	3	1
Were not prepared for unexpected questions	2	-
Did not engage in fun activities	-	1
Total 3	5	2

As presented in Table 37, the positive reflections category consists of the subcategories “student engagement”, “classroom management”, “instructional strategies”, “communication strategies” and “teacher qualifications”. To elaborate on

these, at Time 1, the most frequently cited subcategory was student engagement (f=18), second was instructional strategies (f=13), third was classroom management (f=12), fourth was communication strategies (f=3), and last was teacher qualifications (f=1). Unlike at Time 1, at Time 2, the most frequently cited subcategory was classroom management (f=19), second was student engagement and instructional strategies (f=9 for both), and last was communication strategies (f=5). No construct related to teacher qualifications was cited in the reflection reports of the pre-service teachers at Time 2. As for the negative reflections category, at Time 1, two constructs, which are “did not integrate audio-visual aids” (f=3) and “were not prepared for unexpected questions” (f=2), were cited, but at Time 2, the total frequency of citation decreased from 5 to 2 and the two constructs “did not integrate audio-visual aids” and “did not engage in fun activities” were cited once each. The tables below discuss each subcategory separately, presenting excerpts from Pr1 at Time 1 and Time 2:

Table 38.

Results of Pr1's Reflection Reports for "Positive Reflections" Category at Time 1 and Time 2

Positive Reflections	Time I (f)	Time II (f)
Student Engagement		
Involved all students in the lesson	5	-
Created interest and motivation	4	-
Created an enjoyable learning environment	3	2
Engaged fun activity	2	-
Promoted critical thinking	1	3
Fostered students' creativity	1	1
Engaged activities	1	-
Chose materials appropriate to students' levels	1	-
Promoted classroom interaction	-	2
Engaged warm-ups	-	1
Instructional Strategies		
Was good at teaching	4	4
Provided clear instructions	4	1
Responded to questions from students	2	-
Evaluated student comprehension	1	3
Provided examples	1	1
Manages the activity well	1	-
Classroom Management		
Had effective classroom management skills	6	8
Managed time well	3	2
Set clear expectations about the outcome of the lesson	2	2
Set classroom rules upfront	1	-
Gave warnings	-	7

(Table 38. Continue)

Communication Strategies		
Used voice efficiently	3	-
Moved around the classroom	-	3
Stood close to students while teaching	-	1
Asked questions that have specific, correct answers	-	1
Teacher Qualifications		
Guides students	1	-

The “positive reflections” category, which emerged from the content analysis of Pr1’s reflection reports at Time 1 and Time 2, was divided into five subcategories. In the student engagement subcategory, the most frequently cited construct at Time 1 was “involved all students in the lesson” ($f=5$), with Pr1 writing that in their first microteaching session, they had ensured that all students in the class were actively involved in the lesson. The excerpt is as follows:

“Emily encouraged the whole class to play an active role in teaching” (Pr1, Time 1).

The construct most frequently cited by Pr1 at Time 2, unlike Time 1, was “promoted critical thinking” ($f=3$). The prospective teachers began to give more importance to students’ critical thinking in the second microteaching session, and, as they stated, they practised this in their second microteaching session. The following excerpt illustrates this:

“Emily helped her students think critically. When the activity was over, she asked some questions. By doing this, she encouraged them to think critically about their learning” (Pr1, Time 2).

According to the instructional strategies subcategory, at Time 1, the two most frequently cited constructs with the same frequency of citation were “was good at teaching” and “provided clear instructions” ($f=4$). The prospective teachers stated that they provided clear explanations to the students in the lesson and that they thought the lesson was as they wanted it to be. In addition, at Time 2, as at Time 1, the most frequently cited construct was “was good at teaching” ($f=4$), which indicates that the prospective teachers thought that they did successful teaching in both instructional strategies. The following statements shed light on these statements:

“I can say that Lucy’s teaching process was successful...Instructions in relation to the activity were good” (Pr1, Time 1).

“Lucy’s micro-teaching was good. She achieved her goal about the lesson” (Pr1, Time 2).

Considering the subcategory of classroom management, the most frequently cited construct at Time 1 and Time 2 was “had effective classroom management skills” (f=6 at Time 1 and 8 at Time 2). The same construct was cited at both times, and the pre-service teachers stated that they demonstrated effective classroom management skills in both microteaching sessions. The following two statements support this statement:

“Emily was good at her micro-teaching practice. Everything from classroom management to time management was as it should be” (Pr1, Time 1).

“If I have to report Emily’s strengths, I would first say classroom management because her classroom management was powerful. When the students displayed disruptive behaviour in the classroom, she could control them” (Pr1, Time 2).

As for the communication skills subcategory, at Time 1, the only construct cited was “used voice efficiently” (f=3), and the prospective teachers claimed that they used the teacher’s voice effectively in their initial microteaching. See the statement below:

“Emily’s voice was heard by the whole class. She used her tone of voice very well” (Pr1, Time 1).

Unlike Time 1, at Time 2, Pr1 wrote in their reflection reports that they used more communication skills and the most frequently cited communication skill was “moved around the classroom” (f=3). The prospective teachers said that they started to pay more attention to the use of communication skills in the classroom and that they were on the move during the lesson, as stated below:

“While Lucy was in her teaching process, she tried to control the whole class. She walked in the class...” (Pr1, Time 2).

In the teacher qualifications subcategory, the only construct cited at Time 1 was “guided students” (f=1), while at Time 2, it was not cited at all, indicating that teacher qualifications of the prospective teachers continue to develop and that they are gathering knowledge and experience in this regard. The statement in which the prospective teachers declare that they guide students is as follows:

“Emily walked around the classroom and checked the classroom. Supervision is also essential during the activity, and Emily did it” (Pr1, Time 1).

As a result, in the reflection reports, Pr1 mentioned student engagement the most and teacher qualifications the least at Time 1. In contrast, at Time 2, she mentioned classroom management the most and communication strategies the least. Pr1 did not

mention teacher qualification at all at Time 2. These findings reveal differences in Pr1's reflections over time as a result of the experience they gained through microteaching sessions.

Table 39.

Results of Pr1's Reflection Reports for "Negative Reflections" Category at Time 1 and Time 2

Negative Reflections	Time I (f)	Time II (f)
Did not integrate audio-visual aids	3	1
Were not prepared for unexpected questions	2	-
Did not engage in fun activities	-	1

Table 39 presents the negative reflections category revealed in the content analysis of Pr1's reflection reports at Time and Time 2. To elaborate, the construct most frequently cited by Pr1 at Time 1 is "did not integrate audio-visual aids" (f=3). Prospective teachers expressed that the audio-visual activity, which was frequently mentioned in the interviews, was not implemented in this course with the following words:

"In the next teaching experience, Emily can support the activity with a listening exercise and help them develop their listening skills" (Pr1, Time 1).

At Time 2, Pr1's reflection report revealed two negative reflections, namely "did not integrate audio-visual aids" and "did not engage in fun activities", each cited once. Interestingly, Pr1's negative reflection on audio-visual aids continued at Time 2, as they did not integrate any activities related to this into their lessons. In addition, they also mentioned the lack of fun activities in their lessons, with the following words:

"To develop the lesson content more, she can use some videos and games in the lesson" (Pr1, Time 2).

To summarize, Pr1's negative reflections are very few compared to their positive reflections, which may be due to factors such as their inability to make a critical evaluation yet, their hesitation to reflect negatively on each other, and also the fact that making a negative evaluation requires a more serious intellectual effort.

4.3.4.2. Results of Pr2's Reflection Reports at Time 1 and Time 2

The tables below present the content analysis of Pr2's reflection reports at Time 1 and Time 2 in general, then the categories and subcategories separately, with frequencies and participants' excerpts.

Table 40.

Results of Pr2's Reflection Reports at Time 1 and Time 2

	Time I (f)	Time II (f)
Positive Reflections		
Student Engagement		
Promoted classroom interaction	2	2
Promoted critical thinking	1	4
Created interest and motivation	1	3
Used authentic teaching materials	1	1
Fostered students' creativity	1	1
Created an enjoyable learning environment	1	1
Engaged warm-ups	1	-
Used well-prepared materials	-	4
Engaged fun activity	-	2
Used authentic teaching materials	-	1
Involved all students in the lesson	1	-
Total 11	9	19
Classroom Management		
Avoided blame language	2	2
Had effective classroom management skills	2	1
Gave polite warnings	2	-
Set classroom rules upfront	1	-
Set clear expectations about the outcome of the lesson	1	-
Managed time well	-	1
Total 6	8	4
Instructional Strategies		
Used of technology for learning and teaching	2	-
Was good at teaching	1	2
Evaluated student comprehension	1	-
Uses communicative teaching methods	1	-
Total 4	5	2
Teacher Qualifications		
Was creative	1	-
Was polite	1	-
Was energetic	-	1
Total 3	2	1
Communication Strategies		
Gave positive reinforcement	1	2
Addresses students by name	-	2
Used voice efficiently	-	1
Total 3	1	4
Negative Reflections		
Did not manage time well	3	-
Total 1	3	0

Table 40 presents the categories that emerged from the content analysis of Pr2's reflection reports at Time 1 and Time 2, categorized as positive reflections and negative reflections, and their subcategories with their citation frequencies. Considering the positive reflections category first, at Time 1, the most frequently cited subcategory was “student engagement” (f=9), followed by “classroom management” (f=8), then “instructional strategies” (f=5), after that “teacher qualifications” (f=2), and finally “communication strategies” (f=1). At Time 2, “student engagement” was the most frequently cited subcategory, as at Time 1 but almost twice as often, secondly “classroom management” and “communication strategies” cited four times each, followed by “instructional strategies” (f=2), and lastly “teacher qualification” (f=1). As for the negative reflections category, at Time 1, the construct “did not manage time well” (f=3) was cited, but at Time 2, the prospective teachers did not have any negative reflections. The tables below discuss each subcategory separately, presenting excerpts from Pr2 at Time 1 and Time 2:

Table 41.

Results of Pr2's Reflection Reports for “Positive Reflections” Category at Time 1 and Time 2

Positive Reflections	Time I (f)	Time II (f)
Student Engagement		
Promoted classroom interaction	2	2
Promoted critical thinking	1	4
Created interest and motivation	1	3
Used authentic teaching materials	1	1
Fostered students' creativity	1	1
Created an enjoyable learning environment	1	1
Engaged warm-ups	1	-
Used well-prepared materials	-	4
Engaged fun activity	-	2
Used authentic teaching materials	-	1
Involved all students in the lesson	1	-
Classroom Management		
Avoided blame language	2	2
Had effective classroom management skills	2	1
Gave polite warnings	2	-
Set classroom rules upfront	1	-

(Table 41. Continue)

Set clear expectations about the outcome of the lesson	1	-
Managed time well	-	1
Instructional Strategies		
Used of technology for learning and teaching	2	-
Was good at teaching	1	2
Evaluated student comprehension	1	-
Uses communicative teaching methods	1	-
Teacher Qualifications		
Was creative	1	-
Was polite	1	-
Was energetic	-	1
Communication Strategies		
Gave positive reinforcement	1	2
Addresses students by name	-	2
Used voice efficiently	-	1

It is clear from Table 41 that student engagement, classroom management, instructional strategies, communication strategies and teacher qualifications are subcategories of the “positive reflections” category, as revealed by the content analysis of Pr2’s reflection reports. First, according to the student engagement subcategory, the most frequently cited construct at Time 1 was “promoted classroom interaction” (f=2). Pr2 reported that they had achieved classroom interaction in their first microteaching session, as reflected in the following utterances:

“As an example of an activity, she shared how she felt, threw the ball to someone, and asked, ‘What about you?’ *The goal was to motivate the students to express their feelings and use long sentences...Everyone talked about their feelings...*” (Pr2, Time 1).

At Time 2, Pr2 mentioned “promoted classroom interaction” (f=2), but the construct they cited most frequently was “promoted critical thinking” (f=4). Pr2 prepared materials that would encourage students to think critically in class and made these statements as follows:

“She helped the students think critically by using authentic materials relevant to kitchen tools, so the lesson was enjoyable” (Pr2, Time 2).

As for the classroom management subcategory, the constructs most frequently cited by Pr2 at Time 1, which were cited twice each, were “avoided blame language”, “had effective classroom management skills” and “gave polite warnings” (f=2). The

fact that Pr2 mentioned these classroom management strategies reflects that they see themselves as effective in classroom management. The following excerpts exemplify this:

“Her strength was her behaviour towards students. She was polite, and even while warning the students, she controlled the class masterly. ...She warned each student who was talking loudly, playing with a mobile phone and not wearing a mask by warning politely, saying please be quiet; focus on me. She did not use any ‘don’t phrase’” (Pr2, Time 1).

At Time 2, in the same way, as at Time 1, Pr2 mentioned “avoided blame language” (f=2), which shows that the prospective teachers avoided using 'you language' in the classroom and were careful to establish positive relationships with the students. The following excerpt is what Pr2 said on this subject:

“...Her warnings were positive, too. She didn’t use “no word” (Pr2, Time 2).

In the instructional strategies subcategory, “used of technology for learning and teaching” (f=2) was the most frequently cited construct at Time 1, but was not cited at all at Time 2. The following are the statements with regard to Pr2’s use of technology:

“She used ‘Edpuzzle’, a new kind of assignment. She used the flipped learning model and succeeded” (Pr2, Time 2).

At Time 2, the only construct cited regarding instructional strategies was “was good at teaching” (f=2). Pr2 made a positive evaluation about the teaching skills that their second microteaching was successful with the following words:

“...Her teaching skills were excellent” (Pr2, Time 2).

Concerning the teacher qualifications subcategory, at Time 1, Pr2 cited the constructs “was creative” and “was polite” (f=1) equally, while at Time 2 these constructs were not cited at all, instead the construct “was energetic” (f=1) was cited, which probably indicates that Pr2 was still continuing to construct teacher qualifications. The following excerpts present what Pr2 stated about teacher qualifications:

“Her strength was her behaviour towards students. She was polite even when she was warning the students... Her creativity influenced the students” (Pr2, Time 1).

“She was energetic and reflected it to her students” (Pr2, Time 2).

According to communication strategies, the only construct cited at Time 1 was “gave positive reinforcement” (f=1), indicating that student teachers placed importance on reinforcing the positive behaviours desired from students during the lesson. The following excerpts are examples of this:

“She motivated the students by using words like ‘great’, ‘amazing’, and ‘that’s OK!’” (Pr2, Time 1).

At Time 2, similar to at Time 1, Pr2 cited both 'gave positive reinforcement' (f=2) and 'addressed student by name' (f=2) constructs, as indicated in the reflection reports:

“Her feedback was positive. She motivated students by saying ‘good job’, ‘well done’, and ‘great’. Her warnings were positive, too. She didn’t use any ‘no’ words. She called her students by their names” (Pr2, Time 2).

As a result, when Pr2's positive reflections were evaluated, student engagement was mentioned the most at Time 1 and Time 2. However, communication strategies were mentioned the least at Time 1, and teacher qualifications were mentioned the least at Time 2, indicating that there were some changes in the reflections of preservice teachers as they gained experience.

Table 42.

Results of Pr2's Reflection Reports for “Negative Reflections” Category at Time 1 and Time 2

Negative Reflections	Time I (f)	Time II (f)
Did not manage time well	3	-

It is clear in the table that Pr2 has only one negative evaluation at Time 1, which they cite as “did not manage time well” (f=1), and none at Time 2, which indicates that they have had a problem with time management in the first microteaching period, and also that they are not yet fully able to make critical evaluations or they deliberately avoid making critical evaluations. Pr2's excerpt regarding time management is as follows:

“Her weakness was that she had to finish the lesson earlier than she planned. This made her nervous. She needs to control the stress” (Pr2, Time 2).

Similar to Pr1's result, Pr2's negative reflections were quite low at Time 1 and none at Time 2, indicating that Pr2 was unable to engage in a critical reflective thinking process or was reluctant to reflect negatively on their friends' performance, placing more value on positive reflections.

4.3.4.3. Results of Pr3's Reflection Reports at Time 1 and Time 2

The tables below present the content analysis of Pr3's reflection reports at Time 1 and Time 2 in general, then the categories and subcategories separately, with frequencies and participants' excerpts.

Table 43.

Results of Pr3's Reflection Reports at Time 1 and Time 2

Positive Reflections	Time I (f)	Time II (f)
Student Engagement		
Involved all students in the lesson	4	-
Fostered students' creativity	1	1
Used visual aids	1	1
Promoted critical thinking	1	1
Selected attractive tasks	1	-
Engaged activities	-	1
Total 6	8	4
Classroom Management		
Gave warnings	2	2
Managed time well	1	-
Total 2	3	2
Instructional Strategies		
Responded to questions from students	1	-
Provided clear instructions	1	-
Was good at teaching	1	-
Total 3	3	0
Communication Strategies		
Used voice efficiently	1	1
Total 1	1	1
Teacher Qualifications		
Was ready and confident	1	1
Total 1	1	1
Negative Reflections		
Did not evaluate student comprehension	4	2
Did not set clear expectations about the outcome of the lesson	4	1
Did not provide instructions clearer	3	4
Were not prepared for unexpected questions	2	2

(Table 43. Continue)

Did not start with a warm-up activity	1	-
Did not improve classroom management skills	1	-
Did not integrate audio-visual aids	1	-
Were not prepared for unexpected situations	-	7
Were some deficiencies in teaching	-	6
Did not promote classroom interaction	-	1
Did not involve all students in the lesson	-	1
Did not choose materials appropriate to students' levels	-	1
Total 12	16	25

The positive and negative reflection categories resulting from the content analysis of the reflection reports of Pr3 at Time 1 and Time 2 are presented in the table together with their frequencies of citations. Accordingly, in the positive reflections category at Time 1, “student engagement” was the most frequently cited subcategory ($f=8$), while “classroom management” and “instructional strategies” had the same frequency of citation and were the second most frequently cited ($f=3$), followed by “communication strategies” and “teacher qualifications” ($f=1$). At Time 2, “student engagement” was the most frequently cited subcategory ($f=4$), “classroom management” was the second ($f=2$), and lastly “communication strategies” and “teacher qualifications” ($f=1$) were the third. As for the negative reflections category, the two most frequently cited constructs at Time 1 were “did not evaluate student comprehension” ($f=4$) and “did not set clear explanations about the outcome of the lesson” ($f=4$), while the most frequently cited construct at Time 2 was “did not provide instructions clearer” ($f=4$). The tables below discuss each subcategory separately, presenting excerpts from Pr3 at Time 1 and Time 2:

Table 44.

Results of Pr3's Reflection Reports for "Positive Reflections" Category at Time 1 and Time 2

Positive Reflections	Time I (f)	Time II (f)
Student Engagement		
Involved all students in the lesson	4	-
Fostered students' creativity	1	1
Used visual aids	1	1
Promoted critical thinking	1	1
Selected attractive tasks	1	-
Engaged activities	-	1
Classroom Management		
Gave warnings	2	2
Managed time well	1	-
Instructional Strategies		
Responded to questions from students	1	-
Provided clear instructions	1	-
Was good at teaching	1	-
Communication Strategies		
Used voice efficiently	1	1
Teacher Qualifications		
Was ready and confident	1	1

Table 44 presents the "positive reflections" category, its subcategories, frequency of citations and excerpts, as revealed by the analysis of the reflection reports of Pr3 at Time 1 and Time 2. When the table is elaborated, at Time 1, the most frequently cited construct in the student engagement subcategory was "involved all students in the lesson" (f=4), which indicates that Pr3 thought that they kept all students active during the lesson. The following words from Pr3 explain this:

"He said that getting every student in the class to participate in an activity is hard because of their short attention span. However, it is essential to get their attention during the lessons. Getting their attention was not hard for him because he engaged most students with the activity. He ensured that the students participated in the activity as much as possible" (Pr3, Time 1).

At Time 2, four constructs, namely "fostered students' creativity", "used visual aids", "promoted critical thinking" and "engaged activities" (f=1), were cited once

each in the student engagement subcategory. It seems that Pr3 thinks that he supports students' creativity and critical thinking with the visual materials and activities he uses during the lesson, as supported by the following sentence:

“The lesson activity aroused the students' curiosity” (Pr3, Time 2).

Considering the classroom management subcategory, both at Time 1 and at Time 2, “gave warnings” (f=2) was the most frequently cited construct, indicating that Pr3 considered it appropriate to make warnings in classroom management. The following excerpt illustrates this:

“He warned the students and explained the reason for wearing a mask” (Pr3, Time 1).

“He warned a student for playing with his phone and asked him to be interested only in the lesson” (Pr3, Time 2).

When the subcategory of instructional strategies is considered, it is seen that Pr3 mentions the constructs “responded to questions from students”, “provided clear instructions” and “was good at teaching” (f=1) once, while instructional strategies are not mentioned at all at Time 2. The following statements present Pr3's excerpts regarding these:

“He didn't get any difficult questions, but he responded to every student's question. ...He was clear while giving instructions connected to the activity” (Pr3, Time 1).

As for the communications strategies, the construct “used voice efficiently” (f=1), which emerged from the positive reflections of Pr3, was cited both at Time 1 and at Time 2, indicating that they attach importance to the use of ‘teacher voice’. See the excerpt below:

“The right tone of voice greatly impacts students' motivation, so he adjusted his voice accordingly” (Pr3, Time 1).

“He used a good tone of voice in the classroom because he directed the students. His teaching voice kept the learners motivated” (Pr3, Time 2).

Finally, in the teacher qualifications subcategory, the construct cited by Pr3 at Time 1 and Time 2 was “was ready and confident” (f=1). Pr3 reported that she displayed a confident stance during the lesson at both times with the following sentence:

“He was ready and confident” (Pr3, Time 1 and Time 2).

When Pr3's positive reflections were evaluated, student engagement was the most frequently mentioned at Time 1 and Time 2. Communication strategies and teacher

qualifications were the least frequently mentioned at Time 2. Instructional strategies were mentioned at Time 1 but not at all at Time 2. The decrease in Pr3's positive reflections and increase in their negative reflections from Time 1 to Time 2 may indicate that they started to make more critical evaluations of their teaching performance.

Table 45.

Results of Pr3's Reflection Reports for "Negative Reflections" Category at Time 1 and Time 2

Negative Reflections	Time I (f)	Time II (f)
Did not evaluate student comprehension	4	2
Did not set clear expectations about the outcome of the lesson	4	1
Did not provide instructions clearer	3	4
Were not prepared for unexpected questions	2	2
Did not start with a warm-up activity	1	-
Did not improve classroom management skills	1	-
Did not integrate audio-visual aids	1	-
Were not prepared for unexpected situations	-	7
Were some deficiencies in teaching	-	6
Did not promote classroom interaction	-	1
Did not involve all students in the lesson	-	1
Did not choose materials appropriate to students' levels	-	1

As seen in the table, twelve constructs that emerged from the content analysis of Pr3's reflection reports at Time 1 and Time 2 were categorized as negative reflections. Accordingly, at Time 1, the two most frequently cited constructs were "did not evaluate student comprehension" and "did not set clear expectations about the outcome of the lesson" (f=4). Pr3 stated that in their initial microteaching, it was not checked whether the students understood the lesson and that students should have been informed about the objective of the lesson at the beginning. They evaluated their microteaching critically with the following words:

"At the end of the lesson, he just said, " Thank you for your contribution. ... " Even though the lesson was OK, he didn't tell the students the lesson's goal in the beginning" (Pr3, Time 1).

At Time 2, unlike at Time 1, more constructs were generated, indicating that Pr3 had become more critical of their teaching performance over time. The most frequently

cited construct in this category was “were not prepared for unexpected situations”. See the excerpt below:

“Mike became quickly unmotivated because we didn’t explain the activity as planned. Bad things may happen during the lesson, so he shouldn’t be so easily demotivated.” (Pr3, Time 2).

When the reflections of Pr3 at Time 1 and Time 2 are evaluated, it can be concluded that they started to make more critical evaluations over time.

4.3.4.4. Results of Pr4's Reflection Reports at Time 1 and Time 2

The tables below present the content analysis of Pr4's reflection reports at Time 1 and Time 2 in general, then the categories and subcategories separately, with frequencies and participants' excerpts.

Table 46.

Results of Pr4’s Reflection Reports at Time 1 and Time 2

Positive Reflections	Time I (f)	Time II (f)
Student Engagement		
Promoted critical thinking	2	2
Created interest and motivation	2	1
Involved all students in the lesson	2	-
Used visual aids	1	1
Promoted classroom interaction	1	1
Created an enjoyable learning environment	1	-
Engaged fun activity	1	-
Used well-prepared materials	-	2
Chose materials appropriate to students’ levels	-	1
Used authentic materials	-	1
Total 10	10	9
Classroom Management		
Set classroom rules upfront	2	-
Total 1	2	0
Instructional Strategies		
Was good at teaching	-	1
Used the board effectively	-	1
Gave homework	-	1
Total 3	0	3

(Table 46. Continue)

Communication Strategies		
Gave positive reinforcement	-	3
Total 1	0	3
Negative Reflections		
Did not model correct pronunciation	2	-
Provided excessive information	1	-
Did not provide instructions clearer	-	3
Did not choose materials appropriate to students' levels	-	3
Did not promote classroom interaction	-	2
Did not manage time well	-	2
Total 6	3	10

The categories of positive and negative reflections, which emerged from the content analysis of the reflection reports of Pr4 at Time 1 and Time 2, are presented in the table together with their subcategories and frequency of citations. When the positive reflections category at Time 1 is examined, the most frequently cited subcategories are 'student engagement' ($f=10$) and then 'classroom management' ($f=2$). When the positive reflections category at Time 2 is considered, similar to Time 1, 'student engagement' ($f=9$) is the most frequently cited subcategory, followed by 'instructional strategies' and 'communication strategies, which are equally cited ($f=3$). As for the negative reflections category, the frequency of citation at Time 2 ($f=10$) is 3 times that at Time 1, indicating that teacher candidates begin to evaluate their teaching performance more critically over time and identify their deficiencies. The following tables examine the positive and negative reflections categories of Pr4 separately with their subcategories and present excerpts:

Table 47.

Results of Pr4's Reflection Reports for "Positive Reflections" Category at Time 1 and Time 2

Positive Reflections	Time I (f)	Time II (f)
Student Engagement		
Promoted critical thinking	2	2
Created interest and motivation	2	1
Involved all students in the lesson	2	-
Used visual aids	1	1
Promoted classroom interaction	1	1
Created an enjoyable learning environment	1	-
Engaged fun activity	1	-
Used well-prepared materials	-	2
Chose materials appropriate to students' levels	-	1
Used authentic materials	-	1
Classroom Management		
Set classroom rules upfront	2	-
Instructional Strategies		
Was good at teaching	-	1
Used the board effectively	-	1
Gave homework	-	1
Communication Strategies		
Gave positive reinforcement	-	3

It is clear from the table that, considering the student engagement subcategory, the three most frequently cited constructs at Time 1 were 'promoted critical thinking', 'created interest and motivation' and 'involved all students in the lesson' (f=2), which were equally cited. Pr4 stated that in their first microteaching, they kept students engaged and motivated, encouraged them to think critically and were active during the lesson:

"I think that he has made the students think critically because the activity he made the students do in the lesson was about thinking critically and putting their thoughts into practice. Also, I think his activity was interesting and entertaining, as almost all the students answered his questions eagerly. Almost the whole class participated in the lesson. ...He ensured the students focused on the lesson" (Pr4, Time 1).

In terms of the student engagement subcategory, the two most frequently cited constructs at Time 2 were 'promoted critical thinking' and 'used well-prepared materials'

(f=2). According to Pr2, in the second microteaching session, as in the first one, they practised to encourage their students to think critically and in addition, they were well prepared in using the materials, with the following words:

“It was nice to use his voice in the listening text” (Pr4, Time 2).

Regarding the subcategory classroom management, ‘set classroom rules upfront’ (f=2) was cited at Time 1, but there were no mentions of classroom management at Time 2. The following excerpt reflects what Pr4 said about rules:

“Actually, he warned all the students in the class before he started teaching, which helped him manage the class” (Pr4, Time 1).

As for the subcategory of instructional strategies, it was not mentioned in the first reflections, but at Time 2, Pr4 reflected in their reports as ‘was good at teaching’, ‘used the board effectively’ and ‘gave homework’ (f=1 for all). The fact that Pr4 included instructional strategies in their second reflection report may be due to their increasing knowledge and experience on this subject over time. The following statement can be an example of this:

“She told the students what to do by writing on the board, so the game was understandable” (Pr4, Time 2).

Finally, in the communication skills subcategory, Pr4 did not mention it at all at Time 1, but did mention the construct ‘gave positive reinforcement’ (f=3) at Time 2, indicating that the pre-service teachers had begun to acquire communication skills over time. See the excerpt below:

“After the game, the winners were congratulated, which was nice and increased the student's motivation. She thanked them for participating in the game” (Pr4, Time 2).

To summarize, while student engagement was the most frequently mentioned topic in Pr4 at Time 1 and Time 2, there were some differences at Time 2. Instructional strategies and communication strategies were not mentioned at all at Time 1, but were mentioned at Time 2. Additionally, classroom management was mentioned at Time 1 but not at all at Time 2. This may reflect some changes in the reflections of the teacher candidates with their increasing experience and knowledge.

Table 48.

Results of Pr4's Reflection Reports for "Negative Reflections" Category at Time 1 and Time 2

Negative Reflections	Time I (f)	Time II (f)
Did not model correct pronunciation	2	-
Provided excessive information	1	-
Did not provide instructions clearer	-	3
Did not choose materials appropriate to students' levels	-	3
Did not promote classroom interaction	-	2
Did not manage time well	-	2

As seen in Table 48, negative reflections of Pr4 increased at Time 2. At Time 1, two constructs, 'did not model correct pronunciation' (f=2) and 'provided excessive information' (f=1) were reported as negative reflections; on the other hand, at Time 2, 'did not provide instructions clearer' (f=3), 'did not choose materials appropriate to students' levels' (f=3), 'did not promote classroom interaction' (f=2) and 'did not manage time well' (f=2) were reported. The excerpt regarding the lack of correct pronunciation of Pr4 at Time 1 is presented below:

“When he explained the names of the planets, he asked the students to repeat after him. This was good, but he should have pronounced the words correctly” (Pr4, Time 1).

Pr4's reflection on not using appropriate materials for student level in microteaching at Time 2 is given below:

“It was good for him to vocalise the listening text himself, but the level of the listening text was unsuitable for the students. Since we chose one of the 4th-grade topics, the content of the listening text should have been created accordingly” (Pr4, Time 2).

As a result, the increase in Pr4's negative reflections from Time 1 to Time 2 may indicate that they started to think more critically and reflectively.

When the reflection reports written at Time 1 and Time 2 were examined generally, as revealed in the content analysis, Pr1, Pr2, Pr3, and Pr4 mostly made positive evaluations. In addition, it was observed that the reports were not written exactly like reflections but rather more like what happened in the lesson. This also reveals that the prospective teachers did not have full knowledge of how to write reflection reports and that they could not make sufficient critical evaluations. Moreover, the fact that the prospective teachers mostly made positive evaluations of their microteaching may also be due to the fact that students tend to reflect on their positive skills and do not want to

feel embarrassed in front of their teachers and friends. However, there is an increase in the negative reflections of two of the four pairs (Pr3 and Pr4) from Time 1 to Time 2, which may indicate that prospective teachers started to think more critically and reflectively over time.

4.4. Results for the Research Question 3

Are there differences in the pre-service EFL teachers' self-efficacy beliefs at the beginning and end of the study?

To determine whether the prospective teachers' self-efficacy beliefs changed at the end of the study, the Teachers' Sense of Efficacy Scale (TSES) was applied to 31 prospective teachers as a post-scale at the end of the term. The collected data was used to obtain descriptive statistics using SPSS 20.0.

Table 49.

Descriptive Statistics for the Teachers' Sense of Efficacy Scale at the beginning and the end of the study

Subscales	N	Mean		S.D.		<i>t</i>	<i>p</i>
		Pre-scale	Post-scale	Pre-scale	Post-scale		
Efficacy for Student Engagement	31	6.37	6.46	0.97	.75	-,689	.499
Efficacy for Classroom Management	31	6.45	6.76	1.09	.88	-1,89	.068
Efficacy for Instructional Strategies	31	6.29	6.70	1.19	.82	-2,19	.036
Average	31	6.37	6.64	1.08	.81	-1,58	.020

Table 49 reveals the statistical results of the impact of microteaching on EFL pre-service teachers' student engagement, classroom management and instructional strategies. An independent t-test was employed to compare the means of the pre-and post-scales. It is seen that there is an increase when the means of the pre-scale of the three subscales in the table ($m=6.37$) are compared with the means of the post-scale ($m=6.64$). Considering it in detail, the mean of Efficacy for Student Engagement increased from 6.37 to 6.47. Although there is a slight increase between the two scores, the p-value of .499 shows that there is no statistically significant difference ($p>.05$). Regarding Efficacy for Classroom Management, there is an increase in the mean scores from 6.45 to 6.76, but the p-value

of .068 shows that there is no statistically significant difference ($p > .05$). Regarding the Efficacy for Instructional Strategies, the mean of the pre-course scale is 6.29, and the post-course is 6.70. When comparing the difference between the two scales, the highest increase was found here. The result of the independent samples t-test was significant at the level of .05 as the obtained P value is .036 ($p < 0.05$). As a result, it can be said that microteaching experience has positive contributions to the self-efficacy beliefs of prospective teachers, especially in terms of instructional strategies.

Table 50.

The Comparison of Pre- and Post-Scale Results of Instructional Strategies

Items	N	Pre-scale	Post-scale	<i>t</i>	<i>p</i>
		Mean (SD)	Mean (SD)		
Item 7	31	6.00 (1.26)	6.41 (1.14)	-1,367	,182
Item 10	31	6.51 (1.52)	6.90 (1.19)	-1,715	,097
Item 11	31	6.51 (1.70)	6.70 (1.27)	-,733	,469
Item 17	31	6.00 (1.52)	6.35 (0,95)	-1,173	,250
Item 18	31	6,16 (1.57)	6.77 (1.11)	-2,979	,006
Item 20	31	6.64 (1.60)	7.12 (1.25)	-1,976	,057
Item 23	31	6.35 (1.30)	6.90 (1.10)	-2,003	,054
Item 24	31	6.12 (1.58)	6.45 (1.05)	-1,033	,310
Average	31	6.29	6.70	-1,622	,178

Table 50 presents a comparison of the mean scores at the pre-scale and post-scale used to determine self-efficacy beliefs on EFL pre-service teachers' instructional strategies. When the average value of all items in the pre-scale ($m=6.29$) is compared with the average value of all items in the post-scale ($m=6.70$), there is an increase. When we consider it in detail, the mean of the pre-scale for Item 18 is 6.16, and the mean of the post-scale is 6.77. When comparing the difference between the two scales, the highest increase was found here. The result of the independent samples t-test was significant at the level of .05, as the obtained p-value is .006. As for the other items in the table, although there is a slight increase between the two scales, there is no statistically significant difference ($p > .05$). In summary, the microteaching experiences of pre-service teachers throughout the semester, along with the interviews conducted beforehand, the in-class discussions that followed, and the reflection reports they wrote, indicate an increase in the self-efficacy beliefs of teacher candidates regarding assessment strategies.

This is particularly evident in their responses to Item 18 in Appendix A, which asks about their ability to utilize a variety of assessment strategies.

Table 51.

The Comparison of Pre- and Post-Scale Results of Classroom Management

Items	N	Pre-scale	Post-scale	<i>t</i>	<i>p</i>
		Mean (SD)	Mean (SD)		
Item 3	31	6.22 (1.20)	6.64 (1.22)	-1,533	,136
Item 5	31	6.90 (1.49)	6.83 (1.06)	,259	,798
Item 8	31	6.45 (1.43)	6.93 (1.23)	-1,612	,117
Item 13	31	7.16 (1.24)	7.19 (1.35)	-,154	,879
Item 15	31	6.61 (1.56)	6.80 (1.40)	-,626	,536
Item 16	31	5.51 (1.71)	6.22 (1.11)	-2,509	,018
Item 19	31	6.41 (1.72)	6.96 (1.11)	-1,828	,077
Item 21	31	6.32 (1.24)	6.51 (1.28)	-,722	,476
Average	31	6.44	6.76	1,155	0,138

Table 51 shows the means of the pre-course and post-course scales used to identify the self-efficacy beliefs of EFL pre-service teachers on classroom management. When the average scores of the items in the pre-scale ($m=6.44$) and post-scale ($m=6.76$) are compared, it is seen that, except for Item 5, there is an increase in the EFL pre-service teachers' self-efficacy beliefs with regard to classroom management. However, there is no statistically significant difference ($p>.05$). As for Item 5, while the mean of the pre-scale is 6.90, the mean of the post-scale is 6.83. The item with the highest difference between the two scales is Item 16. While the mean of the pre-scale for Item 16 is 5.51, the mean of the post-scale is 6.22. The obtained p-value of .018 makes the independent samples t-test statistically significant ($p<0.05$). The table shows that there seems to be an increase in the self-efficacy beliefs of the pre-service teachers regarding their classroom management skills from the beginning to the end of the study. This is evident in Item 16 of Appendix A, which suggests that by the end of the study, pre-service teachers felt more confident in their ability to implement effective classroom management strategies tailored to different student groups.

Table 52.

The Comparison of Pre- and Post-Scale Results of Student Engagement

Items	N	Pre-scale	Post-scale	<i>t</i>	<i>p</i>
		Mean (SD)	Mean (SD)		
Item 1	31	5.61 (1.08)	6.35 (.79)	-3,494	,002
Item 2	31	6.03 (1.19)	6.12 (.84)	-,487	,630
Item 4	31	6.48 (1.23)	6.35 (.98)	,597	,555
Item 6	31	6.96 (1.37)	6.83 (1.31)	,453	,654
Item 9	31	6.77 (1.17)	6.70 (.93)	,312	,758
Item 12	31	6.32 (1.70)	6.41 (1.02)	-,356	,724
Item 14	31	6.48 (1.33)	6.45 (1.31)	,124	,902
Item 22	31	6.29 (1.65)	6.48 (1.45)	-,828	,414
Average	31	6.36	6.46	,831	,579

Table 52 presents the means of the pre-and post-scales used to identify the EFL pre-service teachers' self-efficacy beliefs on student engagement. When the means of the pre- ($m=6.36$) and post-scales ($m=6.46$) are evaluated, there is an increase in the pre-service teachers' self-efficacy beliefs on student engagement. When detailed, it is seen that there is an increase in the mean scores of the pre-and post-scales of Items 1, 2, 12 and 22, of which only the mean value of the pre- ($m=5.61$) and post-scale ($m=6.35$) of Item 1 increases. This result is statistically significant at the level of .05, as the obtained p-value is .002 ($p<0.05$). When the means of the pre-and post-scales of Items 4, 6, 9 and 14 are evaluated, a slight decrease is observed, but this is not statistically significant. To summarize the table, there seems to be a significant increase in the pre-service teachers' self-efficacy beliefs in dealing with difficult students from the beginning to the end of the study. This is illustrated in Item 1 of Appendix A, which asks, "How much can you do to engage with the most challenging students?"

4.5. Results for the Research Question 4

From the perspective of pre-service EFL teachers, how does, if any, the micro-teaching experience influence their self-efficacy beliefs about their teaching effectiveness?

Unfortunately, this survey could not be applied to all participants with whom the qualitative part of this study was conducted due to the devastating effects of the earthquake, as already mentioned throughout the thesis. For this reason, the survey was

sent to all teacher candidates who took the Teaching Language Skills 1 course from the teacher-researcher and whom the teacher-researcher was able to reach, but only nine teacher candidates responded. The data obtained from the surveys were analysed with inductive content analysis. The table below presents the categories that emerged from the content analysis of retrospective surveys, along with their frequency of citations:

Table 53.

Overall Results of Retrospective Surveys

The pre-service teachers	<i>f</i>
Professional development	
gained practice and experience in teaching	13
evaluated themselves as a teacher	12
improved their teaching skills	9
discovered their strengths and weaknesses	8
put theory into practice	5
learnt how to conduct a lesson effectively	4
improved their communication skills	4
increased their own self-efficacy beliefs	4
made learning from mistakes	3
got feedback for their improvement	3
observed other teacher candidates	3
recognised their own teacher identity	2
broadened teacher knowledge	2
engaged in lifelong learning	1
developed critical thinking skills	1
Total	74
Instructional Strategies	
used instructional activities and materials	10
developed lesson preparation skills	3
used Cooperative Learning	2
learnt to create motivation and interest	2
learnt to ensure students' active participation	2
gave clear instructions	1
provided examples for the classroom activity	1
Learnt to teach students critical and creative thinking skills	1
Total	22
Teacher Qualifications	

(Table 53. Continue)

became confident	14
guided students	2
became innovative	2
became supportive	1
became understanding	1
empathize with students	1
Total	21
Classroom Management	
learnt to ensure classes run smoothly	6
improved classroom management skills	6
practised time management	2
learnt to make expectations clear about the outcome of the lesson	1
Total	15

According to Table 53, the most frequently cited category was “professional development” (f=74), followed by “instructional strategies” (f=22), then “teacher qualifications” (f=21), and finally “classroom management” (f=15). Each category is discussed separately in the tables below:

Table 54.

Results of Retrospective Surveys for “Professional Development” Category

Professional development	f
gained practice and experience in teaching	13
evaluated themselves as a teacher	12
improved their teaching skills	9
discovered their strengths and weaknesses	8
put theory into practice	5
learnt how to conduct a lesson effectively	4
improved their communication skills	4
increased their own self-efficacy beliefs	4
made learning from mistakes	3
got feedback for their improvement	3
observed other teacher candidates	3
recognised their own teacher identity	2
broadened teacher knowledge	2
engaged in lifelong learning	1
developed critical thinking skills	1

It is clear from the table that 14 constructs fall into the professional development category, with the most frequently cited being “gained practice and experience in

teaching’’ (f=13). Most of the prospective teachers stated in their retrospective surveys that they gained a lot of professional knowledge and experience, and had the opportunity to put many skills and strategies into practice in microteaching, with the following words:

‘‘In this sense, we have gained practical and real experience. We have done activities that can spread over a one-hour lesson in less time than the real lesson time. Although the students in front of us were not our real students, it provided the experience of teaching in a real classroom environment’’ (Teacher 7).

The second most frequently cited construct by preservice EFL teacher candidates was ‘‘evaluated themselves as a teacher’’ (f=12). Microteaching experiences helped candidates develop a teacher identity. In-class reflection discussions and reflection reports that were asked to be written after microteaching experiences provided candidates with the opportunity to better evaluate their teaching performance. The following statement exemplifies this:

‘‘As a result of these micro-teaching sessions, we had the opportunity to evaluate ourselves both academically and in terms of our skills and attitudes. Therefore, we better understood our self-assessment in this process’’ (Teacher 8).

The third construct most frequently cited by preservice EFL trainees was ‘‘improved their teaching skills’’ (f=9). EFL trainees had the opportunity to put their theoretical knowledge into practice through their microteaching experiences and to improve their teaching skills at certain points. The following excerpt illustrates this:

‘‘The experiences we gained through micro-teaching helped us to improve our teaching skills’’ (Teacher 7).

According to the analysis results of retrospective surveys, microteaching experiences of the pre-service teachers seem to have contributed to their self-efficacy beliefs as a professional development.

Table 55.

Results of Retrospective Surveys for “Instructional Strategies” Category

Instructional Strategies	<i>f</i>
used instructional activities and materials	10
developed lesson preparation skills	3
used Cooperative Learning	2
learnt to create motivation and interest	2
learnt to ensure students’ active participation	2
gave clear instructions	1
provided examples for the classroom activity	1
learnt to teach students critical and creative thinking skills	1

As presented in Table 55, 8 constructs fell into the category of “instructional strategies” ($f=15$). Accordingly, the most frequently cited construct was “used instructional activities and materials” ($f=10$). Preservice EFL teacher candidates stated that they prepared activities and materials for different age groups, such as warm-up activities, authentic materials and problem-solving activities. Teacher 4’s opinion on this issue is given below:

“We were inexperienced in preparing activities for different age groups. It is unthinkable for teachers to remain indifferent to this issue when the classes consist of students with different interests, demands and abilities. Before micro-teaching practices, I had difficulty choosing activities for different age groups. Still, even our observations in this process shed light on us in this sense. At the end of the process, we learnt to choose activities for different age groups and design our materials for them” (Teacher 4).

In the category of instructional strategies, the second most frequently cited construct was “developed lesson preparation skills” ($f=3$). Preservice EFL trainees prepared lessons with their pairs for microteaching practices and gained valuable experience in this regard. The statement of Pr1 is as follows:

“After the earthquake, I had to change my internship school. There, I had the opportunity to compare myself with my pre-service teacher friends. Owing to the knowledge and experience I gained from micro-teaching; it was easier for me to prepare lesson plans for the teaching practice at the practice school” (Teacher 1).

The third most frequently cited construct was “used Cooperative Learning” ($f=2$). In retrospective surveys, prospective teachers explained that they adopted teaching

practices and strategies towards a cooperative learning approach in their microteaching experiences with the following statement:

“At the end of this process, we learned to choose activities and design materials for different student groups. Cooperative and interactive learning environments are critical, especially in English language teaching. Students must participate in these activities” (Teacher 4).

In addition, it was stated that due to these micro-teachings, which were preservice EFL trainees' first teaching experiences, they learned how to provide student motivation and attract student interest in the lesson, and thus they learned how to keep students active during class ($f=2$). The following excerpts exemplify these:

“During the micro-teaching sessions, the pre-service teachers learnt that negative situations may occur during lessons, that they may encounter students who cause problems in their classes throughout their professional lives, and that lessons will not always be smooth. They learnt how to motivate students in such situations” (Teacher 1).

“Students' participation in communicative activities is essential for developing speaking skills. However, some students are afraid to speak because they are afraid of making mistakes in the lesson and are not interested in it. To ensure the active participation of all students, I used group activities more often. I gave clear instructions to these students, presented the first example of the activity myself, and asked them to give their examples after I gave them the necessary time” (Teacher 4).

According to the table results, the pre-service teachers' microteaching experiences seem to have contributed to their self-efficacy beliefs regarding instructional strategies such as teaching activities and material use, lesson preparation, etc.

Table 56.

Results of Retrospective Surveys for “Teacher Qualifications” Category

Teacher Qualifications	<i>f</i>
became confident	14
guided pre-service teachers	2
became innovative	2
became supportive	1
became understanding	1
empathized with students	1

As can be seen in the table, six constructs fell into the category of “teacher qualifications” ($f=21$). To elaborate, the most frequently cited construct was “became

confident’’ (f=14). Almost all of the preservice EFL teachers stated that they felt more confident and less stressed when teaching as an outcome of their microteaching experience, as follows:

“Conducting frequent micro-teaching practices during the course period gave us the skills and self-confidence needed to become a better teacher over time’’ (Teacher 7).

In the category of teacher qualifications, the two second most frequently cited constructs by preservice EFL teacher candidates were “guided pre-service teachers’’ and “became innovative’’ (f=2). EFL teacher candidates stated that the microteaching experience provided them with a form of professional guidance and that they had also gained innovative ideas through their own microteaching and that of their peers during an academic term. The following excerpts shed light on these two:

“Owing to micro-teaching, we gained experience and improved ourselves. These experiences will guide us professionally’’ (Teacher 3).

“In my professional life, I will be an innovation-oriented teacher using the knowledge I have gained through micro-teaching’’ (Teacher 1).

In addition to the teacher qualifications mentioned above, future ELT teachers claimed that due to the practical experience provided by microteaching, they “became supportive”, “became understanding’’ and “empathised with students’’ (f=1 for all).

To summarize, prospective teachers' microteaching experiences seem to contribute to their self-efficacy beliefs regarding teacher qualities such as confidence, guiding students, and innovation.

Table 57.

Results of Retrospective Surveys for “Classroom Management’’ Category

Classroom Management	<i>f</i>
learnt to ensure classes run smoothly	6
improved classroom management skills	6
practised time management	2
learnt to make expectations clear about the outcome of the lesson	1

In Table 57, it is clear that four constructs fell into the category of “classroom management’’ (f=15). The two most frequently cited constructs, “learnt to ensure classes run smoothly’’ and “improved classroom management skills’’ (f=6), were cited equally. Although the environment was unnatural, as student teachers state, they benefitted from

dealing with their so-called students' somehow distracting behaviours in the sessions and learnt how to maintain class order. Thus, they had a teaching experience close to reality in the classroom environment and gained the experience they needed to use classroom management skills to carry out the course effectively. The following statement exemplifies this:

“Thanks to the micro-teaching practices, I learned how to manage the classroom as a teacher. Having classmates who behaved like real students and who were not actually my students helped me relax and gain teaching experience. I also learned how to treat sleeping students and how to include my students who are not interested in the lesson and who are distracting.” (Teacher 6).

In addition to the two constructs mentioned above, preservice EFL teachers stated that they “practised time management” (f=2) and “learnt to make expectations clear about the lesson outcome” (f=1). With microteaching experience, some preservice teachers stated that they learned time management, and one said that the lesson outcome should be conveyed to the students at the beginning of the lesson.

It can be concluded that teacher candidates' microteaching experience may have improved their self-efficacy beliefs in classroom management, such as smooth course progress, management skills, and time management.

When the pre-service EFL teacher candidates' retrospective surveys were evaluated in general, they all claimed that they were satisfied with the microteaching experience and that it contributed positively to their self-efficacy beliefs regarding professional development, instructional strategies, teacher qualifications and classroom management skills. Many of these teacher candidates were unable to participate in practicum programs due to the negative effects of the earthquake in Hatay. Moreover, the first two years of their undergraduate programs were online due to the COVID-19 pandemic. For these reasons, they think that, in their words, the valuable and practical experience that microteaching provided them gave them confidence in many aspects at the beginning of their careers.

CHAPTER V

DISCUSSION

5.1. Introduction

This study aims to examine the probable effects of microteaching on preservice EFL teachers' self-efficacy beliefs. The study also targets to increase the awareness of teacher candidates in the field of teacher knowledge by using a pre-course scale, interviews, observations, reflection reports, a post-course scale and retrospective surveys. The research questions of this study are presented below:

1. What efficacy beliefs do pre-service teachers of English as a Foreign Language (EFL) hold about
 1. a. Student engagement (Espoused Theories) at the beginning of the study?
 1. b. Classroom management (Espoused Theories) at the beginning of the study?
 1. c. Instructional strategies (Espoused Theories) at the beginning of the study?
2. Can the EFL preservice teachers put their espoused teaching strategies into practice during micro-teaching sessions
 2. a. During the first micro-teaching session?
 2. b. During the second micro-teaching session?
 2. c. What are the pre-service EFL teachers' interpretations of the procedure regarding the first and second micro-teaching sessions?
3. Are there differences in the pre-service EFL teachers' self-efficacy beliefs at the beginning and end of the study?
4. From the perspective of pre-service EFL teachers, how does, if any, the micro-teaching experience influence their self-efficacy beliefs about their teaching effectiveness?

It should be noted that research question 1 and research question 3 were discussed together because they are related to each other. While research question 1 reveals the self-efficacy beliefs of teacher candidates at the beginning of the semester on student engagement, classroom management and instructional strategies, research question 3 reveals the change in the self-efficacy beliefs of teacher candidates at the beginning and the end of the semester. By comparing the self-efficacy beliefs of teacher candidates, we

aim to examine the contributions of microteaching experiences to their self-efficacy beliefs, which allows us to develop a more comprehensive understanding in this context. Integrating and discussing the findings of research questions 1 and 3 also allows us to see whether the change in pre-service teachers' self-efficacy beliefs causes changes in their teaching practices throughout the semester.

5.2. Discussions based on Research Question 1 and Research Question 3

What efficacy beliefs do pre-service teachers of English as a Foreign Language (EFL) hold about student engagement, classroom management and instructional strategies (Espoused Theories) at the beginning of the study? (Research Question 1)

Are there differences in the pre-service EFL teachers' self-efficacy beliefs at the beginning and end of the study? (Research Question 3)

The first research question of this study aimed to determine the self-efficacy beliefs of teacher candidates regarding student engagement, classroom management, and instructional strategies at the beginning of the study. The results revealed that these candidates considered themselves competent in the specified areas (As presented in section 4.2.). In this respect, this result is consistent with previous studies (Alagözlü, 2016; Eslami & Fatahi, 2008; Çakır, 2000; Cinkara, 2009; Külekçi, 2011; Çankaya, 2018; Choi & Lee, 2018). However, it should be noted that these positive perceptions of teacher candidates may be due to limited experience or lack of certain criteria. Arguing for a similar idea, Yerdelen et al. (2019) stated that individuals tend to see themselves as more competent than they are when they do not have sufficient experience.

When student engagement, classroom management and instructional strategies were considered separately, it was concluded that teacher candidates considered themselves most competent in classroom management, then in student engagement and finally in instructional strategies. These results reveal differences with the study findings of Çankaya (2018) and Eslami and Fatahi (2008), and according to the findings, teacher candidates saw themselves as most self-sufficient in instructional strategies and less self-sufficient in student participation and classroom management. On the other hand, this result is similar to the studies of Choi and Lee (2018), Baykara (2011), and Solar Şekerci (2011) in that self-efficacy in classroom management was higher than self-efficacy in student engagement and instructional strategies. The fact that teacher candidates see themselves as self-sufficient in classroom management reveals that they see themselves

as competent in controlling negative student behaviours in the classroom environment, managing the classroom well, carrying out classroom activities effectively, ensuring that students comply with classroom rules, and intervening in unexpected classroom problems.

One of the reasons why teacher candidates feel less self-efficacious in student engagement and instructional strategies compared to classroom management may be that the first years of their teacher education undergraduate programs are focused on theoretical courses, and the candidates do not have sufficient experience in these areas. Another reason is that this study was started in the third year of the teacher candidates' undergraduate education, and due to the spread of the COVID-19 pandemic in the entire world, the first two years of the candidates' undergraduate education took place online, and this may have been adequate for them to construct in their minds an understanding of the theoretical base for teaching-learning issues. In addition, the early integration of the classroom management course into the curriculum of teacher education programs in our country may be another reason for the higher self-efficacy beliefs of teacher candidates on classroom management. Additionally, lower self-efficacy beliefs on student participation and instructional strategies may be a sign to reveal the need for more emphasise and practical experience for prospective teachers. Thus, teacher training programs may need to work more in these areas in order for the teacher candidates be more equipped in these areas.

According to the results of the first research question, teacher candidates feel self-sufficient in student engagement, classroom management and instructional strategies, which reveals that they see themselves as sufficient in these areas. It is important for teacher candidates to have high self-efficacy beliefs. Alemdağ et al. (2014) emphasised the connection between teacher candidates' self-efficacy beliefs and their academic consideration. Moreover, Pajares (2002) emphasised that teacher candidates' self-efficacy beliefs are important in becoming competent teachers. Pajares (2002) and Chaco'n (2005) argued that teachers with high self-efficacy can establish better relationships with their students, which is reflected in their teaching practices and, therefore, causes positive results in students' success. Advocating a similar idea, Tschannen-Moran and Woolfolk Hoy (2001) also defended the importance of self-efficacy beliefs in their study. They mentioned that teachers' self-efficacy beliefs have a direct impact on their attitudes in the classroom.

Research question 3 revealed teacher candidates' self-efficacy beliefs at the end of an academic semester. Significant changes emerged in self-efficacy beliefs from the beginning to the end of the semester. According to the results, although there appears to be an increase in teacher candidates' self-efficacy beliefs, mostly in instructional strategies, then in classroom management and student engagement, statistical analyses have shown that this increase does not create a statistically significant difference. Bandura's (1977) and Schunk's (1987) theories argue that academic experience increases self-efficacy beliefs. Thus, this result can be attributed to pre-service teachers' microteaching experiences throughout the semester. In line with the present study, Aarsal (2014) revealed an increase in the self-efficacy beliefs of his participants after microteaching sessions. Similarly, Mergler and Tangen (2010) also suggested that teacher candidates could increase their self-efficacy through microteaching experiences.

Görge (2003) claims that teacher candidates gain experience by observing their own and their peers' teaching through microteaching experience. In this study, teacher candidates were actively involved in microteaching practices throughout the term, made observations and engaged in reflective discussions, which led them to evaluate themselves and their peers and allowed their teaching skills to develop. This experience contributed to the teacher candidates' self-efficacy beliefs. In line with the present study, Muñoz-Rodríguez et al. (2018) found that the self-efficacy beliefs of their pre-service teachers increased after they had microteaching experiences. A similar result was reached in Yerdelen et al.'s (2019) study, and this study also investigated whether there was a change in the self-efficacy beliefs of pre-service teachers due to microteaching experiences over a period of time and found an increase. Overall, these findings, in accordance with the findings mentioned, reveal that the experiences gained through microteaching practices contributed to the self-efficacy beliefs of pre-service teachers.

As proposed by Bandura (1986), mastery experience is the major source of self-efficacy beliefs, and this is necessary to increase preservice teachers' self-efficacy beliefs. In this study, preservice teachers gained mastery experience by actively participating in microteaching practices. What preservice teachers suggested about their microteaching experiences can inform us relating to the process: For example, Teacher 3 said, "We gained experience and improved ourselves due to the contribution of microteaching practices. These experiences will guide us professionally"; Teacher 7 suggested, "Microteaching experiences allowed us to improve our teaching skills"; and Teacher 8 expressed, "Because of microteaching practices, we had the opportunity to evaluate

ourselves professionally; in this process, we better understood the importance of self-evaluation''. The statements of the teacher candidates revealed that they had the opportunity to practice, observe and evaluate their teaching skills with the microteaching experience, and thus had an impact on their self-efficacy beliefs. In parallel to the present study, Yerdelen et al. (2019) emphasized that self-efficacy beliefs change as new experiences are gained. These microteaching experiences provide teacher candidates with practical experience, which refines and develops teaching skills, increases self-confidence and makes them more effective teachers in the professional sense.

Although teacher candidates feel efficacious in student engagement, classroom management and instructional strategies, it may not be correct to see them as having sufficient knowledge and skills in the specified areas without having sufficient experience in the real classroom environment. Advocating the same idea, Ercan Demirel (2017) also stated that it is unrealistic for individuals who do not have sufficient experience to see themselves as having high self-efficacy. In this context, Pajares (1995) also argues that most prospective teachers have an unrealistic or misleading perception that the qualities required for successful teaching are their own. Since it may be a wrong understanding to consider the self-efficacy of teacher candidates who do not have sufficient field knowledge and real classroom experience to be high, it is of great importance to examine the reasons behind these positive findings in detail and to detail the study with qualitative data. The next discussion section will be supported by qualitative data, and the effects of microteaching on teacher candidates' self-efficacy beliefs will be discussed comprehensively.

5.3. Discussions based on Research Question 2

Can the EFL preservice teachers put their espoused teaching strategies into practice during micro-teaching sessions

2. a. During the first micro-teaching session?

2. b. During the second micro-teaching session?

2. c. What are the pre-service EFL teachers' interpretations of the procedure regarding the first and second micro-teaching sessions?

To address research question 2, interviews, classroom observations and reflection reports are discussed below based on Time 1 and Time 2. Interviews, classroom observations and reflection reports were conducted twice during the semester, Time 1 and

Time 2, to determine the changes in teacher candidates' self-efficacy beliefs from Time 1 to Time 2.

5.3.1. Discussions on Interviews at Time 1 and at Time 2

The purpose of the structured interviews conducted with teacher candidates before microteaching practices was to reveal their self-efficacy beliefs on student engagement, classroom management and instructional strategies. It was necessary to reveal the candidates' efficacy beliefs because it allowed us to see whether they could apply these beliefs in their microteaching practices or not.

Analyses of the interviews conducted at Time 1 and Time 2 revealed that there was a change in the self-efficacy beliefs of the teacher candidates, which may be a reflection of the microteaching experiences of the candidates. In interviews at Time 1 (see section 4.3.1.), 'student engagement' was the most frequently cited category, followed by 'classroom management', 'teacher qualifications', 'instructional strategies' and 'communication strategies'. On the other hand, a very different picture emerged in interviews at Time 2 (see section 4.3.2.). Accordingly, 'teacher qualifications' were the most frequently cited category, followed by 'student engagement', 'classroom management', 'communication strategies' and 'instructional strategies', respectively. Possible reasons for the category of 'teacher qualifications' being the most frequently cited category at Time 2 could be the increasing awareness of teacher candidates in terms of teacher qualifications along with their microteaching experiences, their evaluation of their own teaching skills after the first microteaching sessions, and their increased confidence in these skills. Another reason may be that peer feedback in the reflective discussions held after microteaching practices emphasised teacher qualifications more. Additionally, unlike Time 1, this change in priorities at Time 2 demonstrates the change in the self-efficacy beliefs of the teacher candidates. This result is consistent with Yalcin Arslan and Ilin's (2018) study, in which teacher candidates cited professional and personal qualities most frequently. In this context, Yüksel (2014) suggested that teacher candidates' self-efficacy beliefs are flexible and can change with new experiences. It seems that the microteaching practices that the teacher candidates conducted and observed throughout the semester encouraged the candidates to self-assess and make improvements in their teaching skills, providing them with professional development and causing a change in their self-efficacy beliefs.

Considering the category of student engagement strategies, prospective teachers most frequently mentioned 'promoting interaction' and 'using teaching materials' at Time 1, showing that they think promoting interaction and using teaching materials during the course is most important. Regarding this, Howe and Mercer (2008) emphasize that encouraging interaction as well as utilizing collaborative learning activities in the classroom is important for students' conceptual development and effective learning. As stated by Bušljeta (2013), the use of teaching materials in the classroom not only facilitates teachers in conveying course content to students but also helps students in the process of acquiring knowledge. On the other hand, 'engaging activities such as games, drama and warm-ups' was the most frequently cited category at Time 2. In the first interviews, the prospective teachers gave priority to the strategies of 'promoting interaction' and 'using teaching materials' based on the theoretical knowledge they had, but the experiences they gained from microteaching practices, the feedback and reflective discussion sessions that took place afterwards may have caused the prospective teachers to change their teaching strategies and started to give importance to the strategy of 'engaging activities such as games, drama and warm-ups'. Moreover, the prospective teachers may have started to feel the necessity of providing student motivation and creating enthusiasm in the classroom. As prospective teachers transform their theoretical knowledge into practice through microteaching experiences, their confidence increases and their self-efficacy beliefs change.

Regarding classroom management, at Time 1, teacher candidates most frequently mentioned 'handling disruptive students', 'managing time well', and 'setting classroom rules upfront', while at Time 2, they stated additional strategies such as 'having effective classroom management skills', 'ensuring a positive classroom atmosphere', and 'arranging the physical environment'. These new skills that pre-service teachers added to their classroom management strategies can be attributed to the observations they made during microteaching practices and the new insights they gained in reflective discussions. Microteaching practices allow teacher candidates to observe themselves and their peers in many ways, manage classroom dynamics, manage student behaviour and improve classroom interaction. These opportunities enable teacher candidates to develop effective classroom management skills and create an effective learning environment. Akkuş and Üner (2017) suggested that prospective teachers' receiving feedback from different sources such as their pairs, peers, and mentors, enables them to identify the strong and weak points in their teaching. Similarly, Göçer (2016) claimed that pre-service teachers'

microteaching observations and feedback sessions allow them the opportunity to develop themselves professionally. In the same vein, Gürbüzöğlu Yalmançı and Aydın's (2014) study suggests that microteaching practices are effective for gaining experience in classroom management strategies. As the aforementioned studies reveal, the advantages of microteaching for teacher candidates, such as feedback and assessment, can be seen as a reason for the change in teacher candidates' self-efficacy beliefs.

In terms of communication strategies, teacher candidates talked about 'using verbal and non-verbal immediacy behaviours'. There is not much difference in the frequency of citations between the behaviours mentioned at Time 1 and the behaviours mentioned at Time 2. 'Using of gestures and facial expressions' were the most frequently cited behaviour by teacher candidates at both Times, and this construct at Time 2 was cited twice as often, which may indicate that teacher candidates began to attach more importance to increasing communication with students, attracting students' attention, involving students in the lesson, ensuring student comprehension, and increasing enthusiasm in the classroom. Moreover, when looking at the findings, the fact that pre-service teachers emphasised non-verbal immediacy behaviours more than verbal ones may indicate that pre-service teachers tend to establish positive relationships with students, try to increase classroom interaction and try to create an enthusiastic learning environment. These aspects help students acquire information more easily by making communication in the classroom more understandable. It is important to use verbal and non-verbal immediacy behaviours to strengthen the bond with students in the classroom (Pogue & AhYun, 2006). In line with the present study, Turhan (2021) suggested that nonverbal immediacy behaviours prevail over verbal immediacy behaviours. A similar result was also obtained by Witt et al. (2004) who mentioned that verbal immediacy behaviours are not highlighted as much as nonverbal immediacy behaviours. To summarise, in the interviews conducted with teacher candidates, it was learned that teacher candidates tend to benefit from verbal and non-verbal immediacy behaviours. Conducting microteaching practices in a controlled environment allows pre-service teachers to improve their verbal and non-verbal communication skills. As they become aware of the effectiveness of these aspects in transferring knowledge and strengthening communication with students, pre-service teachers seem to be reinforced to integrate them into their lessons.

In terms of teacher qualifications, pre-service teachers suggested similar teacher qualities at Time 1 and at Time 2. Surprisingly, personal teacher qualifications prevailed

over professional qualifications, which may indicate that prospective teachers do not view the teaching profession as merely imparting knowledge but as valuing personal development and establishing human connections with students. At Time 1 and Time 2, 'being innovative' was the most frequently cited personal qualification, which may indicate that teacher candidates attach importance to 21st-century skills. Innovative teachers tend to be flexible, creative, adaptable to the times, critical and open to development rather than adopting traditional teaching methods. As a matter of fact, in their statements, teacher candidates also talked about creativity, critical thinking ability, personal development and the benefits of technology in education. A similar finding was obtained by Akcanca and Ozsevgi (2018), who also suggested that creativity should be constantly encouraged in education to develop innovative individuals. Also, in line with Reason et al. (2006, p. 155), it was emphasised that educators who adopt innovative teaching methods achieve the desired goal in the course, which ultimately leads to cognitive development and academic success in students. In this context, the microteaching practices throughout the semester allowed teacher candidates to experience innovative teaching methods by integrating technology into teaching, which may have led them to develop an innovative teaching approach.

Considering instructional strategies, teacher candidates claimed they planned to implement such strategies as 'student-centred teaching', 'inductive teaching', 'experiential learning', 'flipped classroom model' and 'eclectic approach' at Time 1. In addition to approaches such as student-centred teaching and eclectic approach, at Time 2, teacher candidates put forward 'the communicative language teaching approach', arguing that the language should be taught communication-oriented. Pre-service teachers most frequently cited 'student-centred teaching' at Time 1 and Time 2. One of the reasons why teacher candidates adopt student-centred teaching may be that in microteaching practices, teacher candidates experience encouraging their students to participate in the lesson actively, practice preparing lesson plans by taking into account the individual differences of their students, and have the opportunity to evaluate themselves in this sense thanks to feedback sessions following microteaching practice. Garrett (2008) states that in student-centred teaching, students play an active role in learning and support student autonomy through practice-based activities that encourage students to research and discover. To summarise, teacher candidates both at Time 1 and Time 2 prefer instructional strategies that support student-centred education and consider students' needs and differences. As

an outcome of microteaching experiences, teacher candidates can practically experience these instructional strategies and increase their teaching skills.

As can be seen from the results of the interviews held with the teacher candidates at Time 1 and Time 2, there is an increase and a change in the self-efficacy beliefs of the teacher candidates, and especially this increase and change is based on teacher qualifications. Microteaching experiences are considered effective in developing teacher skills. These experiences provide pre-service teachers with opportunities closer to real-life teaching scenarios, aiming to provide them with confidence, support, and feedback. This can enhance their self-efficacy beliefs. Microteaching allows pre-service teachers to quickly identify strengths and areas for improvement in their performance, contributing to their growing self-efficacy. Therefore, this specific educational method may contribute to pre-service teachers' increasing and changing self-efficacy beliefs over time.

5.3.2. Discussions on Classroom Observations at Time 1 and Time 2

This section will delve into the classroom observations discussion (as detailed in section 4.3.3) conducted for Pr1, Pr2, Pr3, and Pr4 at both Time 1 and Time 2. The discussion will begin with an examination of the classroom observations for Pr1 at Time 1 and Time 2.

5.3.2.1. Discussions on Pr1's classroom observation at Time 1 and Time 2

During the initial interview with Pr1, 18 beliefs about teaching were revealed. However, during the observation of their microteaching, it became evident that 5 of these constructs were not put into practice. One of the beliefs that was not implemented was 'assigning students the responsibility' to handle disruptive behaviour, which fosters a sense of community in the classroom. The absence of this strategy in Pr1's microteaching could be attributed to the limitations of microteaching, which provides a condensed and somewhat artificial teaching environment compared to a typical classroom setting (Şen, 2010). Another belief that was not observed was 'the use of humour' to create a positive classroom atmosphere. Forman (2011) suggested that using humour in class can create a bond between teachers and students and arouse enthusiasm for learning. Possible reasons for this may be that microteaching is a short-term practice and the teacher may have time problems in the lesson; the course content may prevent the teacher from being humorous; the teacher's characteristic features and the teacher's desire to teach the lesson with a

serious attitude. In addition to ‘the use of humour’, the constructs ‘being trustworthy’ and ‘being sympathetic’ were not observed in this lesson. These two qualities are valuable for teachers to establish strong bonds with their students and create a positive classroom environment. However, since microteaching is a short-term teaching practice, it takes time for these qualities to be observed and even for the teacher to develop these qualities requires some time. Furthermore, Pr1 did not apply ‘experiential learning’ in this lesson. Experiential learning means putting the theoretical knowledge learned in the classroom into practice with real-life applications and learning such knowledge more meaningfully (Guo et al., 2016). It is quite difficult for the teacher to carry out an experiential learning activity without good preparation, considering the context in which this microteaching session takes place, that is, in a limited time and a crowded classroom environment. It may not be possible to observe the experiential learning activity in a single lesson, as it may require a process that may require implementation in several lessons. To sum up, microteaching sessions appeared to provide opportunities for teacher candidates to put their theoretical knowledge into practice, make observations and improve their teaching skills. However, due to the fact that it is a time-limited practice focusing on specific teaching features, the teacher candidate's lack of experience in the real classroom environment, the tension and stress that may arise due to the recording of the microteaching sessions, and finally, the lack of confidence, Pr1 may not have been able to implement some of the strategies they mentioned in the interviews in this microteaching session.

In the analysis of the second interview with Pr1, 21 constructs emerged, but 14 of these were observed in Pr1's second microteaching sessions. The ones not observed in this microteaching session were ‘interviewing’, ‘ensuring a positive classroom atmosphere’, ‘arranging the physical environment’, ‘setting classroom rules upfront’, ‘supporting different learning styles’, ‘empathising with students’ and ‘provoking excitement for content’. Each of these are essential constructs for a promotional learning environment, and microteaching practice offers teacher candidates the opportunity to put these constructs into practice in the classroom environment. Supporting this idea, Fernandez and Robinson (2006) argue that microteaching contributes to pre-service teachers' teaching skills, especially concerning classroom management strategies. However, the possible reasons why Pr1 did not implement the constructs that they had previously put forward as classroom management strategies in this course may have been that the students did not want to put their peers in a difficult situation during the lesson

and did not exhibit negative behaviour in the classroom, and therefore real classroom problems did not arise; so, the teacher candidate did not need to apply these strategies. The reasons why Pr1 could not ‘provide a positive classroom environment’ and ‘provoke excitement for the content’ can also be attributed to the recording during the microteaching session and the stress and tension this creates in them. This finding is in agreement with Karataş and Cengiz’s (2016) findings, which argue that recording the lesson during teaching makes it difficult for the teacher to exhibit a positive attitude. In addition, the fact that the students in the classroom are not real students but are peers of Pr1, and the fact that microteaching is limited in terms of time and that individual attention is required to empathise with the student, and this takes time, may not have made it possible for Pr1 to ‘empathise with them’. Finally, the possible reason why Pr1 did not ‘support different learning styles’ in the observed lesson is that microteaching is limited in time and content, making it difficult to integrate different teaching methods into a single lesson. In addition to this, implementing activities covering different learning styles requires a process for students and the teacher to prepare the course content accordingly. These statements support the idea of Akbaba Dağ and Doğan Timur (2018), who stated that the restrictive structure of microteaching may cause difficulties for teacher candidates in putting some of their practices into practice during the lesson. As has been mentioned, due to the fact that microteaching is limiting in terms of time and content and other mentioned reasons, it is expected that not every application planned to be done before the lesson would be observed during the microteaching session. However, it provides valuable experiences to teacher candidates in putting their theoretical knowledge into practice.

5.3.2.2. Discussions on Pr2’s classroom observation at Time 1 and Time 2

In Pr2's initial interview, 18 out of the 27 constructs mentioned were observed during the first micro-teaching session. First of all, the construct 'using audio-visual aids' suggested by Pr2 as one of the student engagement strategies was not observed in this lesson, although it has been suggested that using audio-visual aids increases language skills (Regina & Rajasekaran, 2023). Possible reasons for not observing this construct in the course may be the teacher candidate's lack of experience and knowledge in using audiovisual activities, the fact that they have integrated different teaching activities into the course (authentic teaching materials and fun activities), the lack of infrastructure such

as internet in the classroom, and time-constraint. Secondly, certain classroom management strategies like ‘assigning responsibility’, ‘seating arrangement’, ‘interviews’, and ‘setting classroom rules upfront’ were not evident. This might be because no disruptive behaviour occurred during the lesson, aligning with the focused nature of microteaching. Nonetheless, recognising the potential benefits of these methods in managing disruptive behaviour in real classrooms is crucial. Although micro-teaching provides practical experiences, it may not fully reflect the complexities of genuine classroom environments (Takkaç Tulgar, 2019). Consequently, the absence of disruptive behaviour might have influenced the use of specific management strategies mentioned. Furthermore, strategies like ‘touching students on the shoulder or arm’ were not evident in the lesson. Despite their potential benefits in improving academic success, they would have felt unnatural in a simulated classroom setting (Turhan, 2021). The teacher's pleasant attitude also precluded the need for an authoritative stance, which might have seemed contrived in a collaborative micro-teaching setting. Moreover, strategies like ‘the flipped classroom model’ and ‘eclectic approach’, mentioned in the interview, were not incorporated. Possible reasons why these two instructional strategies were not seen in this microteaching session can be attributed to the fact that the time required to implement these strategies is not sufficient during microteaching, the teacher candidate does not have sufficient knowledge to apply these two strategies, and the teacher and students are not in real classroom dynamics. These suggested findings correspond to the idea of Sevim (2013), who suggested that the artificial environment in which microteaching takes place may make it difficult to implement various teaching strategies, which may explain the reasons why some strategies put forward by Pr2 in the interview were not observed in this microteaching session.

Fifteen of the 26 constructs that emerged in the analysis of Pr2's second interview were observed in this microteaching session. To start with, 'drama', which Pr2 suggested as one of the student engagement strategies, was not observed in this lesson. As a result of research conducted in various contexts, Wan (2017) suggested that drama improves oral communication skills in foreign language teaching. However, the fact that this construct was not observed in this course may be due to reasons such as the drama activity requiring preliminary preparation and a single microteaching session not being able to handle this process, the large number of students in the class and the management problems this may cause, and the lesson plan not being suitable for drama. Secondly, the constructs 'assigning responsibility', 'interviews', and 'setting classroom rules upfront',

which Pr2 put forward as classroom management strategies, were not observed, which is likely due to the fact that no obvious classroom problems emerged in this microteaching session. This is consistent with what has been asserted in Sevim's (2013) study, in which it was stated that while microteaching allows teacher candidates to refine their classroom management skills, it restricts the application of some strategies because the artificial learning environment cannot fully reveal the real classroom chaos. Bilen (2014) and Peker (2009) similarly argued that microteaching does not reflect the actual classroom dynamics. In addition to the classroom management strategies mentioned, the construct 'ensuring a positive classroom atmosphere' was not observed, which may be due to the fact that the teacher candidates changed the seats of the students at the beginning of the lesson, which created a cold atmosphere in the classroom. Regarding this, Bicard et al. (2012) suggested that changing students' seats may be a logical method to eliminate problems in the classroom rather than applying any punishment method. However, other reasons why Pr2 could not create a positive classroom environment may be the pressure created by the teacher candidate to exhibit microteaching in front of other candidates and its reflection on performance, the large number of students, the teacher's lack of motivation during the lecture, or the lesson activity not exciting the students. Fourthly, the constructs 'being affectionate', 'being tolerant' and 'being qualified' were not observed in this lesson. Possible reasons for not observing these three personal characteristics may be that the teacher candidates were nervous during the microteaching, they could not show closeness to the students due to the short duration of the microteaching session, the teacher may have wanted to maintain a distant stance rather than being close to the student, they felt under pressure because the students in front of them were their peers, and they did not feel experienced enough. This contradicts Smith's (2009) findings, which revealed that effective teachers must establish gentle and tolerant relationships with students, thus potentially reducing the need for special education referrals. It is essential to recognise that assessing a teacher's qualifications is a complex and long-term process that involves considering multiple factors. Therefore, a brief observation or a single lesson may not accurately reflect a teacher's overall qualifications. Finally, Pr2 proposed three professional qualifications: 'developing critical thinking skills', 'treating all class members equally', and 'avoiding perfectionism', which were not put into practice during the micro-teaching session. Fisher and Burrell (2011) stated that microteaching is an optimal approach for fostering pre-service teachers' communication, critical thinking, and problem-solving skills. Similarly, studies

conducted by Ostrosky et al. (2012), Popovich and Katz (2009), and Saraçoğlu et al. (2018) revealed that the implementation of microteaching enhances the critical evaluation and critical thinking skills of teacher candidates. However, it is important to note that micro-teaching might not accurately reflect a teacher's overall abilities due to the limited focus of the sessions, time constraints, and the fact that each session only covers a small portion of a teacher's expertise. In support of this idea, Harun and Singh (2015) claimed that micro-teaching is designed to be a condensed and intensive educational experience focusing on specific subjects, student numbers, and teaching durations. These limitations resulted from the structured nature of micro-teaching and the time constraints can be attributed to the reasons why these professional qualifications mentioned by the prospective teachers could not be observed in the classroom.

5.3.2.3. Discussions on Pr3's classroom observation at Time 1 and Time 2

Twelve of the 19 structures that emerged in Pr3's first interview analysis were observed in the first microteaching session. In the beginning, two constructs suggested by Pr3 as student engagement strategies, 'authentic teaching materials' or 'audio-visual aids', were not observed in this course, opting instead for 'visual aids' mentioned in the interview. Authentic materials are crucial for engaging learners cognitively and emotionally, fostering motivation, cultural insight, and communicative competence in language acquisition (Varmış Kılıç & Genç İlter, 2015). Similarly, there is a consensus on the significant benefits of audiovisual materials in language learning (Regina & Rajasekaran, 2023). According to Shabiralyani et al. (2015), visual aids play an essential role in education, creating a more captivating, genuine, and motivating atmosphere for students. However, it is possible that sometimes, teachers may not be able to implement everything they plan due to the lesson's natural flow or because the need for something may have disappeared. This could be the reason why the suggested strategies were not used. Secondly, Pr3 suggested 'avoiding blame language', 'rewards', and 'interviews' as strategies for classroom management, but the teacher did not use these in the lesson. Instead, she preferred to use 'verbal warnings'. The absence of these specific strategies proposed by Pr3 might be attributed to the challenges highlighted by He and Yan (2011) regarding the limitations of microteaching in replicating natural classroom dynamics. The intricacies of effectively managing a class within an authentic educational setting are challenging to simulate accurately in the controlled microteaching environment. This

could explain why the teacher did not resort to the recommended constructs for classroom management in this particular lesson, as the microteaching setting may not have fully captured the complexities of real-world classroom challenges. Thirdly, despite Pr3's statements that teachers should 'empathise with students' and 'value student feedback', these aspects were challenging to observe in the micro-teaching lesson due to its artificial nature and focused objectives. The limited context of micro-teaching makes it difficult for teachers to fully understand students' diverse experiences in a real classroom (Şen, 2010). Although the teacher did not receive feedback during the lesson, acknowledging the importance of student feedback, as highlighted by Chalwa and Thurkal (2011) and Jezequel (2008), is crucial for enhancing overall teaching competence. After all, the constrained nature of micro-teaching may limit the application of these professional characteristics in the lesson.

During Pr3's interview at Time 2, 19 different constructs were identified. However, upon observation of Pr3's micro-teaching session, it was found that 15 of these constructs were concretely observed. Initially, two of the classroom management strategies suggested by Pr3, namely 'assigning responsibility' and 'interviews', were not observed during the session. Despite verbally warning some students during the session, Pr3 did not put these two constructs into practice. The reason behind this could be attributed to the fact that microteaching sessions may not always serve as an accurate representation of real classroom circumstances, as highlighted by He and Yan (2011). Student behaviour in a real classroom often differs from what is observed during micro-teaching, making it challenging for teachers to demonstrate and observe their classroom management skills thoroughly. Afterwards, two other constructs that Pr3 suggested as essential teacher qualifications, namely 'being qualified' and 'empathizing with students', were also not concretely observed during the micro-teaching session. In microteaching, teacher candidates organise a lesson process in artificial classroom settings by controlling certain variables present in a real classroom environment (Karataş et al., 2020). Factors such as natural classroom dynamics, student interactions and daily classroom management challenges cannot be simulated. Therefore, empathising with real student needs may be more difficult for the teacher. Furthermore, pre-service teachers teach within a constrained timeframe (Bakır, 2014). That is, micro-teaching is a limited tool for assessing whether a teacher is qualified and cannot fully replicate the actual classroom experience. Due to these reasons, a more comprehensive observation and

evaluation process is needed to assess essential factors such as long-term performance and student interaction.

5.3.2.4. Discussions on Pr4's classroom observation at Time 1 and Time 2

During the initial interview with Pr4, 19 teaching constructs were identified, of which eleven were evident in the lesson, while the remaining eight were not observed. In the first place, Pr4 employed student engagement strategies, including 'visual aids', 'fun activities', and 'promoting interaction'. However, the utilization of 'audio-visual aids' was notably absent during the lesson, which could be attributed to most likely using other strategies. In this context, Shabiralyani et al. (2015) stated that using visual and audio-visual aids in education, along with interactive activities, enhances student engagement, facilitates learning, and improves information transmission by capturing interest and promoting diverse sensory experiences. Secondly, two constructs mentioned by Pr4, 'rewards' and 'interviews', as classroom management strategies were not observed in the lesson. The absence of these elements could be attributed to the controlled nature of the micro-teaching environment, characterised by minimal discipline issues. Pre-service teachers face limitations in practising and showcasing these specific skills in such a setting. This controlled environment aligns with Karataş et al.'s perspective (2020) on microteaching as a practical implementation method documented under constrained conditions, focusing on particular teaching skills (Yıldız, 2016). Thirdly, during the lesson, the constructs of 'being qualified' and 'being affectionate' were not observed. Assessing a teacher's personal qualification extends beyond a single lesson, requiring a thorough evaluation of various dimensions. This finding corresponds with the ideas of Ufonabasi and Friday (2014) in that it requires extensive observation to reveal a teacher's qualities, including content knowledge, pedagogical knowledge, pedagogical content knowledge, lifelong learning and professional development efforts. Microteaching, as highlighted by Zulhimma et al. (2022), is beneficial for training teaching skills and experimenting with new curriculum policies, learning models, strategies, and techniques; however, it inherently has limitations in capturing a teacher's qualifications. In addition to personal qualifications, the constructs 'supporting different learning styles' and 'building rapport with students', which were among the professional qualifications revealed in Pr4's interview analysis, were not observed in this lesson. Possible reasons for not observing these two constructs are that teacher candidates focus on their own

performance by taking into account the feedback they would receive during the microteaching session, that microteaching is a short-term teaching practice, and that teacher candidates cannot interact with their students enough to create rapport, and that being in an environment different from the real classroom environment and this affecting the student-teacher relationship. This finding supports Otsupius's (2014) idea that microteaching is a short-term and limited teaching practice in terms of student diversity, which may make it difficult to integrate different learning styles into the course. Lastly, the possible reasons why the 'flipped classroom model', suggested by Pr4 as an instructional strategy, was not observed in this course may be the need for extensive lesson preparation for implementing the flipped model and the absence of such time in the microteaching process. Bergmann and Sams (2012) define the flipped classroom model as the teacher preparing a video addressing the course content and related activities. The difficulty of implementing this model is that the teacher candidate must present the course content on an online platform and prepare comprehensive activities for it; however, at one microteaching session, the teacher candidate may not have enough time for this preparation, and since microteaching takes place in an artificial environment with people who are not real students, students may not want to be involved in the lesson activities. For this reason, it was expected that this strategy was not observed in this microteaching session. It should be noted that not everything planned can be expected to be implemented in the lesson; the dynamics of the lesson and the students during the lesson may change the requirements of the lesson and direct teachers to alternatives.

Twelve of the 16 constructs that emerged in Pr4's second interview analysis were observed in microteaching. To begin with, the possible reason why the constructs 'ensuring a positive classroom atmosphere' and 'interviews', which Pr4 put forward as classroom management strategies, were not evident in this course may be that microteaching was carried out in an artificial classroom environment. He and Yan (2011) argue that the real classroom dynamics cannot be reflected in a microteaching session, and therefore, the teacher may not have needed to resort to classroom management strategies. This result is in agreement with the findings of Karataş and Cengiz (2016) that microteaching provides an artificial learning environment, which prevents natural interaction with students and creates a positive classroom environment for them. Another reason Pr4 could not ensure a positive classroom atmosphere may have been the stress caused by video recording during microteaching. This result is consistent with Karçkay and Şanlı (2009), who revealed that recording the teacher during the lecture affected the

teaching performance. Finally, the two constructs 'being affectionate' and 'empathising with students', which Pr4 put forward as teacher qualifications, were not observed in the course, probably because the setting in which this microteaching practice was conducted artificial, and there were no real students in the class. In addition, they may not yet have sufficient experience in this regard, and the pressure of being observed during the lesson may prevent applying these strategies. Also, the teacher may want to maintain a more serious stance during the lesson. In this regard, Lupascu et al. (2014) claimed that if the teacher is not affectionate, it will create distance between the individuals in the class, which may cause communication problems and low motivation in the classroom. Leger (2014) also suggested that teaching effectiveness is related to the teacher being compassionate and close to students. Nevertheless, showing compassion and empathy to students during microteaching can be challenging for prospective teachers.

When the classroom observations of Pr1, Pr2, Pr3 and Pr4 at Time 1 and Time 2 were evaluated, it was seen that the teacher candidates were not able to reveal everything (their espoused theories) that they stated in the interviews at Time 1 and Time 2. Possible reasons for these include teacher candidates' lack of self-confidence in certain subjects, lack of experience in applying some strategies, insufficient infrastructure and materials in the classroom, the pressure and stress of having their teaching video-recorded, observation of teaching performance by peers and an instructor, the feedback they will receive on their teaching performance, and not wanting to be in a difficult situation against their peers, the time and content-limiting structure of microteaching. In addition, the low self-efficacy beliefs of the prospective teachers in putting the beliefs they stated into practice in the classroom may be directly reflected in the teaching performance of teacher candidates.

It is important to note that microteaching is important in developing teacher candidates' self-efficacy beliefs. While microteaching allows teacher candidates to gain experience in many subjects and improve and develop their teaching, the fact that it is limited in time and content and cannot fully reflect the real classroom dynamics cannot fully satisfy the candidates' need to gain real classroom experience. This finding supports the idea of Ilin (2019) in that although microteaching is not conducted in a real classroom environment and with real students, it offers important opportunities for ELT students to put their theoretical knowledge into practice. Moreover, microteaching allows teacher candidates to observe themselves and their peers, receive valuable feedback, and thus engage in a reflection process. At this point, microteaching provides prospective teachers

with a serious awareness of teacher knowledge and an important foundation at the beginning of their profession. At this point, continuing microteaching practices through the reflection process will have a positive impact on the undergraduate education of teacher candidates and contribute to shaping their self-efficacy beliefs.

5.3.3. Discussions on Reflection Reports at Time 1 and Time 2

When the content analysis of the teacher candidates' reflection reports collected at Time 1 and Time 2 were evaluated, we found that the candidates generally focused on positive reflections rather than negative ones (as presented in section 4.3.4). Possible reasons for this can be attributed to the fact that teacher candidates want to highlight their strengths or achievements, do not want to put their pairs in a difficult situation by making positive evaluations rather than critical evaluations, and cannot make enough critical evaluations. In addition, it was revealed that teacher candidates wrote their reflection reports in a descriptive rather than a reflective tone. This result is consistent with the study of Ilin (2020), which revealed that prospective teachers in the ELT department wrote their journals with a descriptive style instead of a reflective style. A similar result emerged in Gün's (2011, p.126) study, in which it was argued that prospective teachers could not write reflections unless specifically trained.

The positive reflections category is classified into five subcategories: 'student engagement', 'classroom management', 'instructional strategies', 'communications strategies' and 'teacher qualifications'. The most frequently cited subcategory at Time 1 and Time 2 is 'student engagement', which could be attributed to the microteaching sessions carried out and observed by teacher candidates throughout the semester and their developing self-efficacy beliefs. Possible reasons for this are that student participation has become a priority for teacher candidates in terms of facilitating classroom management and ensuring that the lesson is effective; secondly, full student participation during microteaching can increase the self-confidence and self-efficacy of teacher candidates, and thirdly, the feedback received after the microteaching session focuses on student engagement strategies and that prospective teachers focus more on this point. The last one may be that microteaching experiences provide opportunities for prospective teachers to put their theoretical knowledge pertaining to student engagement into practice.

Although the construct 'involved all students in the lesson' at Time 1 is the most frequently cited in the student engagement subcategory, the absence of this construct at

Time 2 can be attributed to the fact that teacher candidates focused on the 'promoted the pre-service teachers' critical thinking' construct, which is another student engagement strategy. The significant increase in this construct may be due to the microteaching, feedback and reflective discussion sessions in which prospective teachers actively participated throughout the semester, which may have encouraged them to improve their critical thinking skills or engage in critical thinking activities. It also means that the prospective teachers have created awareness about 21st-century skills, which are important in education (Kim et al., 2019). Then, the constructs 'used well-prepared materials' and 'used authentic teaching materials' were cited more frequently at Time 2. The fact that preservice teachers emphasized course materials more at Time 2 shows that they gave more importance to this issue, and this is probably because they realized that using course materials increased the quality of the lesson, facilitated learning, and saved time for the teacher candidate, and the feedback they received from peers and instructors after microteaching caused the teacher candidates to focus more on the course material. A similar finding was reached by Yalcin Arslan and Ilin (2018), who revealed that teacher candidates started to give more importance to preparing course materials. This is also consistent with what was put forward in Wingfield et al.'s (2000) study, which suggested that authentic teaching materials positively contributed to pre-service teachers' self-efficacy beliefs through their use in microteaching sessions.

The second most frequently cited subcategory was classroom management. The frequencies for classroom management remained consistent at Time 1 and Time 2. This stability suggests that teacher candidates have maintained a certain level of proficiency in classroom management. Effective classroom management directly impacts student engagement, so teacher candidates may have consistently worked to improve their skills. Initially, the most frequently cited construct at both Time I and Time II is 'had effective classroom management skills', which suggests that pre-service teachers consistently value and strive to develop effective classroom management strategies. Another notable increase is observed in the construct 'gave warnings'. This increase may indicate a growing awareness among preservice teachers of implementing disciplinary measures and maintaining order in the classroom. This could be attributed to reflections on their micro-teaching experiences, where they may have encountered situations requiring assertive behaviour management. However, there is a slight decrease in the construct 'managed time well'. This may be because teacher candidates have difficulties using time effectively during microteaching and need to improve themselves more in this regard. In

line with the present study, Ekiz (2006, as cited in Karataş & Cengiz, 2016) suggested that teacher candidates had difficulties managing time effectively during the lesson because they set too many learning targets. In microteaching sessions, teacher candidates are expected to achieve certain learning objectives within a specified time. Microteaching is limited in time and content, so it may be challenging for prospective teachers to manage time effectively during the lesson. Subsequently, the fact that the construct 'set classroom rules upfront' was not mentioned at all at Time 2 indicates a decrease in pre-service teachers' emphasis on classroom rules, possibly due to pre-service teachers having changed their teaching preferences or focusing on another classroom management strategy. This finding supports the idea of Demir et al. (2023), who stated that microteaching and subsequent feedback sessions during the semester may have added additional classroom management strategies to the teacher candidates. In addition, the candidates may have tried to create a positive classroom environment for effective classroom management. Following that, the decline in the construct 'set clear expectations about the outcome of the lesson' may be due to the difficulties of teacher candidates in achieving lesson objectives and applying developing teaching strategies. In this context, teacher candidates can achieve more successful teaching performances with the professional support they will receive, owing to the input from their ongoing undergraduate education (Demir et al., 2023, p. 425). Finally, the consistency in the 'avoided blame language' construct shows that teacher candidates try to have a positive attitude towards their students. The positive attitude exhibited by teachers in the classroom creates a tolerant environment and enables effective communication with students. To summarize, pre-service teachers seem to have adopted effective strategies in classroom management, although they experienced difficulties implementing them over time. The experiences that candidates gain in classroom management throughout their undergraduate education will make a valuable contribution to them at this point.

The third most frequently cited subcategory was instructional strategies. Possible reasons for the significant decrease in the frequency of citation from Time 1 to Time 2 in this subcategory maybe that teacher candidates are focused on more primary aspects, such as student engagement and classroom management. In addition, the candidates' increasing knowledge of instructional strategies and the complications they experience in applying the strategy make it difficult for them to gain competency in this regard. Firstly, an increase from Time 1 to Time 2 in the construct 'Evaluated student comprehension' can be attributed to the fact that pre-service teachers started to focus more on measuring

students' understanding during the lesson, which shows that their ability to measure how students learn and alter their teaching strategies has improved. Microteaching, feedback and reflection experiences may have enabled prospective teachers to improve themselves at this point by allowing them to enhance their assessment abilities. Secondly, there has been a decrease in the construct 'provided clear instructions'. The possible reason for this could be that teacher candidates have learned different instructional strategies as the semester continues due to their increasing knowledge and experience. Thus, a routine has been formed in the classroom, reducing the need to mention instructions. Another possible reason is that microteaching limits the teacher candidate in terms of time, which may affect the giving of instructions during the lesson. This result differs from Kaplan's (2022) study, which revealed that participants reported an increase in the providing clear instructions construct and claimed that they advanced their abilities in this area. Thirdly, the decrease in the 'responded to questions from students' construct may indicate that teacher candidates were not able to answer students' questions effectively during microteaching sessions. It is possible that teacher candidates may have had difficulty with unexpected questions from students during their microteaching, indicating that teacher candidates need to gain experience in this field. Or, microteaching's pressure on teacher candidates regarding time management may have paved the way for them to ignore student questions. Then, the fact that the constructs 'Used of technology for learning and teaching' and 'managed the activity well' were not mentioned at all at Time 2 may indicate that the teacher candidates may have reached competence in these two subjects or that their focus may have changed because they were discussed sufficiently in the first reflections or that they may have difficulty with these two concepts. In order to enable teacher candidates to integrate technology into their lessons and become more competent in better managing lesson activities, they can be provided with the opportunity to gain microteaching experiences in these two aspects. Next, the increase in the construct 'was good at teaching' could be attributed to the teaching skills that pre-service teachers may have developed through their microteaching experiences. In line with the findings of Yalçın-Arslan and Ilin (2018), preservice teachers' teaching confidence increased with microteaching experiences. Also consistent with Ünlü's (2018) findings, microteaching had positive effects on preservice teachers' instructional abilities. Afterwards, the construct 'used communicative teaching methods' was cited less at Time 2, which may be attributed to the changing instructional strategies of preservice teachers as they gained experience. There may be many reasons for this, such as the teacher candidate preferring

different teaching strategies, the dynamics of the course, the large class size and the teacher candidate's lack of confidence in managing this strategy, the possibility of having problems in time management due to microteaching, and the negative feedback received after the first microteaching session. Following that, the increase in the construct 'used the board effectively' shows that teacher candidates pay attention to using the board more effectively in their microteaching. This finding supports the idea of Savaş (2012), who found that teacher candidates were more competent in classroom management, course materials, blackboard use and time management after microteaching experiences. Similarly, Kılıç (2010) asserted microteaching's positive contributions to teaching methods, classroom management, communication skills, course evaluation, lesson planning, teacher knowledge, and pedagogic knowledge.

The communication strategies subcategory was the fourth most cited subcategory. This subcategory showed a significant increase from Time 1 to Time 2, which indicates an improvement in the communication skills of pre-service teachers and a greater awareness of applying communication strategies in the classroom. According to Harun and Singh (2015), micro-teaching practice targets orienting the learners to new language materials, practising newly introduced language materials, and the implication of the acquired language skills to communicate effectively. Initially, at Time 1, teacher candidates most frequently cited the construct 'used voice efficiently'. It is important for the teacher to use voice effectively to ensure that students pay attention to the lesson and to convey instructions effectively. However, at Time 2, the most frequently cited construct was 'gave students positive reinforcement'. Pre-service teachers seem to understand that giving positive reinforcement to students can make them more motivated in class, thus increasing active participation. In addition, teacher candidates included the constructs 'moved around the classroom' and 'addressed students by name' at Time 2, showing that in light of microteaching experiences, teacher candidates continue to improve their communication skills. These results parallel Atav et al.'s (2014) study in that microteaching experiences enabled teacher candidates to acquire verbal and non-verbal behaviours and develop classroom management skills. Turhan (2021) opined that teaching effectively requires more than just knowledge of the content; it is mainly about creating good communication with learners. According to her, immediacy behaviours are important teacher behaviours that facilitate effective classroom communication and help build rapport with learners. Turhan and Kırkgöz (2023) exemplified immediacy behaviours characterised by verbal and nonverbal communication strategies, including

calling students by name and using vocal variety and proximity during teaching. In the present study, the teacher candidates mentioned verbal and nonverbal immediacy behaviours such as ‘using voice efficiently, ‘giving students positive reinforcement’, ‘moving around’, ‘standing close to students while teaching’, ‘asking questions that have specific, correct answers’ and ‘addressing students by name’. In Henning’s (2012) study, it was suggested that verbal and nonverbal immediacy behaviours can be used to create a positive learning environment and increase teacher effectiveness in large classes. The increase in the use of communication strategies reflected in the reflection reports of prospective teachers may be the aim of the prospective teachers to create a positive environment in the classroom and increase the active participation of students by using verbal and non-verbal immediacy behaviours during microteaching as well as their increasing self-efficacy beliefs on communication strategies.

The teacher qualifications subcategory was the last subcategory to emerge, with a decrease from Time 1 to Time 2. One of the possible reasons for this may be that, throughout the semester, teacher candidates began to realize their shortcomings and strengths, which were supported primarily by microteaching, feedback and reflection practices, and began to evaluate themselves with a more critical observation. Chen (2023) suggested that pre-service teachers became aware of their own strengths and weaknesses through their microteaching experiences. To start with, while there was a decrease in the constructs ‘was creative’, ‘was polite’ and ‘guided students’, there was an increase in the construct ‘was energetic’ from Time 1 to Time 2. This may be attributed to the fact that teacher candidates may be constantly changing their priorities with newly acquired information and experiences. In the wake of the microteaching expertise gained throughout the semester, there could have been many new continuous experiences which contributed positively to their teacher knowledge. This professional experience caused a change in the self-efficacy beliefs of the teacher candidates, which may have changed their priorities. Darmayenti et al. (2019, p. 24) argued that microteaching is an excellent practice for pre-service teachers to increase their pedagogical content knowledge and gain sufficient knowledge and experience in teaching. This was strongly supported by the construct ‘was ready and confident’ at both Time 1 and Time 2, indicating that the preservice teachers were prepared and confident about how they positioned their identities during the micro-teaching sessions, and they continued to identify with this. This is consistent with what has been found in Karışan (2017), who revealed that microteaching provides preservice teachers with the opportunity to practice, reduces

teaching stress and anxiety, and increases teaching motivation and confidence. To summarize, positive reflections revealed the change and development in teacher candidates' teacher qualifications. In this respect, a similar result was put forward in Ogeyik's (2009) study, which emphasized that microteaching experiences enabled teacher candidates to gain new qualifications and contributed to their professional development. In parallel with the findings of Saban and Çoklar's (2013) investigation into the impact of microteaching practices on the qualifications of EFL instructors, in simulated environments facilitated by microteaching, pre-service teachers can grasp their role as educators and understand the responsibilities associated with the profession, as highlighted by Göçer (2016).

The increase in 'negative reflections' from 27 to 37 indicates that teacher candidates have become more aware of the challenges they face during the microteaching process and are more inclined to provide feedback on these difficulties. Negative reflections can help identify areas for improvement, allowing candidates to address their shortcomings and enhance their teaching skills. In this context, Benton-Kupper (2001) argued that one of the advantages of the microteaching experience is that it provides preservice teachers with a stimulating environment where they can practice teaching in a limited space, receive feedback on their practice, reflect upon this feedback, and then use this feedback to improve their teaching further. Firstly, the decrease in the construct 'did not integrate audiovisual aids' hints at an improvement, indicating that student teachers have become more inclined to adopt this teaching method over time. Seidel et al. (2013) claimed in their study that pre-service teachers had the opportunity to put their theoretical knowledge into practice by integrating audiovisual activities into microteaching sessions, allowing them to develop new teaching skills. Secondly, the decrease in the construct 'was not prepared for unexpected questions' also reveals that teacher candidates have gained experience answering student questions over time. Kpanja (2001) acknowledges the potential of microteaching as a means through which prospective teachers can improve their skills, thereby contributing to the positive advancement of this situation. Thirdly, the construct 'did not evaluate student comprehension' has decreased, suggesting that preservice teachers now focus more on students' understanding. Donnelly and Fitzmaurice (2011) alleged that microteaching experience facilitates pre-service teachers with focused and controlled teaching scenarios to qualify in specific teaching skills, thus better preparing the teacher for students' lack of understanding of the lesson. Fourthly, there was an increase in the construct 'did not choose materials appropriate to students'

levels', which indicates that teacher candidates are more conscious of the course material and can criticise themselves at this point. The difficulty of teacher candidates in this context is that they need more experience in material selection. This finding agrees with Ekiz's (2006) study, in which preservice teachers claimed they had difficulties in utilising appropriate materials and instructional techniques in their teaching practices. To sum up, this change in the negative reflections of the teacher candidates shows that they can assess and reflect themselves better over time and that they have developed an awareness of the development of their instructional strategies and their good and bad aspects. These results are in line with the conclusions of Peker (2009), which underlined the effectiveness of microteaching in providing hands-on experiences related to teaching, which allowed the pre-service teachers to evaluate deficiencies in their own practice and learn and improve aspects related to classroom management and lesson planning. They also concur with the conclusions reached by Donnelly and Fitzmaurice (2011) and Grossman and McDonald (2008) regarding the importance of microteaching, reflective practices, and feedback in enhancing and developing teaching skills among trainee teachers.

5.4. Discussions based on Research Question 4

From the perspective of pre-service EFL teachers, how does, if any, the micro-teaching experience influence their self-efficacy beliefs about their teaching effectiveness?

Retrospective surveys were conducted to determine how micro-teaching practices affected the self-efficacy beliefs of pre-service teachers in the Teaching Language Skills I course. The results showed that micro-teaching experience positively impacted pre-service teachers' self-efficacy beliefs. According to the pre-service teachers' survey results, they showed improvement in teaching skills, such as professional development, instructional strategies, teacher qualifications, and classroom management, as discussed in section 4.5. To clarify, the pre-service teachers gained essential skills such as experience in teaching, preparing instructional materials and activities for different age groups such as warm-up activities, authentic materials and problem-solving activities, using cooperative learning methods, ensuring motivation and interest in the lesson, ensuring active participation of students in the lesson, ensuring the smoothness of the lesson, developing classroom management skills, and gaining self-confidence. Mergler and Tangen (2010) stated that microteaching practices provide teacher candidates with

mastery and vicarious experiences essential for their self-efficacy development. In this context, teacher candidates gained mastery experience through microteaching practices and vicarious experiences by observing their peers, exchanging feedback and participating in reflection discussions. Thus, they realized the deficiencies in their own professional aspects and caused a change in their self-efficacy beliefs.

In the analysis of retrospective surveys, professional development was the most frequently cited category, meaning that preservice teachers consider microteaching a beneficial practice for their general professional development. As they practice teaching and obtain valuable feedback, they have greater insight into what they are doing, what they can improve, and how to make themselves more confident and skilful as future teachers. The results indicated that prospective teachers practised and improved their teaching skills through microteaching experiences, evaluated and reflected on themselves, and discovered their strengths and weaknesses. Göçer (2016) emphasized that microteaching practice encourages teacher candidates to develop professionally by giving feedback to each other. Additionally, microteaching is valuable in concretely evaluating one's own teaching and discovering its strengths and shortcomings (Güney, 2008). Moreover, microteaching is a helpful practice in solving and developing problematic aspects of teaching skills, as emphasized in the studies of Arsal (2014) and Fernandez (2010). Similarly, microteaching is an effective teaching method for developing the pedagogical skills of teacher candidates (Küçüköğlu et al., 2012). Microteaching provides opportunities for teacher candidates to develop their teaching strategies, thus giving them self-confidence (Bilen, 2014). By allowing the teacher to review their performance, the microteaching method helps them refine themselves in certain strategies (Zulhimma et al., 2022). When these results are considered, it seems that the microteaching experience has enabled teacher candidates to acquire new skills, given them professional confidence and contributed positively to their self-efficacy beliefs.

The instructional strategies category emerged as the second category cited by teacher candidates, revealing the pre-service teachers' understanding of using suitable and practical instructional strategies to help students learn better. In their retrospective surveys, the preservice teachers stated they prepared activities and materials for different age groups, such as warm-up activities, authentic materials and problem-solving activities. It appears that micro-teaching practices positively contributed to pre-service teachers' knowledge of instructional materials. As stated by Otsupius (2014),

microteaching practices provide opportunities for prospective teachers to experience different materials and teaching strategies allowing them to see what works best in a classroom setting and to develop their ability to select and utilise instructional resources effectively so that they can actively engage students in the lesson and improve their teaching skills. Microteaching offers advantages to pre-service teachers in the application of different teaching methods and strategies (Umuzdaş, 2010). In the current study, the pre-service teachers stated that they learned some strategies such as the cooperative learning approach, creating motivation and interest, and ensuring students' active participation with the help of their microteaching experiences. As Jakopovic et al. (2021) also suggested, microteaching offers pre-service teachers the opportunity to put their theoretical knowledge into practice and to reflect on teaching strategies, methods, and skills. Thus, microteaching practices provide pre-service teachers with new practical knowledge on how different teaching strategies and methods can be effectively applied in the classroom. This entire process may have also contributed positively to teacher candidates' self-efficacy development. In line with the ideas of Masingila and Doerr (2002), the microteaching experience promotes individual observation and teaching practices, so pre-service teachers are presented with an opportunity for a joint experience. This experience allows them to work in collaboration to improve teaching skills and gain confidence in a supportive environment. The results also support the findings of Fernandez and Robinson's (2006) study, in which prospective teachers stated that microteaching practices were helpful because of the teaching experience they shared by collaborating with their peers.

Teacher qualifications was the third most frequently mentioned category by prospective teachers, indicating that they had new views on teacher qualifications. This experience helped them become more self-confident, innovative and empathetic towards students. They learned how to guide and support students effectively in a natural classroom environment. Sevim's (2013) study, similar to the present study, concluded that micro-teaching practices increased prospective teachers' self-confidence and helped them develop a positive attitude towards becoming good teachers in the future. A similar result was also found in the study of Küçükoglu et al. (2012), which found that preservice teachers' self-confidence increased with micro-teaching practices. The microteaching practice offers various advantages involving changing beliefs related to teaching and education (Karataş & Cengiz, 2016) and creating a teacher identity (Akkuş & Üner, 2017). According to the results of this study and other studies in this area, the

microteaching experience was very practical for the teacher candidates to create both professional and personal insights and revise their existing insights. Pre-service teachers' microteaching practices play a vital role in providing qualifications to them to teach effectively (Özer, 1990, as cited in Karataş and Cengiz, 2016).

The category of classroom management was the fourth most frequently cited. Throughout the semester, pre-service teachers conducted their own micro-teaching as well as observing their peers' micro-teaching. In this way, they gained practical experience both in teaching and classroom management, which also probably contributed positively to their self-efficacy beliefs. As Griffiths (2016) suggested, through micro-teaching practices, preservice teachers get opportunities to participate in both mastery experiences and vicarious experiences, which are considered major sources of self-efficacy development. A similar pattern of results was obtained by Sevim (2013), which revealed the positive contributions of microteaching experiences to teacher candidates' classroom management skills. The current study is also in line with Küçükoğlu et al. (2012), in which it was claimed that microteaching is one of the most effective teaching practices that can be used to eliminate problems in teaching and offers teacher candidates opportunities to rehearse classroom management strategies. Similarly, Arsal's (2015) study revealed that microteaching experiences had positive contributions in refining the classroom management skills of teacher candidates.

Analysis of retrospective surveys reveals that microteaching experiences have a high impact on EFL pre-service teachers' self-efficacy beliefs on professional development, instructional strategies, teacher qualifications and classroom management. The feedback sessions and teaching practices that microteaching allows pre-service teachers provide an opportunity for complete skills and knowledge development; however, more effort should be devoted to instructional strategies. The results show that pre-service teachers go through a process of ongoing learning, observation, and experience and that their self-efficacy beliefs continue to change along with this process. Moreover, it was demonstrated that the adoption of microteaching practices was beneficial for preservice teachers to refine and develop their teaching skills. This could be because preservice teachers actively monitored and observed their own and their peers' microteaching, received and gave feedback on it, and had the opportunity to evaluate it during the reflection process. This seems to have enabled them to accumulate pedagogical knowledge, gain skills and experience throughout the process, and reflect this valuable knowledge they acquired in their teaching practices. Considering these positive results, it

is inevitable to recommend including microteaching practices in teacher education programs.

Generally, this study revealed that pre-service teachers' self-efficacy beliefs changed. The general reason for this change can be said to be the experience gained by pre-service teachers due to the active implementation of microteaching in the "Teaching Language Skills I" course in the teacher education program. In parallel with this finding, the mastery experience put forward by Bandura (1986) and the learning experience put forward by Griffiths (2016) and Kelleci et al. (2018) are the main reasons for the change in self-efficacy beliefs. In this study, pre-service teachers gained the advantage of having direct learning experience throughout the term with the effective implementation of the microteaching method. Thus, they realized and refined the deficiencies in their pedagogical knowledge. In addition to direct learning experiences, pre-service teachers also gained indirect learning experience through the input of the feedback they received and gave regarding their microteaching and their reflections on teaching strategies. Another source of self-efficacy beliefs was affective and psychological states, as stated by Bandura (1986). By creating classroom environments in which pre-service teachers felt psychologically and physically comfortable, the micro-teaching experience allowed the pre-service teachers to reduce their anxiety and stress and cope with their excitement. This might have positively affected the preservice teachers' self-efficacy.

As discussed throughout the chapter, microteaching holds the potential for enhancing the teaching self-efficacy of pre-service teachers. Educators with heightened self-efficacy demonstrate an increased willingness to teach, exhibit greater responsibility, formulate effective teaching strategies, and embrace novel instructional approaches (Arsal, 2014). When pre-service teachers attain proficient teaching skills and develop a positive sense of self-efficacy in teaching, they are better equipped to pursue their professional growth. Thus, microteaching serves as a valuable tool for evaluating its impact on the teaching self-efficacy of pre-service teachers.

CHAPTER VI

CONCLUSION

6.1. Introduction

This chapter begins with an overview of the study. It presents the results based on the research questions separately. It then discusses the implications of this dissertation and recommendations for future research. Finally, it provides the limitations and the chapter summary.

6.2. Overview of the Study

This dissertation examines the potential impact of micro-teaching on the development of self-efficacy beliefs among pre-service EFL teachers. The study also endeavours to improve the pre-service teachers' understanding of teacher knowledge through various evaluation techniques, including pre-course scale, structured interviews, classroom observations, reflection reports, retrospective surveys, and post-course scale. (See Table 5) The present study aims to address the following research questions:

1. What efficacy beliefs do pre-service teachers of English as a Foreign Language (EFL) hold about
 1. a. Student engagement (Espoused Theories) at the beginning of the study?
 1. b. Classroom management (Espoused Theories) at the beginning of the study?
 1. c. Instructional strategies (Espoused Theories) at the beginning of the study?
2. Can the preservice EFL teachers put their espoused effective teaching strategies into practice during micro-teaching sessions
 2. a. During the first micro-teaching session?
 2. b. During the second micro-teaching session?
 2. c. What are the pre-service EFL teachers' interpretations of the procedure regarding the first and second micro-teaching sessions?
3. Are there differences in the pre-service EFL teachers' self-efficacy beliefs at the beginning and end of the study?

4. From the perspective of pre-service EFL teachers, how does, if any, the micro-teaching experience influence their self-efficacy beliefs about their teaching effectiveness?

In Chapter 4 of the study, a detailed analysis of the findings for each research question is provided. The overview is tailored to address the specific focus of each question. Below are the key findings for Research Questions 1 and 3.

6.2.1. Conclusions based on Research Question 1 and Research Question 3

The aim of the first research question of this dissertation was to determine the preservice EFL teachers' self-efficacy beliefs about student engagement, classroom management, and instructional strategies at the beginning of the study. As a result, it was revealed that preservice teachers felt efficient in these three areas. When the efficacy for student engagement, classroom management, and instructional strategies were evaluated separately, preservice teachers felt most efficient in classroom management, followed by student engagement and then instructional strategies.

The aim of the third research question of this dissertation was to determine the preservice EFL teachers' self-efficacy beliefs on student engagement, classroom management and instructional strategies at the end of the study and to reveal the change in their self-efficacy beliefs from the beginning to the end. This revealed an increase in the preservice teachers' self-efficacy beliefs, which was greatest in instructional strategies, followed by classroom management and then student engagement. Preservice teachers practised microteaching throughout an academic semester, observed their own and their peers' teaching performances, and evaluated them in a reflection process. The increase in their self-efficacy beliefs may be due to the direct and indirect learning experiences that they gained from the microteaching experience over a period of academic years.

6.2.2. Conclusions based on Research Question 2

The aim of the second research question was to find out whether preservice EFL teachers put their espoused theories into practice during microteaching sessions and to obtain their reflections on their microteaching experience. For this purpose, interviews were conducted with preservice teachers first to reveal their espoused theories, then

classroom observations were conducted to determine whether they put these theories into action, and then reflection reports were collected to understand how they evaluated their microteaching experiences.

As a result of the interviews, at Time 1, it was revealed that preservice teachers mentioned student engagement strategies the most, while teacher qualifications were the most frequently acknowledged at Time 2. It was concluded that teacher candidates' self-efficacy beliefs are flexible and changeable with new experiences and that their awareness of teacher qualifications increased with microteaching experience, and ultimately, there was a change in their self-efficacy beliefs.

The observations of preservice EFL teachers' microteaching at Time 1 and Time 2 revealed that not all of the espoused theories or teaching beliefs they put forward in the interviews at Time 1 and Time 2 were observed in the classroom. In this context, it was concluded that without sufficient knowledge and experience in the field, the preservice teachers' thoughts concerning their teaching in the light of the information they had could be misleading. In addition, it was revealed that the preservice teachers were unable to implement some strategies because microteaching was not able to fully reflect the real classroom complexity due to its restrictive structure in terms of time and content, as well as the stress and pressure created on them by the video recording of their performances during microteaching. Although it is not carried out in a real classroom and with real students, microteaching allows prospective teachers to gain experience in many aspects and areas at the beginning of their careers and to improve their teaching. More importantly, it provides prospective English teachers with the opportunity to put their theoretical knowledge into practice, to observe their own teaching and that of their peers and then to reflect, thus providing them with an awareness of the field of teacher knowledge and a professional foundation at the beginning of their careers. In this context, it has been concluded that microteaching experience is important in developing prospective English teachers' self-efficacy beliefs.

According to the analysis of preservice EFL teacher candidates' reflection reports at Time 1 and Time 2, positive reflections were more prevalent than negative reflections, and most of them were positive descriptions rather than critical evaluations. The possible reasons for this were that the teacher candidates did not have enough knowledge and experience to reflect, tended to emphasize the positive aspects of their teaching performance, and did not want to embarrass their peers with negative reflections. Furthermore, it was concluded that the microteaching experience reflected positive

contributions to student engagement strategies, classroom management strategies, instructional strategies, communication strategies and teacher qualifications, from the most frequently cited to the least. Finally, it was concluded that at the end of the process, the microteaching experience led to the prospective English teachers gaining a reflective perspective over time and starting to make more critical evaluations, as revealed in the reflection reports at Time 2. Thanks to this critical mindset, it was revealed that prospective teachers were able to reflect better over time, developed an awareness of teaching skills and practices and could focus more on refining and improving them.

6.2.3. Conclusions based on Research Question 4

The fourth research question of this dissertation was to explore, through retrospective surveys, the contribution of microteaching experience to future ELT teachers' self-efficacy beliefs from their own perspectives. As a result of the retrospective surveys, it was concluded that microteaching experience had positive contributions to the development of future ELT teachers' self-efficacy beliefs. It was also concluded that prospective teachers made positive developments in professional development, instructional strategies, teacher qualifications and classroom management. In-class reflective discussions and constructive feedback sessions conducted after microteaching sessions allowed English teacher candidates to develop their teaching skills, increase their knowledge in the field, and encourage them in the ongoing learning process. Considering prospective English teachers' gathering of pedagogical knowledge, developing and acquiring teaching skills, and, most importantly, developing self-efficacy beliefs at an early age, microteaching is important in teacher training programs.

6.3. Implications

In line with the findings and conclusions of this doctoral thesis, the following implications can be used in English Language Teaching teacher training programs:

Teacher training programs must be conducted effectively so that teacher candidates can have high self-efficacy and be professionally equipped and confident in their teaching skills. Teacher training programs mainly provide theoretical knowledge, and candidates lack practical experience in the necessary field knowledge. For this reason, teacher candidates may think they have much theoretical knowledge but lack practical knowledge and are uncomfortable with the difference between theory and practice (Ercan

Demirel, 2017). Received knowledge enables teachers to understand new information and situate their educational practices within a theoretical framework, contributing to their professional development (Wallace, 1991). For this reason, in teacher training programs, blending this knowledge with experiential knowledge allows future teachers to be more effective in the classroom. At the end of the study, it was concluded that teacher candidates felt efficacious in student engagement, classroom management, and instructional strategies. However, self-efficacy beliefs are malleable (Uçar & Yazıcı Bozkaya, 2016), and even those who begin teaching with high self-efficacy may suddenly lose their self-confidence and quit teaching (Johnson et al., 2005, p. 58). In this context, it is a necessity for teacher training programs to balance theoretical knowledge with practical experience, thus ensuring that teacher candidates are in a real classroom environment with real students in a real teaching environment. Keeping theory and practice in balance in teacher training programs will help train teacher candidates with higher self-efficacy and increase the impact and quality of these programs. Furthermore, teacher preparation programs should provide opportunities to encourage new teachers to continue their professional development in the first few years of their careers (Çakmak, 2013), thus minimizing the negative situations and complexities they will experience at the beginning of their careers and preventing the possibility of their self-efficacy beliefs from decreasing (Ercan Demirel, 2017).

Microteaching practices are recommended for teacher training programs because they positively affect pre-service EFL teacher candidates' professional skills and self-efficacy beliefs. The effectiveness of these practices depends on the existence of supporting conditions. In addition, ELT departments should provide opportunities such as university-school collaboration, university-municipality collaboration, and volunteer-based educational organizations where preservice EFL teachers can have hands-on experience in real school environments. In this way, the most frequent criticism of microteaching, the problem of 'not being a natural environment', will be solved. By receiving training in real environments thanks to microteaching practices both in the classroom (in the ELT department) and in practice schools, preservice teachers develop professionally and gain a more realistic perspective on the profession. Other stakeholders, namely municipalities and schools other than university institutions, are also refreshed in knowledge and experience with the new generation, thus contributing to everyone.

In teacher education programs, the use of applications such as reflection reports, reflective practices, mentoring practices, etc., together with microteaching practices,

makes a positive contribution in terms of increasing the reflective and critical thinking skills of future ELT teachers, making learning permanent, providing professional development, guiding them and gaining new perspectives. In this context, it is very important to include reflection in teacher education programs of future ELT teachers, especially at the beginning of their careers.

In teacher training programs, prospective teachers should be encouraged to practice new teaching skills continuously, followed by continuous guidance and constructive feedback. Their professional development should be supported in line with their needs. Thus, teacher candidates will continuously evaluate their teaching skills and be encouraged to engage in an ongoing learning process.

The severe disruption of education by situations such as the COVID-19 pandemic and the February 6, 2023, earthquakes highlight the importance of flexibility and adaptability in conducting research and education. Teacher training programs should be prepared to make changes while adhering to their goals and objectives for unexpected situations. Therefore, elective courses that will support teachers in becoming more equipped, especially in the use of technology and distance education, can be included in the programs.

This study may be replicated by others because our study was changed for unexpected reasons due to the earthquake. Future studies can examine what it would have been like if it had been continued under normal conditions. Thus, more comprehensive and detailed information can be obtained on the connection between microteaching experience and prospective English teachers' teaching abilities and self-efficacy beliefs.

In conclusion, building a provision in the EFL teacher education program for reflective and experiential learning practices through micro-teaching experience is important in better preparing teacher candidates for their future profession.

6.4. Recommendations for Future Research

Considering the positive results of this dissertation, it is recommended that microteaching practices be integrated into teacher training programs. Conducive learning environments must be created to carry out these microteaching practices effectively. Preservice EFL teacher candidates can not only observe their own and their peers' teaching performances but also assess, reflect on, and improve their deficiencies through microteaching practices carried out in this environment.

The microteaching method, which emerged as an artificial teaching model to put teaching skills into practice, is important in preparing teacher candidates for school experience and teaching practice courses. As Wallace (1991) argued, equipping teacher candidates with theoretical knowledge and practical experience is essential for them to learn and progress professionally. In this context, the microteaching experience encourages teacher candidates to question, criticize, reflect, produce new ideas and develop their self-efficacy beliefs.

Future research should be directed toward the long-term impact of integrating micro-teaching practices in EFL teacher education programs. This dissertation revealed the immediate effects of microteaching experiences on preservice EFL teacher candidates' teaching performance and self-efficacy beliefs; however, further evaluation is needed to determine whether these effects will persist in the progress of time and enhance the teaching skills that future teachers will demonstrate in the actual classroom setting.

This study enriched the field by creating a broader understanding of the self-efficacy beliefs of pre-service EFL teachers. Nevertheless, it seems that there is a need for long-term research to understand self-efficacy beliefs more profoundly and comprehensively. In this context, long-term qualitative studies may supply a more profound insight with underlying reasons. As teacher candidates are the most essential element in education as future teachers, their self-efficacy beliefs must be addressed with dedication and given importance in this context.

If these recommendations are considered and further studies are carried out in related areas, teacher education programs may improve and produce more qualified future teachers who are ready for the profession, which will ultimately contribute to quality English language education worldwide.

6.5. Limitations

This dissertation aimed to study the probable effects of microteaching experience on prospective English teachers' self-efficacy beliefs. However, some limitations were encountered during the study.

It should be noted that self-efficacy is not a single entity; it has several facets that are affected by many factors, such as academic achievement, ambition, learning experience, and psychology, as stated by Zimmerman (2000). These different factors

make it challenging to study the effects of self-efficacy beliefs, which may, in turn, affect the inference of the study findings.

Rigid teaching standards in teacher education programs may influence prospective English teachers' self-efficacy beliefs. Self-efficacy beliefs in teaching are difficult to determine, and accurately interpreting the effects of different variables can be complex. Regarding this, in the present study, data were collected with different data collection tools with high validity and reliability, and interviews, observations and reflections were used for in-depth results.

This dissertation process was greatly affected by unplanned occurrences. At the beginning of the study, due to the COVID-19 pandemic affecting the whole world, the majority of education in our country, as in the world, was online, and the remaining part was hybrid. For this reason, the Teaching Language Skills 1 course, where this research was conducted, was also conducted as hybrid education; theoretical lessons were online and practical lessons were face-to-face. During the study, both the researcher and some participants of the study contracted COVID, and changes had to be made to the schedule of the study from time to time.

Moreover, this study aimed to investigate the probable effects of microteaching experience on EFL preservice teacher candidates' self-efficacy beliefs. For this purpose, a pre-course scale was first applied to preservice teachers. Then, data was collected from teacher candidates who participated in the qualitative part of the study through interviews, classroom observations, and reflection reports two times. Up to this stage, the aim was to contribute to the self-efficacy beliefs of the preservice teachers by enabling them to assess and refine their teaching performances through microteaching practices. The next phase of the study was planned to observe the preservice teachers in the practice schools they were assigned to and then conduct interviews. However, at this stage, a major earthquake occurred in 11 cities in Turkey, including Hatay, where the study was conducted, which had a devastating effect. Hatay, most affected by the earthquake, suffered many losses, and almost all educational institutions were destroyed. Unfortunately, this devastating situation delayed the study's progress and forced changes to be made in the study considering the post-earthquake situation. With the available opportunities, we had to adjust our study to be the most suitable for this situation. Despite this unexpected situation, the aim of the study was not deviated from. A lot of effort was put into making the study meaningful and contributing to the field, and the obstacles were overcome, and the study was completed. Finally, the data required for the final phase of the study was

collected from accessible preservice teachers through retrospective surveys, and a meaningful conclusion could be drawn that would contribute to the field of EFL teacher education.

Despite all these obstacles, this dissertation provides important insights into the link between microteaching experience and future English teachers' self-efficacy beliefs. Based on its limitations, future studies should be conducted.



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APPENDICES

Appendix A. Teachers' Sense of Efficacy Scale

Teacher Beliefs		How much can you do?								
Please choose the answer that best suits you regarding the following statements. Your answers will be kept private and confidential and used for research purposes only.		Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
1.	How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.	How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5.	To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6.	How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7.	How well can you respond to difficult questions from your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8.	How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10.	How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12.	How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14.	How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17.	How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18.	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19.	How well can you keep a few problem students from ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21.	How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23.	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24.	How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

Developed by Tschannen-Moran and Woolfolk Hoy (2001)

Appendix B. Interviewing Guide

1. As a prospective language teacher, how do you encourage students to be active in the classroom and generate their interest and motivation for the lesson?
2. What classroom management strategies do you prefer to give students attention and ensure classroom discipline?
3. What qualities should a teacher have to ensure effective learning?
4. What instructional strategies do you prefer to use while teaching?

Developed by the researcher

Appendix C. Guiding Questions for Reflection Reports

1. Did you help your students think critically about the subject of the lesson?
2. Did you foster student creativity?
3. Did your lecture also address the students sitting in the back row?
4. How did you motivate students who showed low interest?
5. Did you try to control disruptive behaviour in the classroom? (i.e. Late comers? Students playing with mobile phones? Students not wearing masks?)
6. To what extent were you able to make your expectations clear about student behaviour?
7. To what extent were you able to make your expectations about the lesson outcomes?
8. Did you tell the students why they are learning that topic?
9. How much were you able to get children to follow classroom rules?
10. How well were you able to respond to difficult questions from your students?
11. Did you evaluate student comprehension of what you have taught at the end of the lesson? (i.e. *do you have any questions? Do you understand what you are going to do right now? Or else...*)
12. Did you provide an alternative explanation or example when you taught or before you started your activity?
13. Did you do warm-up activity?
14. What were your goals and how did you attempt to achieve them?
15. Did you talk about your goals with your students?
16. What was the outcome of your practice? Critically assess the success or failure of your micro-teaching practice.
17. What were your personal strengths and weaknesses that were revealed?
18. What, if any, have you learned about your own professional development from this practice?
19. What skill areas do you still need to develop, if any?
20. What would you do differently next time?

Developed by the researcher

Appendix D. Retrospective Survey

Did the micro-teaching you experienced during the Teaching Language Skills I course contribute to your self-efficacy belief? Yes or no. Why?

Developed by the researcher



Appendix E. The Approval of the Ethical Committee

ÇUKUROVA ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ALANINDA BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Toplantı Tarihi: 27.10.2021

Toplantı Yeri: Çevrimiçi-Microsoft Teams Sohbet

KARAR NO: 5

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 07/10/2021-E. 207431 tarih-sayılı yazısı ekinde Çukurova Üniversitesi Sosyal ve Beşeri Bilimler Alanında Bilimsel Araştırma ve Yayın Etiği Kuruluna Doç. Dr. Gülden İLİN ve doktora öğrencisi Nazlı AYKUT (CABİROĞLU) tarafından gönderilen "Theories-In-Use and Espoused Theories: The Development of Pre-Service EFL Teachers' SelfEfficacy via Peer-Work Experiences in a Pre-Service Training Course" (Hizmet öncesi yöntem dersinde akran çalışması deneyimi aracılığı ile İngilizce öğretmen adaylarının öz yeterlik gelişimi) başlıklı çalışma kurulumuzca incelenmiş ve araştırmanın etik ilkelere uygun olduğu sonucuna varılmıştır.

Appendix F. Participant Consent Form

PARTICIPANT CONSENT FORM

TITLE OF THE STUDY: *The Probable Effects of Micro-Teaching on EFL Pre-Service Teachers' Self-Efficacy Beliefs*

- I declare that I participate in this study voluntarily.
- Even if I volunteer now, I am aware that I can refuse to answer any question without any consequences.
- I understand that I can revoke my permission to use the obtained data within two weeks following the interview and that this data will be deleted.
- The purpose of the study has been conveyed to me in writing, and I have the opportunity to ask questions about the study.
- I know that my participation in the study includes practices that will increase my self-efficacy beliefs.
- I agree to have my interviews video-recorded.
- I am confident that the confidentiality of any information I provide during the study will be protected.
- I am confident that my identity will remain confidential at every stage of the study.
- I give permission for disguised quotes from my interviews, reports, or other data may be used in this study.
- I understand that the researcher may be obliged to notify the relevant authorities if I or another participant is at risk.
- I understand that signed consent forms and original data records will be kept confidential and only by the researcher.
- I know that I have the right to access any data I have provided in the study at any time, within the framework of the right to information law.
- I understand that I am free to contact anyone involved in the research if I need clarification.

Signature of the participant

Signature of the researcher

Date

Researcher: Inst. Nazlı AYKUT

Supervisor: Prof. Dr. Gülden İLİN

- **Cabiroğlu, N.** (2019). *An Investigation of Motivational Self-System of Students Learning English as a Foreign Language at a University Context*. Presented at INCOL 2019: The Power of Languages: Multilingualism and Identity.
- **Cabiroğlu, N.** (2019). *How Turkish Children Process Causative Morphology? A Focus on Linguistically and Morphologically Transitive Verbs*. Fifth International Mediterranean Social Sciences Congress.
- **Cabiroğlu, N.** (2019). *Beliefs About Pedagogical Knowledge and Skills from the Eyes of In-Service Language Teachers*. CUELT 2019 - Globalization Issues and Trends in EFL/ESL.

