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BOLU ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION



**IN-SERVICE ENGLISH TEACHERS' PERCEPTIONS OF
SELF-EFFICACY IN TEACHING FOUR BASIC LANGUAGE
SKILLS**

MASTER OF ARTS

NEŞE KÜÇAN

ACADEMIC SUPERVISOR
Prof. Dr. Abdullah COŞKUN

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APPROVAL OF THE THESIS

IN-SERVICE ENGLISH TEACHERS' PERCEPTIONS OF SELF-EFFICACY IN TEACHING FOUR BASIC LANGUAGE SKILLS

submitted by Neşe KÜÇAN and defended before the Examining Committee Members listed below in partial fulfillment of the requirements for the degree of **Master of Arts in Department of Foreign Language Education, Institute of Graduate Studies of Bolu Abant İzzet Baysal University in 4.09.2024** by

Examining Committee Members

Signature

Supervisor
Prof. Dr. Abdullah COŞKUN
Bolu Abant İzzet Baysal University

.....

Member
Assoc. Prof. Kadir Vefa TEZEL
Bolu Abant İzzet Baysal University

.....

Member
Assist. Prof. Dr. Yusuf ŞEN
Düzce University

.....

Prof. Dr. İbrahim KÜRTÜL
Director of Institute of Graduate Studies

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Neşe KÜÇAN

ABSTRACT

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(SUPERVISOR: PROF. DR. ABDULLAH COŞKUN)

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xii + 111

Educating students as natural users of the language is a shared objective, underscored by current studies and the updated curricula in Türkiye. This highlights the importance of teaching four fundamental language skills. The present study aimed to identify in-service English teachers' perceived levels of self-efficacy in teaching four skills. To collect quantitative data, a scale developed by Taştan Aslaner (2019) was used. A total of 258 teachers from the Western Black Sea Region participated and 12 were interviewed to provide deeper insights. This study also investigated whether demographic variables influenced English teachers' perceived levels of self-efficacy. Teacher suggestions to improve their efficacy were also drawn from interviews. The quantitative results were analyzed using Jamovi and for the qualitative part, MAXQDA (demo version) was used. The findings revealed that teachers' perceived self-efficacy was high in teaching four fundamental skills of English. The area that teachers felt most efficacious was teaching reading. Productive skills (speaking and writing) had lower ratings compared to receptive skills (listening and reading). Teachers' gender, academic degree, school type, and experience did not lead to significant differences. Teachers with degrees from ELT and English-related departments demonstrated higher self-efficacy overall, as well as in teaching speaking and reading, compared to those with degrees from other departments. Finally, teachers stated several issues that have the potential to influence their self-efficacy. Students' improvement and engagement were reported to boost teachers' perceptions of self-efficacy. Students' unwillingness, crowded classrooms and insufficient teaching hours were mentioned by the participants as factors that created challenges for them.

KEYWORDS: English Teacher, English Language Teaching, Self-Efficacy Perception, Language Skills

ÖZET

HİZMET İÇİ İNGİLİZCE ÖĞRETMENLERİNİN DÖRT TEMEL DİL BECERİSİNİN ÖĞRETİMİNE YÖNELİK ÖZ YETERLİK

ALGILARI

YÜKSEK LİSANS TEZİ

NEŞE KÜÇAN

BOLU ABANT İZZET BAYSAL ÜNİVERSİTESİ

LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

(TEZ DANIŞMANI: PROF. DR. ABDULLAH COŞKUN)

BOLU, EYLÜL 2024

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Öğrencileri dilin doğal kullanıcısı olarak yetiştirmek, güncel çalışmalar ve Türkiye'deki güncellenmiş müfredatlar tarafından desteklenen ortak bir hedeftir. Bu durum, dört temel dil becerisinin öğretiminin önemini vurgulamaktadır. Bu çalışma, hizmet içi İngilizce öğretmenlerinin dört becerinin öğretiminde algıladıkları öz yeterlik düzeylerini belirlemeyi amaçlamaktadır. Araştırmaya Batı Karadeniz Bölgesinden toplam 258 hizmet içi öğretmen katılmıştır ve daha derinlemesine bilgi edinmek için 12 öğretmen ile görüşme yapılmıştır. Bu çalışmada demografik değişkenlerin İngilizce öğretmenlerinin öz-yeterlik algılarını etkileyip etkilemediği de araştırılmıştır. Öğretmenlerle yapılan görüşmelerden, yeterliliklerini geliştirmeye yönelik öneriler de alınmıştır. Nicel veri toplamak için Taştan Aslaner (2019) tarafından geliştirilen bir ölçek kullanılmıştır. Nicel boyuttaki sonuçlar Jamovi programı ile analiz edilmiştir ve nitel boyut için MAXQDA (demo sürümü) programı kullanılmıştır. Bulgular öğretmenlerin İngilizcenin dört temel becerisini öğretme konusunda öz yeterlik algılarının yüksek olduğunu ortaya koymuştur. Öğretmenlerin kendilerini en yeterli hissettikleri alan okuma öğretimidir. Üretken beceriler (konuşma ve yazma), alıcı becerilere (dinleme ve okuma) kıyasla daha düşük puanlar göstermiştir. Öğretmenlerin cinsiyeti, akademik derecesi, okul türü ve deneyimi anlamlı bir farklılığa yol açmamıştır. Ancak, İngilizce öğretmenliği ve İngilizce ile ilgili bölümlerden mezun olan öğretmenler, diğer bölümlerden mezun olan öğretmenlerle kıyaslandığında, genel olarak ve konuşma ve okuma öğretiminde daha yüksek öz yeterlik göstermiştir. Son olarak, öğretmenler öz yeterliklerini etkileme potansiyeli olan çeşitli konulardan bahsetmişlerdir. Öğrencilerin gelişimi ve katılımının, öğretmenlerin öz yeterlik algılarını artırdığı belirtilmiştir. Öğrencilerin isteksizliği, sınıfların kalabalık olması ve ders saatlerinin yetersiz olması katılımcılar tarafından kendilerini zorlayan faktörler olarak dile getirilmiştir.

ANAHTAR KELİMELE: İngilizce Öğretmeni, İngiliz Dili Öğretimi, Öz Yeterlik Algısı, Dil Becerileri

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LIST OF ABBREVIATIONS AND SYMBOLS

CEFR	: Common European Framework of Reference
EFL	: English as a Foreign Language
EMI	: English Medium Instruction
ELT	: English Language Teaching
MoNE	: Ministry of National Education
K-12	: Education from Kindergarten to 12th Grade
L1	: First Language
L2	: Second Language
NNS	: Non-Native Speakers
TSE	: Teacher Self-Efficacy

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1. INTRODUCTION

This research is designed to explore the perceptions of in-service English teachers' self-efficacy in teaching four basic skills. To that end, it investigates English teachers' general perceived self-efficacy beliefs in teaching four basic language skills and explores whether their beliefs differ according to diverse variables. This chapter draws an overview of the study, starting with the background of the study and followed by the statement of the problem presented in the relevant literature. After that, the purpose of the research and research questions are stated. Besides, the significance of the study is explained. Finally, key terms related to the study are defined.

1.1 Background of the Study

Educational systems regard teachers as fundamental components (Dirsa et al., 2022; Peng, 2023; Singh & Singh, 2018). Teachers play a wide variety of roles in the education world, among which are motivator (Anwar & Ijie, 2023), facilitator (Jagtap, 2016), caregiver (Fleming et al., 2013), educator (Dirsa et al., 2022), role model (Cheung, 2020), researcher (Oestar & Marzo, 2022) and theory-maker (Kumaravadivelu, 2001). It can be said that the future of a nation is in the hands of teachers, which makes teaching publicly regarded as one of the noblest professions (Pathania, 2011).

Of all the beliefs that educators may possess, few are more crucial to their actions and behaviors in the classroom than their sense of self-efficacy (Zee et al., 2018). This underscores the importance of uncovering teachers' personal and psychological traits. Consequently, teacher-related psychological variables, such as self-esteem, self-efficacy, emotional intelligence, motivation, mindfulness, agency, resilience, identity, well-being, burnout, and autonomy are studied extensively (Han & Wang, 2021). Accordingly, self-efficacy, defined as the individuals' belief in their ability to perform tasks effectively, arises as one of the most significant teacher-related variables (Barni et al., 2019; Lingán-Huamán et al., 2023; Tschannen-Moran & Hoy, 2007).

Bandura (2002) defines self-efficacy as an individual's perception of and belief in their capacity to perform at a level of success. Perceptions of the ability to manage challenges and direct actions accordingly are described as the foundation of self-efficacy. Jayawardena and Gregar (2013) define self-efficacy as an

individual's belief in their competence to plan and execute the necessary activities to reach a specific performance level. According to Bandura (1997), self-efficacy beliefs predict future performance and can affect individuals' behavior. The author also proposes that self-efficacy can be derived from four distinct sources: prior experience, observational learning, verbal persuasion, and affective stimulation. As Bandura (2010) states, unless individuals believe that their actions can yield desired outcomes, they lack the motivation to engage in activities or persist in facing challenges. Correspondingly, self-efficacy beliefs extend to educational contexts, where teacher self-efficacy plays a critical role.

As Bandura (2006b) states, the responsibility of establishing educational settings that foster the development of cognitive skills mostly depends on the abilities and confidence of teachers. In addition, teachers are responsible for students' social, cultural, and academic development, and teachers' perceptions of their abilities in teaching play a role in the organization of the tasks and assessments (Klassen & Chiu, 2010). Consequently, researchers argue that teachers must nurture confidence in different pedagogical dimensions and have a high self-efficacy both in their capabilities and expertise in their educational field (Han & Wang, 2021; Snoek et al., 2012).

It is evident that while teacher self-efficacy and professional competence are interrelated, their definitions distinctly delineate them from each other. The Turkish Ministry of National Education (MoNE, 2017b) defines professional competence among educators as the amalgamation of the competencies, abilities, and mindsets required to excel in the teaching profession efficiently and effectively. Under MoNE, the Directorate General for Teacher Training and Development delineates the specific competencies required for teachers (MoNE, 2017b). The following are the competencies that serve as a guide and framework for all subject teachers:

1. Professional growth related to personal and professional ethics and principles
2. Building rapport with students
3. Educational methods and learning processes
4. Tracking and evaluating student progress and growth
5. Collaboration between school, family, and community
6. Mastery of curriculum and subject matter expertise

According to Hoy and Spero (2005), self-efficacy is a prospective assessment concerning the perception of competence, diverging from the tangible measure of actual competence. As expounded by Tschannen-Moran and Hoy (2007), teacher self-efficacy reflects a teacher's self-assessment of their ability to achieve desired educational outcomes, even in challenging scenarios involving difficult or unmotivated students. Teachers' self-efficacy beliefs stem from their daily experiences and professional achievements (Kasalak & Dağyar, 2020). These beliefs potentially influence students' success (Herman et al., 2018). Extensive research has confirmed a positive correlation between teacher self-efficacy and student achievement (Klassen & Tze, 2014; Mok & Moore, 2019; Zee & Koomen, 2016). It can be implied that educators who harbor a strong belief in their capacity to influence students' learning outcomes positively tend to foster more successful academic results in their students (Guo et al., 2010).

In summary, self-efficacy beliefs influence how people behave. Therefore, the construct of teacher self-efficacy has garnered significant attention in educational research, and it is pivotal in understanding and improving educational practices.

1.2 Statement of the Problem

Learning English as a foreign language (EFL) challenges students (Ellis, 2015), which is why numerous studies on self-efficacy within the context of EFL have predominantly centered on learners (Almohammadi, 2023). The challenge in learning a foreign language also affects teachers as it requires teachers' commitment and self-confidence (Lőrincz, 2022; Pace, 2022).

Teachers must have the essential capacity to effectively guide learners through the challenges in their language-learning journeys (Azkiyah & Mukminin, 2023). However, it is evident that students in Türkiye struggle to overcome these challenges. Türkiye ranks 66th among 113 countries in terms of English proficiency and is categorized as having low proficiency (Education First, 2023). Therefore, understanding the intricacies of the English teaching system and evaluating the competencies of English teachers in the country is necessary (Savaşkan, 2016). Relatedly, this situation necessitates thorough academic inquiry into the underlying factors contributing to low proficiency and challenges in teaching English from teachers' point of views as well. However, teacher self-efficacy beliefs are often discussed broadly rather than focusing on specific language teaching and learning

areas as Wyatt (2018) notes. Also, the majority of studies (67%) involve pre-service teachers (Hoang, 2018). This result shows that there is a gap which stems from in-service English teachers' beliefs. This is important because in-service teachers are the party that carries out English instruction.

There are few studies about the self-efficacy of in-service teachers and the teaching of the four basic language skills. Taştan Aslaner (2019) developed a scale for teaching four basic skills, and in her research with English instructors, she aimed to gather information about English professionals' perceived competencies. In her study, instructors felt most confident in teaching speaking and the least in teaching listening. Similarly, Karademir and Görgöz (2019) gathered English teachers' views on the problems they encountered while teaching four essential skills. The research results revealed that the problems resulted from factors related to the education system (e.g., class hours, lack of activities in textbooks, lack of standard listening recordings), students (e.g., lack of self-confidence, different knowledge levels, anxiety, L1 interference), and teachers (e.g., pronunciation problems, lack of theoretical knowledge on how to teach creative writing).

Aligned with the existing gap in the literature, the identification of factors influencing variances in teachers' efficacy also necessitates attention. According to Güven and Çakır (2012), during the transition from five to twelve years of compulsory education, a pronounced shortage of English language teachers was evident; consequently, enlisting individuals from diverse backgrounds, including graduates from English Language Teaching (ELT) departments, as well as those with degrees in American and English Literature, and even graduates from English-medium universities and other non-English teaching departments, was considered as a solution. These researchers also suggest that the variance in their educational backgrounds resulted in distinct competency levels among English teachers. Similarly, other variations such as academic degree, gender, school type, and experience also merit study.

1.3 Purpose of the Research

The current study aims to:

- determine the perceived self-efficacy levels of English teachers working in different types of private and public schools affiliated with

MoNE in the Western Black Sea Region regarding the teaching of the four basic language skills using a scale.

- investigate whether the perceived self-efficacy levels of English teachers regarding teaching four basic language skills differ according to academic major, academic degree, experience, school type, and gender.
- gather teachers' opinions about their perceived efficacy in teaching four basic skills through interviews.
- explore teachers' suggestions to enhance their self-efficacy in teaching four basic skills.

1.4 Research Questions

In this study, answers to the following four questions were sought:

1. What are English teachers' general perceived self-efficacy beliefs in teaching four basic language skills?
2. What level of self-efficacy do English teachers perceive in terms of
 - a) teaching speaking,
 - b) teaching listening,
 - c) teaching reading,
 - d) teaching writing skills?
3. Do English teachers' perceived self-efficacy beliefs about teaching four basic language skills differ according to
 - a) academic major,
 - b) academic degree,
 - c) experience,
 - d) school type,
 - e) gender?
4. What are teachers' suggestions that can enhance their perceived self-efficacy in teaching foreign language skills?

1.5 Significance of the Study

It has been suggested by Demir et al. (2015) that the level of a teacher's enthusiasm for teaching and their view of the profession as a means of self-improvement can initially shape their beliefs, with these internal factors playing a crucial role in both the initiation and sustained effectiveness of their career. As teachers' beliefs regarding their efficacy hold significant importance within the

teaching environment, it is imperative to explore their assessments across various dimensions in the Turkish EFL context.

To picture a detailed insight into the characteristics of Turkish EFL teachers, it is essential to investigate their beliefs focusing on task-specific areas. According to Klassen and Chiu (2010), a comprehensive assessment of teachers' self-efficacy could pose the question, "To what extent do you feel confident in your teaching skills?"; conversely, a scale focused on specific domains would investigate teachers' confidence in executing tasks. Relatedly, there is a need to focus on different aspects of the existing problems regarding teaching English in Turkish EFL context.

In accordance with the Common European Framework of Reference (CEFR) and MoNE requirements for language teaching, four basic skills are in the core of language education. Consequently, this study uses the scale developed by Taştan Aslaner (2019). The scale has task-specific items regarding teaching four basic skills: material use, giving effective feedback, being a role model, planning, and carrying out activities. Knowing teachers' self-efficacy perceptions regarding teaching four basic skills is likely to help achieve the teaching goals determined by MoNE.

The results from the current study are likely to contribute to the literature by offering an example of a study focused on a specific aspect of English teaching: four skills and in-service English teachers' beliefs. Different stakeholders of education can benefit from the current study in areas such as course design and in-service training. It is known that efforts to enhance teacher self-efficacy through targeted interventions and supportive environments are essential for improving educational outcomes and retaining effective educators (Hoca & Tavi, 2024; Yoo, 2016).

It is argued that children are more positively impacted by efficacious teachers than by non-efficacious ones because of the way they behave and think (Khan et al., 2015). It is also claimed that teacher self-efficacy is negatively related to teacher burnout (Comerchero, 2008; Mızrak, 2019). Therefore, the current study can also contribute to identification of the professional development needs of the teachers and the effects of teacher beliefs on different teaching related factors.

1.6 Definitions of the Key Terms

English Teachers: They are English teachers working in schools affiliated with the Ministry of National Education in the Western Black Sea Region provinces in the 2023-2024 academic year.

Perception of Self-Efficacy: Perceived self-efficacy pertains to individuals' beliefs in their capacity to effectively organize and implement the steps needed to accomplish particular objectives (Bandura, 1997).

Four Basic Language Skills: Listening, speaking, reading, and writing are the four basic language skills in language teaching.



2. THEORETICAL FRAMEWORK AND RELATED RESEARCH

This chapter investigates teachers' self-efficacy beliefs in teaching English as a foreign language, with a focus on the four fundamental skills, and organizes the discussion around key theories and related research. The chapter begins with Social Cognitive Theory and its implications for self-efficacy beliefs. Following this, the chapter provides an in-depth investigation into the sources of self-efficacy beliefs. In addition, it provides an exploration of the four fundamental processes involved in the formation and maintenance of self-efficacy. Subsequently, the study focuses on the literature about teachers' sense of efficacy. Findings from both local and international studies are mentioned to offer a comprehensive understanding of English teachers' self-efficacy beliefs.

Moreover, an overview of the four basic English language skills is presented. English teaching approaches, strategies, and challenges are mentioned. This chapter also provides the place of skill instruction in the Turkish Curricula for teaching English to grades 2-8 and 9-12. The role of self-efficacy in providing effective language skills instruction is summarized.

2.1 Social Cognitive Theory

Oran (2023) points out that numerous explanations and theories have been proposed regarding how individuals acquire information. He also notes that several researchers, including Albert Bandura, have articulated their perspectives, highlighting the significance of cognitive structures. Bandura (2018) states that human beings possess an exceptional ability for symbolization, granting them a potent tool for understanding their surroundings and making changes that influence nearly every facet of their existence. Bandura (1976) also argues that knowledge gained from observational learning is essential for both personal growth and survival; moreover, relying solely on trial and error can lead to severe or even fatal outcomes. Additionally, he states that methods such as teaching children to swim, guiding adolescents in driving, and instructing novice medical students in surgery do not solely depend on experiencing the consequences of their actions. Rather, it is argued by Bandura (1976) that observational learning from skilled individuals plays a significant role in whether errors could be costly or hazardous. Schunk and Usher (2019) argue that social cognitive theory is a psychological perspective that

highlights the crucial influence of the social environment on motivation, learning, as well as self-regulation, and individuals gain knowledge, skills, strategies, beliefs, and attitudes through interactions with others.

As Baştan and Dölek (2023) state, Albert Bandura's social cognitive theory helps a comprehensive understanding of human behavior as the theory integrates various elements from behaviorism, cognitive psychology, and environmental factors. The social cognitive theory proposed by Bandura (1986) focuses on the concept of agency, which he explains as individuals' belief in their capability to significantly influence important events in their lives. He also adds that this agency is related to cognitive and self-regulatory abilities, such as setting goals and employing strategies to achieve them. In Bandura's theory of reciprocal determinism (Bandura, 1986), individuals are not mere recipients of environmental influences, nor are they solely governed by internal factors such as thoughts and feelings. Rather, it is argued that individuals actively interact with their environment, and their behavior is both influenced by and influences the environment (See Figure 2.1).

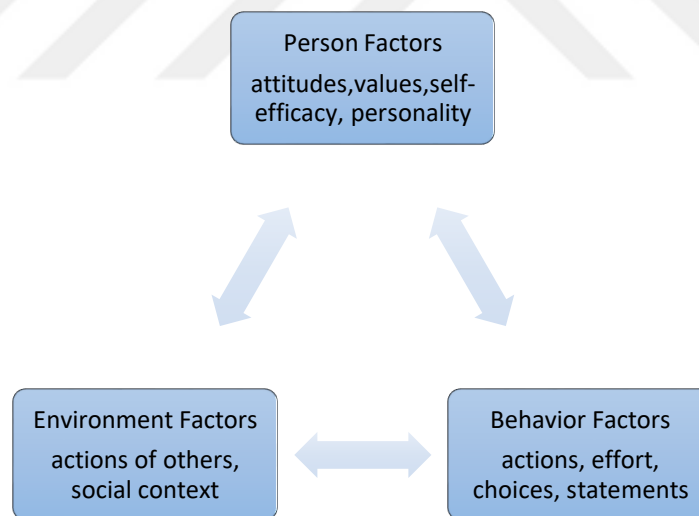


Figure 2.1 Bandura's (1986) Conception of Reciprocal Determinism

Pajares (2002) asserts that utilizing social cognitive theory empowers teachers to enhance their students' emotional well-being, rectify any flawed self-perceptions and mental patterns (personal factors), enhance their academic abilities and self-management techniques (behavior), and modify classroom environments that might hinder student achievement (environmental factors).

2.2 Self-Efficacy Beliefs

Perceived self-efficacy is defined as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 94). Bandura (1997) also asserts that individuals' self-efficacy beliefs play a crucial role in shaping their emotional experiences, cognitive processes, self-motivation, and behavioral patterns.

The impact of self-efficacy beliefs on human behavior has been explored in the field of psychology (Bradson & Strober, 2024), career development (Hashish, 2019; Ran & Cinamon, 2023; Yu et al., 2015), sports (Anstiss et al., 2020; Sivrikaya, 2019), health (Wang et al., 2024; Wu et al., 2024), art (MacAfee & Comeau, 2020) and education (Eren & Rakıcıoğlu-Söylemez, 2021; Sezgin Nartgün et al., 2019). According to Pajares (1996), opinions regarding personal competence have a numerous impact on behavior. He argues that these opinions shape individuals' decision-making processes and the paths they choose to follow, and individuals tend to do tasks where they perceive themselves as competent and assured, while avoiding tasks where they lack confidence. Bandura (1997) also emphasizes the various impacts of individuals' self-efficacy beliefs on behavior. From his perspective, these beliefs shape not only the actions people decide to undertake but also determine the following:

- the intensity of effort they invest in their pursuits,
- their capacity to persist in the face of challenges,
- their ability to rebound from setbacks,
- the nature of their cognitive processes as either obstructive or supportive,
- the degree of stress and depression they encounter when dealing with demanding situations,
- the level of success they achieve in various endeavors.

Zimmerman (1995) proposed that self-efficacy assessments have several unique attributes:

Capability Focus: Self-efficacy measures assess individuals' beliefs in their ability to perform tasks, rather than evaluating personal traits.

Multidimensional: Efficacy beliefs vary across different areas of life, such as mathematics versus language skills.

Context Sensitivity: Self-efficacy is influenced by the environment in which tasks are undertaken, such as competitive versus cooperative settings in classrooms.

Mastery Orientation: Assessments focus on individuals' confidence in mastering tasks, not on comparing their performance to others.

2.3 The Sources of Self-Efficacy Beliefs

Bandura (1997) proposes that individuals can develop or strengthen their belief in their capabilities through four main sources: firsthand mastery experiences, observing others' experiences, receiving verbal encouragement and support, and managing their physiological and emotional states. He also emphasizes the significance of distinguishing between the unprocessed data acquired through personal experiences and the manner in which this data is evaluated, processed, and integrated into one's self-efficacy assessments; moreover, various individual, social, and situational elements influence how both direct and socially mediated experiences are mentally perceived and understood.

2.3.1 Mastery Experiences

Bandura (1994) suggests that the most efficient approach to fostering a significant belief in one's capabilities is through experiences of mastering tasks or challenges. He argues that if individuals only experience easy successes, they may develop an expectation for quick results and subsequently become easily discouraged by failures. From his point of view, building a resilient sense of efficacy necessitates encountering and overcoming obstacles through persistent effort.

It is suggested by Bandura (1994) that people who are confident in their abilities see tough tasks as challenges to be mastered rather than threats to be avoided, which fosters a deep interest and commitment to setting and achieving ambitious goals. He also argues that once individuals are convinced of their ability to succeed, they demonstrate perseverance and exhibit rapid recovery from setbacks, and they emerge from adversity with increased fortitude. According to Gallagher (2012), when individuals attribute their successes to their actions, achieving significant goals profoundly influences their self-efficacy beliefs. Across various academic disciplines, shareholders, grade levels and genders, mastery experiences were identified as a significant contributor to beliefs in self-efficacy (Arslan, 2012; Butz & Usher, 2015; Kiran & Sungur, 2012; Wilson et al., 2020).

2.3.2 Vicarious Experiences

Bandura (2006a) notes that the previous psychological theories were formulated before the era of television. He also mentions that these theories primarily focused on the direct influences of the immediate physical and social environment on behavior, and they suggested that behavior is shaped and regulated primarily by the consequences of responses and associative learning. However, he claims that this perspective did not fully reflect the significant role of observational learning. He proposes that focusing solely on experiential learning may hinder the encouragement of observational learning, as individuals do not always have to respond or get rewarded to meet the requirements.

Bandura (2018) suggests that learning through direct experience can be challenging and demanding. According to his perspective, learning from examples provides a more efficient and less costly alternative to the laborious process of trial and error. According to Bandura (1994), influential models spread by mass media have the ability to bring fresh ways of thinking and behaving to a worldwide audience, in contrast to traditional learning methods that rely on hands-on experience. He emphasizes that people are using the internet for a larger and more significant amount of their everyday transactions these days, taking advantage of the wealth of information available online.

Observing vicarious experiences provided by social models is an effective method for developing and reinforcing self-efficacy beliefs (Bandura, 1994). He argues that when individuals witness others succeed through sustained effort, it enhances their faith in their capabilities to excel in similar activities. On the other hand, from his perspective, when people see others struggle, even if they are working very hard, it makes them less confident in their abilities and hinders their efforts.

It is also highlighted by Bandura (1994) that the impact of modeling on perceived self-efficacy is greatly influenced by the perceived similarity between observers and models. He points out that the more individuals perceive themselves as similar to the models, the more persuasive the models' successes and failures become in shaping their own beliefs in efficacy. Conversely, according to him, if individuals view the models as very distinctive, their perceived self-efficacy is not significantly affected by the behavior of the models and the outcomes they achieve.

According to Ahn et al. (2017), individuals do not only observe behavior but also the consequences of that behavior. They highlight that identical behavior can lead to different outcomes based on who is performing it and the circumstances surrounding the behavior. Additionally, they emphasize that apart from the characteristics of the model, the context also plays a crucial role in how observers interpret and remember what they see, further diminishing the correlation between any two vicarious experiences.

2.3.3 Verbal Persuasion

As noted by Pajares (2002), individuals form and develop their self-efficacy beliefs through the social influences they receive from others. He also argues that these influences can include exposure to verbal evaluations provided by others. According to Bandura (1994), when presented with problems, people who strongly believe they can master a task are more likely to put in more effort over an extended period than people who have self-doubts or dwell on their flaws. He argues, therefore, that people are more inclined to put up the necessary effort to succeed when given convincing encouragement about their perceived self-efficacy. He suggests that this situation promotes the growth of skills and a higher sense of personal efficacy. According to Ahn et al. (2017), while the content of a self-efficacy message may vary based on recipient characteristics such as past achievement history, the nature of social persuasion tends to remain consistent regardless of who delivers it.

Bandura (2011) suggests that effective builders of self-efficacy go beyond merely expressing belief in others. He argues that effective efficacy builders structure situations to facilitate success and avoid prematurely placing individuals in situations where failure is likely. He also states that they promote the evaluation of success through self-improvement rather than through comparison. He emphasizes that simply offering encouragement without providing practical guidance is not very effective. Pajares (2002) also suggests that it is typically more straightforward to diminish self-efficacy beliefs through negative evaluations than to enhance them through positive encouragement.

2.3.4 Physiological and Emotional States

Bandura (2010) suggests that individuals also consider their physiological and emotional states when assessing their capabilities, and feelings of tension, anxiety, and depression are often interpreted as indications of personal vulnerability.

Similarly, he states that in tasks that demand physical endurance, feelings of fatigue and low energy are perceived as signs of low physical efficacy. He further discusses physiological and emotional states as another source of influencing self-efficacy beliefs, involving improving physical strength and stamina, reducing stress and depression, and rectifying misinterpretations of bodily sensations.

According to Bandura (1994), people's moods impact how well they believe in their abilities. He states that perceived self-efficacy tends to rise in positive moods and fall in depressing ones. Pajares (2002) suggests that individuals possess the ability to modify their own thoughts and emotions, and strengthened self-efficacy beliefs can significantly impact their physiological states as well.

Lately, there has been considerable focus on examining the sources of self-efficacy. Many studies have explored different factors as potential predictors of self-efficacy across various domains, including graduate-level education (DeChenne et al., 2015), careers (Lent et al., 2017; Morris et al., 2017), social (Ahn et al., 2016; Alshahrani & Rasmussen Pennington, 2018), science (Webb-Williams, 2018), reading (Koşar et al., 2022; Peura et al., 2021), writing (Nielsen & Smyth, 2016), mathematics (Awofala, 2023; Butz & Usher, 2015), chemistry (Çapa-Aydın et al., 2018) as well as physical education and sports (Warner et al., 2019). Understanding the diverse origins can provide valuable insights into the formation of self-efficacy beliefs and, notably, their potential for modification (Waddington, 2023).

2.4 Four Processes in Self-Efficacy

Bandura (2012) asserts that individuals' perceptions of their capabilities influence their functioning quality through four fundamental mechanisms: cognitive aspects, such as envisioning goals and anticipating challenges; motivational elements, such as foreseeing outcomes and strategizing goals; affective components, such as managing stress and regulating negative thoughts, and decision-making procedures involving approaching or avoiding specific situations.

2.4.1 Cognitive Processes

Self-efficacy beliefs influence the objectives individuals establish for themselves and their dedication to achieving them (Bandura, 1997). According to Bandura (1997), ruminating on one's faults and projecting unfavorable

consequences might considerably reduce one's motivation and output. One of the biggest obstacles to success is self-doubt.

Bandura (2010) explains that much of human behavior is purposeful and guided by forethought, which involves setting goals and draws attention to the following: Personal goal setting is influenced by how people assess their abilities. He also states that the way people think also plays a significant role in their behavior. According to Wood and Bandura (1989), people's mental practices and imagined scenarios are shaped by their beliefs about their abilities. They argue that individuals possessing strong self-efficacy typically see triumphant results, while those with low self-efficacy frequently concentrate on possible setbacks. The researchers also suggest that thinking makes it possible for humans to control and predict events in their lives. They further suggest that making the mental effort required to comprehend complex information involves confidence, and they argue that higher self-efficacy individuals are more capable of critical thinking and devising workable action plans.

2.4.2 Motivational Processes

Bandura (1997) asserts that most human motivation originates from cognitive processes. He suggests that people, who practice cognitive motivation, self-motivate, and plan their actions in advance, and they form self-beliefs, foresee both the possible good and bad consequences of undertakings, set objectives, and plan activities to accomplish desired results and prevent undesirable ones. It is suggested by Bandura (1997) that especially important in the cognitive control of motivation are efficacy beliefs. Bandura (2010) emphasizes that in a challenging world with hurdles, shortcomings, challenges, disappointments, and disparities, individuals must possess a resilient sense of personal efficacy to endure the persistent effort required to thrive. He identifies three distinct cognitive processes—causal attributions, outcome expectancies, and cognized goals—that engage with motivation. He also states that these processes are associated with attribution theory, expectancy-value theory, and goal theory, respectively. He further adds that these theories have been developed based on these different types of cognitive motivators. He notes that both outcome and goal motivators function through anticipation mechanisms. Additionally, Bandura (1990) explains that causal attributions, which are retrospectively conceived based on past achievements, can influence future actions by modifying one's self-assessment of ability and

perception of task requirements. Figure 2.2 provides a schematic summary of these different conceptions of cognitive motivation.

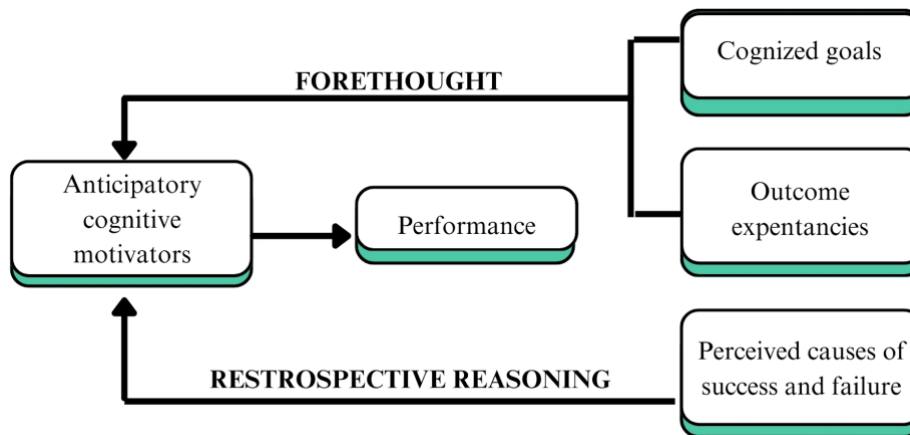


Figure 2.2 Representation of cognitive motivation models from Bandura (1990, p. 408).

2.4.3 Affective Processes

Bandura (1997) emphasizes how important self-efficacy is for controlling emotions. He distinguishes three main channels by which efficacy beliefs affect the type and degree of emotional responses: First, efficacy beliefs influence the cognitive representation of life events, attentional biases, and the perceived capacity to control intrusive thoughts in the thought-oriented mode. Second, efficacy beliefs help people take effective actions to change their surroundings and reduce emotional stress. Thirdly, effectiveness beliefs affect the perceived ability to mitigate negative emotional states after they arise in the affect-oriented mode. He also states that the regulation of anxiety, depression, and physiological stress responses are influenced by these processes.

According to Bandura (2010), individuals who are confident in their ability to manage potential threats typically experience reduced levels of anxiety. He contrasts this by stating that those who lack confidence in their coping skills often experience heightened anxiety levels. Additionally, he notes that individuals with high self-efficacy in managing unpleasant emotions can effectively relax, redirect their attention toward positive aspects, and seek support, thus making anxiety and sadness more manageable. It is also suggested by the author that those who feel inadequate in their ability to accomplish fundamental objectives could feel depressed since their dreams remain unmet. Furthermore, he explains that social

efficacy—defined as the conviction in one's capacity to foster meaningful social relationships—can exacerbate depression by obstructing the formation of social networks that provide support. Lastly, he discusses that the frequency, length, and recurrence of depressive episodes are influenced by thought control efficacy or the conviction that one can manage negative rumination.

2.4.4 Selection Processes

According to Bandura (2010), people's life trajectories are greatly impacted by their beliefs in personal efficacy since these beliefs influence the surroundings and activities they choose to engage in. The author asserts that people voluntarily participate in challenging activities and social contexts that they feel capable of handling. He states that people prefer to steer away from jobs and circumstances that they believe are beyond their capacity for coping. He also notes that people's choices about what they do and where they live significantly impact on how they develop personally because the social influences in the places they choose shape their skills, values, and interests over time. His study indicates that people with a strong feeling of efficacy view difficult jobs as chances for personal development rather than as intimidating roadblocks that must be avoided. He explains that when faced with challenges, these individuals concentrate on developing plans for success rather than letting their inner anxieties dominate them. He further states that these people see failures as chances for personal growth and attribute them to factors such as not putting in enough effort or lacking the necessary skills. He notes that when faced with challenges, they step up and bounce back from setbacks with speed and confidence. He also observes that they show a low susceptibility to depressive and stressful emotional states, indicating resilience to these negative emotions.

2.4.5 Teachers' Self-Efficacy Beliefs

Teacher self-efficacy, a construct rooted in the belief system of educators, has been a focal point in educational research for decades (Zee & Koomen, 2016). The concept of teacher efficacy originated in the 1970s following a research study conducted by Armor et al. (1976). As part of an investigation into the factors influencing the academic success of minority students, these researchers conducted surveys with a group of 6th-grade teachers. Among the survey questions, two items focused on teacher efficacy. The two questions from the researchers are as in Figure 2.3.

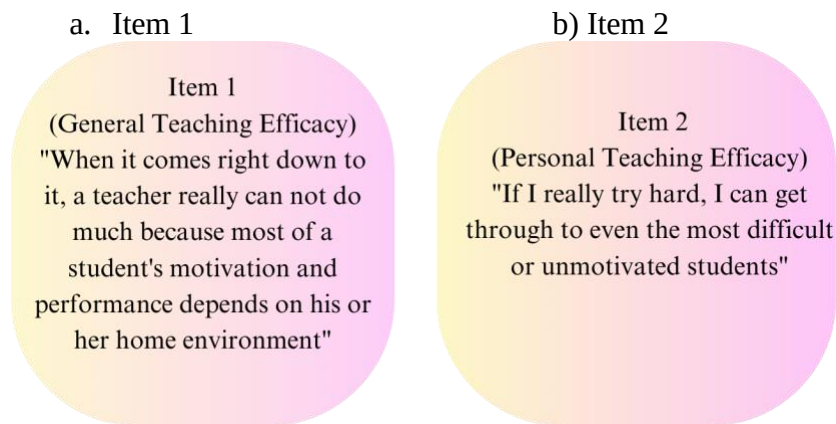


Figure 2.3 Survey items (from Armor et al., 1976, p. 73)

The concept of teacher efficacy was first introduced owing to the noteworthy and influential results obtained from the seemingly arbitrary decision to include two items related to teacher self-efficacy (Tschannen-Moran et al., 1998). Bandura's theory expanded on this notion, framing teacher efficacy as a subset of self-efficacy, emphasizing the cognitive processes through which individuals construct beliefs about their capacity to attain specific goals (Bandura, 1997).

In educational settings, teacher self-efficacy is defined as “the teacher's belief in his or her capability to organize and execute courses of action required to accomplish a specific teaching task in a particular context successfully” (Tschannen-Moran et al., 1998, p. 233). Tschannen-Moran and Hoy (2001) delineate distinct elements of teacher self-efficacy within the field of educational research. They explain that the most common ones are self-efficacy for instructional strategies, which refers to one's perception of one's ability to use a range of techniques to improve and assess student comprehension. They also discuss self-efficacy for classroom management, which is related to one's perception of one's ability to manage student behavior, particularly disruptive behavior. Lastly, they note self-efficacy for student engagement, which is related to one's perception of one's ability to engage and excite students, particularly those who are acting uninterested.

Teachers' views on their efficacy are shaped by a variety of environmental and personal factors. Personal traits, including gender, degree of preparation, prior teaching experience, and educational background, all have a significant impact on how effective instructors believe they are (Ross, 1994). On the other hand, contextual factors, including teaching level, class composition, and collaboration

among teachers, also influence teacher self-efficacy (Tschannen-Moran et al., 1998).

According to Bandura (2006c), individuals cannot excel in everything; they have varying confidence levels in different areas of their lives. He points out, for instance, that someone might be confident in their ability to manage a business but less so in their parenting skills. He suggests that self-efficacy is not a one-size-fits-all trait, but a collection of beliefs tied to different aspects of life. He also argues that multidomain measures help us understand how confident people feel across different areas. He further explains that using a single, general measure for self-efficacy is not very effective because it may not capture the specific skills and challenges of each domain. Therefore, he emphasizes that it is essential to tailor self-efficacy scales to the specific area being assessed.

It is claimed by Tschannen-Moran et al. (1998) that the alignment between assessments of individual teaching competencies and the demands of specific teaching tasks in understanding teacher self-efficacy implies that teachers may not possess efficacy uniformly across all teaching areas. A key tenet of this theoretical viewpoint is that teachers may exhibit varying degrees of efficacy in particular domains (Tschannen-Moran et al., 1998; Zee & Koomen, 2016). According to Tschannen-Moran and Hoy (2001), it is possible to determine the structure and degree of generality in self-efficacy beliefs by employing multidomain assessments. They explain that several tools have been created by researchers to evaluate the effectiveness of teachers. They clarify that these tools are designed to measure the complex aspects of teacher self-efficacy and its effects on teaching strategies and student results.

Research demonstrates that teachers with high self-efficacy exhibit various behaviors indicative of their confidence and openness in the classroom (Creely et al., 2021; Martin & Mulvihill, 2019). Moreover, teacher self-efficacy is increasingly recognized as a significant factor influencing various aspects of teaching and learning (Caprara et al., 2006; Durksen et al., 2017; Holzberger et al., 2013; Klassen & Chiu, 2010; Zee & Koomen, 2016). It impacts quality, student support, engagement, satisfaction in workplace, teacher well-being, and occupational commitment, while also affecting student-level outcomes such as academic self-efficacy, school engagement, and achievement (Caprara et al., 2006; Liu et al., 2023; Martin & Mulvihill, 2019; Shahzad & Naureen, 2017).

In recent years, there has been a growing interest in understanding teachers' self-efficacy, engagement, and work satisfaction, particularly in the context of addressing challenges within education systems and enhancing teacher effectiveness (Demir, 2020; Turan, 2023). This interest is fueled by recognizing the role these factors play in teacher retention, job performance, and student outcomes (Akman, 2021; Klassen & Chiu, 2011; Ortan et al., 2021). Additionally, studies highlight the importance of general and task-specific teacher self-efficacy in predicting effective teaching practices and teacher well-being (Uzuntiryaki-Kondakçı et al., 2017; Zee & Koomen, 2016). Notably, teacher self-efficacy is considered particularly influential during early career stages, emphasizing the importance of supportive environments and training programs for novice teachers (Forbis, 2021; George et al., 2018).

It is evident that teacher self-efficacy plays a critical role in shaping teaching practices, teacher well-being, and student outcomes. Understanding and fostering teacher self-efficacy, especially in early career stages, is vital for promoting sustainable and high-quality teaching practices (Fackler et al., 2021; Klassen & Chiu, 2011). Therefore, efforts to enhance teacher self-efficacy through targeted interventions and supportive environments are essential for successful educational outcomes and retaining effective teachers (Hoca & Tavil, 2024; Yoo, 2016).

2.5 Teaching English as a Foreign Language

Following the work conducted by Celce-Murcia (2014), the field of teaching second or foreign language (L2) has undergone a great deal of development. She argues that prior to the 20th century, there were differing approaches to teaching languages. She points out that some concentrated on getting students to actively use the language actively (speak and understand), while others stressed language analysis (learning grammar rules). She also highlights that many pre-twentieth-century language teaching methods emerged as responses to perceived shortcomings in earlier approaches. She further states that similarly, contemporary methods that date back to the 20th century also tackle these issues but look at language learning and usage in various ways. She emphasizes that every strategy has a fundamental idea that directs its process, and teachers started to doubt the efficacy of language teaching strategies, which made them realize that there is not one best way for all students. Therefore, she explains that understanding the various

conditions of language teaching and learning, such as differences in students, teachers, objectives, and classroom dynamics, fed this skepticism.

Rather than depending on standardized teaching materials and procedures, Strevens (1977) and Adamson (2004) underline the need to focus on the adaptability of teachers and learners within their particular educational contexts. As per Celce-Murcia (2014), some applied linguistics experts contend that we are in a transitional period marked by a shift from conventional teaching practices, which will allow educators to modify established educational approaches and incorporate new research findings creatively. According to this perspective, teachers now have the chance to continuously improve their teaching strategies in the classroom and participate in reflective practices.

Celce-Murcia (2014) concludes that the current landscape presents an opportune moment for individuals engaged in teaching English as a second or foreign language. She emphasizes that the global expansion of English usage has generated an increasing demand for competent instructors and the emergence of diverse English varieties necessitate meticulous linguistic analysis as well as suitable teaching methodologies. She points out that many nations are introducing English instruction to children at increasingly younger ages, while workplaces require proficient English communication skills more than ever before. She also proposes that continuous developments in digital technology provide new opportunities for instruction and learning; thus, language teachers must be flexible enough to adjust to changing conditions. She further asserts that since there is no static body of knowledge in this discipline, educators must accept constant modification to maintain their effectiveness in the classroom.

2.6 Overview of the Four Basic Language Skills

2.6.1 Speaking

Lazaraton (2014) states that many consider speaking to be the introductory aspect of second language (L2) acquisition. She argues that it may seem unusual to ask, “How many languages do you write?” when considering competence in other languages. She suggests that a more suitable question would be, “How many languages can you understand (or read)?” However, she observes that it is commonly asked of individuals, “How many languages do you speak?”

While describing someone as a “good” speaker seems simple, speaking is a very complex notion, as mentioned by Goh (2016). She claims that we often

mention someone for being a proficient speaker based on qualities such as confidence, fluency, and grammatical accuracy. She adds that within certain learning environments, proficiency in speaking may also be judged based on whether the individual sounds like a native speaker from countries such as the UK or the USA.

According to Burns (2019), speaking is a complicated and constantly evolving skill encompassing cognitive, physical, and socio-cultural processes. She further asserts that a speaker's proficiency relies on promptly activating their knowledge and skills in real-time situations. Hence, she emphasizes that it is deemed to be crucial for speaking to be directly addressed in language education settings. On the other hand, she argues that participating in speaking exercises alone does not equate to gaining the all-encompassing understanding, abilities, and tactics required for effective speaking.

2.6.2 Speaking in ELT

Richards (2012) expresses how teaching English speaking abilities has historically been prominent for second language learners, who frequently base their assessment of their progress in the language on how well they can speak the language. The developments in speaking abilities in ELT are explained by the author as follows:

- Conventional approaches focused mostly on dialogues and repeated drills and represented a competence model based on sentences.
- With the advent of communicative competence and language proficiency frameworks in the 1980s, there has been a shift toward communicative techniques that prioritize oral skill development through fluency and practical communication tasks.
- The idea of English as an international language has recently placed more emphasis on intercultural competency in cross-cultural communication.
- Developments in conversational analysis, corpus analysis, and discourse analysis have illuminated the intricacy of spoken interaction.

It is commonly acknowledged that it is necessary to help language learners develop their oral abilities for effective communication. Goh and Burns (2012) emphasize that, in contrast to previous methods, communicative language education places a strong emphasis on extended oral communication practice, yet excessive emphasis on communication may lead to overlooking accuracy. As the

authors also suggest, speaking lessons pose challenges as they lack solid performance records and may not address affective factors impacting learner performance. Therefore, they argue that speaking instruction should empower students to take charge of their education, bolster their self-esteem, and strike a balance between talking and thinking about language use.

As stated by Goh and Burns (2012), after reviewing prevalent approaches to conducting speaking lessons, numerous educators arrive at the following common observations: despite the frequent occurrence of speaking activities in their classrooms, learners rarely get the chance to acquire the necessary skills, strategies, and language proficiency to enhance their speaking abilities. It is also mentioned by the authors that learners engage in extensive verbal interactions during class activities, but there is often a lack of systematic instruction to develop speaking as a communicative language skill.

2.6.3 Listening

According to Newton and Nation (2020), listening is the first and most important step in learning a language, both in one's native tongue and when learning a second language in a naturalistic way. According to Mendelsohn (1994), communication activities are divided as follows: listening accounts for approximately 40-50% of the time, speaking for 25-30%, reading for 11-16%, and writing for about 9%. Goh (2014) states that listening is an active activity that starts before speech signals are registered and goes on long after the input has stopped. She emphasizes that it goes beyond simple hearing. She further suggests that more than just deriving meaning from sound signals, understanding spoken information necessitates the active construction of meaning within pertinent contexts (the topic, participants, communication goal, and setting) and at different linguistic levels (sounds, grammar, vocabulary, and discourse structure). She also points out that meaning formation can be facilitated in face-to-face conversations when listeners and speakers cooperate by providing clarifications and asking questions. However, she notes that when there is no direct communication, listeners have to use alternative techniques to bridge the gaps in their knowledge.

According to Goh (2014), listening is goal-directed and purposeful, and people listen with specific objectives in mind. The author also states that active listening can manifest in both unidirectional (non-participatory) and bidirectional (interactive and participatory) situations: in unidirectional listening, listeners rely

mainly on their linguistic knowledge and experience to make sense of recorded materials or presentations where direct interaction with the speaker is limited, whereas bidirectional listening is actively engaging in exchanges when listeners switch between speaking and listening during conversations, interviews, and discussions.

2.6.4 Listening in ELT

According to Goh and Vandergrift (2021), listening is an essential component of language learning because it enables students to interact with and receive linguistic information. The authors also suggest that listening also promotes the development of other language skills, yet listening attracts less systematic attention from teachers and educational resources, despite its importance. Slimani and Moubtassim (2023) stress that listening is a difficult skill to master in language learning as it requires students to understand spoken language, figure out its meaning, and respond appropriately. They emphasize how crucial listening is to learning English as a foreign language.

Goh (2014) suggests that both learners and teachers encounter challenges in listening comprehension due in part to the lack of understanding of the nature of listening and how comprehension occurs. Consequently, she points out that learners may hold unrealistic expectations regarding their listening progress. She also notes that teachers could believe that their capacity to teach listening is limited because the processes involved are not easily observed or controlled. She further mentions that listening exercises in the classroom have traditionally concentrated on evaluating comprehension through passage listening, question responding, and response verification. According to Burns and Siegel (2022), teachers need to be careful regarding various factors such as the objectives, tasks, context, and sequence when selecting listening materials. They suggest teachers to incorporate visual and video resources into their teaching, yet teachers should still prioritize communicative goals, accessibility, relevance, and adaptability.

Burns and Siegel (2022) also advise a flexible approach to teaching listening, taking learning objectives, age, and competence level into account. They suggest that teachers should stop rigidly following native speaker models and expose children to a variety of linguistic inputs. They emphasize that teachers must be aware of their interactional approaches and pursue professional development related to teaching listening skills.

2.6.5 Reading

According to Nation and Macalister (2020), a critical component of reading proficiency is the capacity to recognize written words, connect them to their spoken counterparts, and understand their meanings. They assert that reading means being able to decode novel words as well as recognize ones you know. They further explain that in order to understand spelling rules, students need to be familiar with the following: (1) some letter shape knowledge; (2) phonemic awareness, which is the knowledge that words are made up of discrete sounds; (3) basic writing conventions, such as reading English from left to right and top to bottom; and (4) spoken forms of most words encountered in early reading levels. They also argue that it is possible to learn to read in a foreign language without speaking it, and reading becomes much easier when one has oral competency in the language.

Zhang (2016) highlights that reading usually involves deriving meaning from printed words, sentences, paragraphs, or entire texts and it is a cognitive process where individuals decode symbols into meaningful information. It is also suggested by the author that reading requires a variety of literacy skills, including phonemic awareness, vocabulary knowledge, comprehension of grammar, and acquaintance with textual norms such as syntax and punctuation. Similarly, according to Shea and Ceprano (2017), readers must also possess the ability to infer, analyze, and synthesize information to construct meaning from the text independently.

2.6.6 Reading in ELT

According to Ediger (2014), it is widely recognized that children require instruction to acquire reading and writing skills, whether through informal learning at home or formal education in school; these skills do not simply develop automatically through exposure to language. Additionally, the author points out that second language (L2) literacy differs from first language (L1) literacy. Hudson (2007) discusses key distinctions between readers of first and second languages as follows:

1. Many second language readers bring existing reading skills from their first language, impacting their learning process in the second language.
2. In first language reading, learners typically begin after acquiring spoken proficiency, whereas second language readers often start reading without a solid foundation in grammar or vocabulary.

3. There is a notable cognitive contrast between children learning to read in their first language and adults learning to read in a second language.

According to Yazar (2013), prior to the 1970s, reading programs generally focused on analyzing specific printed materials to comprehend the author's message. Additionally, he notes that little attention was given to fostering independence and effectiveness in readers. He further discusses that at the beginning of the 1970s, there was a change in emphasis toward equipping students with the knowledge and abilities to approach new texts on their own and achieve thorough comprehension.

According to Akhmadaliyeva (2021), the significance of background knowledge in reading comprehension underscores its pivotal role in aiding readers to interpret texts personally, emphasizing the importance of teaching students to leverage their prior knowledge effectively to enhance understanding and interpretation of textual content. In a similar vein, Grabe and Yamashita (2022) highlight that lexical knowledge is widely acknowledged as one of the most significant predictors of both reading comprehension and its progression.

2.6.7 Writing

According to Dragomir and Niculescu (2020), writing is more than just typing words and letters or forming simple sentences together to communicate. From Olshtain's (2014) perspective, writing requires authors to interact with the target language actively and consciously using complex cognitive processes to evaluate data and produce original writing. She also argues that the writing process demands more text than spoken interaction since written communication lacks instantaneous feedback; as a result, authors should try to predict their readers' responses and structure their writing appropriately.

It is commonly acknowledged that supporting and nurturing writing as a communication skill for language learners at every stage of their academic careers is crucial. Olshtain (2014) emphasizes that by use of written communication, people can express various ideas to readers, regardless of their proximity or unfamiliarity. She notes that whether it is done via current digital platforms such as computers, cell phones, or other technological gadgets or through more traditional means such as pen and paper, this sort of communication is critical in today's culture.

2.6.8 Writing in ELT

Weigle (2014) asserts that writing has become even more important in second or foreign language instruction in the modern day than it was in the past. She emphasizes that written communication across multiple languages and cultures has become not only viable but also vital in several fields, including business and education, thanks to globalization and technical breakthroughs such as the proliferation of the internet.

According to Nation and Macalister (2020), in writing, it is advantageous to involve students in activities that prioritize meaning, language acquisition, and fluency development over listening, speaking, and reading. They suggest that writing assignments should encompass various real-world applications encountered daily by students, such as completing forms, compiling lists, composing informal letters, drafting business correspondence, taking notes, engaging in academic writing, sending texts and emails, and utilizing the internet. Furthermore, they also observe that each type of writing necessitates specific organizational and presentational techniques.

Xiong et al. (2023) states that writing is seen by many instructors as more of an exam skill than as a necessary component of language competency. They explain that traditional English instruction often emphasizes grammar, vocabulary and reading, while neglecting writing skills development. These researchers clarify that this method is called the “Product Approach”, and it treats writing as a mechanical process, focusing only on the end written result. Xiong et al. (2023) observe that despite teachers' efforts in grading essays and providing feedback, students often fail to review and learn from these comments comprehensively, resulting in repeated mistakes in their writing.

2.7 The Importance of Teaching Skills

The objective of language learning is closely intertwined with the cultivation of listening, speaking, reading, and writing abilities. These four competencies collectively facilitate an individual's capacity to comprehend and produce spoken language, thereby facilitating accurate and effective interpersonal communication (Hasan et al., 2022). Karademir and Görgöz (2019) claim that the teaching of four essential skills and the development of people who can effectively use these skills are the two main goals of foreign language education. Likewise, Celce-Murcia (2014) highlights how the notion of communicative competence in a L2 is

frequently used, with special emphasis on the all-encompassing development of speaking, writing, listening, and reading skills within the context of language training. She also claims that with the advent of new methods and approaches, the specific skill areas targeted for instruction may have shifted; however, the fundamental practice of teaching language with an emphasis on skills has consistently persisted.

2.8 Skills Teaching in the Turkish Context

Understanding the Turkish EFL context in terms of skills teaching is crucial to be able to study self-efficacy beliefs of English teachers. To gain insight into their professional environment, it is essential to investigate both the teacher training process and in-service factors. Relatedly, in Yasin et al.'s (2022) study, teachers with greater curriculum literacy also had better levels of self-efficacy than teachers with less literacy. The researchers emphasize the necessity of improving curriculum-related courses in pre-service teacher programs and the necessity of curriculum-focused in-service teacher training. According to Wyatt (2018), more attention may be needed when determining the self-efficacy levels of specific teacher groups, such as recently hired non-native speakers (NNS) or those adapting to significant curriculum changes. Therefore, the exploration of skills teaching in the Turkish context spans four distinct categories: pre-service, in-service, curriculum for grades 2-8, and curriculum for grades 9-12, aiming to comprehensively investigate the English language teaching undergraduate program in Türkiye and its alignment with Turkish curricula requirements concerning the four fundamental language skills (MoNE, 2017a; MoNE, 2018).

2.8.1 Pre-Service

The Council of Higher Education restructured undergraduate English teacher training programs in light of current developments in the educational sciences and teacher training, as well as structural changes in the Turkish education system and social needs and demands (The Council of Higher Education, 2017). According to the Council of Higher Education (2017), rebuilding field education courses and teaching professional knowledge courses and giving them weight in the programs, spreading out the teaching practices over a longer period and carrying them out in a more structured way, and aligning undergraduate teacher training programs with MoNE-prepared and -implemented curricula were priorities in the new programs.

Below are some of the courses included by the Council to prioritize the teaching of language skills:

- *Foreign Language 1 and Foreign Language 2*: These courses were updated by associating them with daily life to gain functional language skills by removing the emphasis on grammar teaching.
- *Teaching English Language Skills 1*: This course includes different phases and techniques of listening, speaking, pronunciation, and vocabulary teaching; language awareness, the development of teaching and learning skills and language proficiency principles and techniques of lesson planning appropriate to proficiency levels.
- *Teaching English Language Skills 2*: This course covers a detailed investigation of the different phases and techniques of teaching reading, writing, and grammar; the improvement of language awareness and teaching skills and proficiency; and the fundamentals and techniques of lesson planning appropriate to diverse proficiency levels (The Council of Higher Education, 2017).

2.8.2 In-Service

English lessons are conducted according to the Turkish curriculum and regulations by MoNE. According to Written and Practical Exams Directive published by MoNE (2023b):

- Education in foreign language classes aligns with predetermined outcomes for listening, speaking, reading, and writing skills. The distribution of lesson hours per week based on these skills is determined by teachers in the foreign language department.
- Assessments in foreign language classes encompass both written and practical formats to evaluate listening, speaking, reading, and writing skills.
- Acquisition of listening, speaking, reading, and writing skills is imperative in foreign language classes. Various assessment tools, such as written or practical exams, performance tasks, and projects tailored to their nature, are used to evaluate knowledge and skills.

2.8.3 Curriculum for Grades 2-8

According to MoNE (2017a), when designing the new English language curriculum, close attention was paid to the principles and descriptors outlined in CEFR. In the 2nd and 3rd grade levels, there is a strong emphasis on speaking and

listening skills. Reading and writing are progressively integrated into the curriculum as pupils advance through the grades and gain more competency. The following summary highlights the key points of the curriculum as outlined by MoNE (2017a):

- Speaking and listening skills precede the curriculum during the first three grades. Subsequent years incorporate all language skills in accordance with the theoretical framework of the CEFR. Teachers can also introduce manageable reading or writing tasks.
- The second-grade curriculum emphasizes the development of children's speaking and listening abilities through interactive activities and communicative learning approaches. Basic writing and reading exercises are also incorporated into the curriculum, mainly as homework assignments.
- Similarly, the third-grade curriculum builds on the preceding grade by emphasizing oral contact and listening comprehension while helping pupils enhance their language skills. Less reading and writing are still required; instead, project-based learning and spoken communication are prioritized.
- When students enter the fourth grade, the curriculum strongly emphasizes speaking and listening abilities. Limited reading and writing assignments are also included, especially for project and portfolio work.
- The curriculum for the fifth grade changes its emphasis to provide children more opportunities to use English in everyday contexts and to become more interested in language acquisition. Limited reading and writing assignments are also included in the curriculum, focusing on tasks that need communication.
- As pupils advance to the sixth grade, the curriculum reinforces language abilities while fostering creativity and imagination. There are still a few reading and writing assignments emphasizing communication-driven activities, including role-plays, games, and listening comprehension tests.
- In the seventh and eighth grades, the curriculum aligns with CEFR A2 level, focusing on developing listening and speaking skills as primary objectives, followed by reading and writing. Reading and writing tasks become more diverse and purposeful in the eighth grade, including various

types of text writing beyond sentence level and aligned with different communicative functions and contexts.

2.8.4 Curriculum for Grades 9-12

According to MoNE (2018), the English curriculum for grades 9-12 in Türkiye was developed based on the descriptive and pedagogical principles of CEFR. It is stated in the curriculum that it maintains a communicative approach throughout, building upon the foundation laid by the earlier grades' curriculum. MoNE suggests that this curriculum is adaptable to accommodate students aged 9 through 12, regardless of their age or language proficiency, emphasizing the progressive integration of all four language skills.

The curriculum, as outlined by MoNE (2018), addresses the persistent issue of ineffective communication competence among English Language Learners in Türkiye by comprehensively covering all aspects of communicative competence. Rather than focusing solely on grammatical structures, it blends language functions with the development of the four language skills. Activities and materials in the curriculum are aligned with CEFR principles, allowing for the evaluation of listening, speaking, reading, and writing abilities through rubrics and assessments. Each lesson is structured to efficiently integrate the teaching and application of these competencies across pre-, during-, and post-activity stages.

In each unit of the curriculum, according to MoNE (2018), there is an emphasis on integrating listening, speaking, reading, and writing skills alongside a limited focus on language structures and thematic organization. The curriculum emphasizes real-world communication and situational language use, particularly enhancing speaking and listening abilities. It underscores the importance of mirroring the natural acquisition of first languages in organizing English lessons, prioritizing speaking and listening exercises followed by reading and writing assignments. Audio materials and visual media such as short documentaries or movies are also recommended to expose students to nonverbal and verbal communication cues in English. According to MoNE (2018):

9th-grade Curriculum:

- Each unit focuses on integrating all four language skills.
- Emphasis on high-quality content, vocabulary, structures, and functions at the A1 level.
- Students with lower language proficiency focus on foundational skills.

- More proficient students prioritize developing A2-level abilities in speaking and writing.

10th-grade Curriculum:

- Aims to advance students from the A2+ level to the Independent User Level at B1.
- Emphasizes developing listening and speaking skills essential for daily conversation.
- Equal attention to reading and writing activities interconnected with listening and speaking.

11th-grade Curriculum:

- Deepens language and cultural understanding through research.
- Enhances speaking, listening, reading, and writing skills.
- Emphasizes expanding vocabulary and fostering interactive English language skills.

12th-grade Curriculum:

- Integrates all four language skills.
- Focuses on enabling students to communicate successfully in both written and oral forms across various settings.

In summary, MoNE referenced CEFR in designing the English language teaching curricula. CEFR emphasizes the need for students to put what they have learned into real-life practice to promote fluency, proficiency, and language retention (Council of Europe, 2020). Accordingly, the Turkish curricula emphasize language use in an authentic communicative environment (MoNE, 2018). In line with the guidelines for secondary education institutions, it is imperative that students develop proficiency in listening, speaking, reading, and writing within foreign language courses, with assessments designed to evaluate competency in these four skill areas through both written and practical examinations (MoNE, 2023a). According to recent regulations, the four essential language skill examinations have been extended to primary education as well (MoNE, 2023b).

Having explored the context of Turkish EFL in terms of skills teaching, it becomes evident that the current study encompasses a comprehensive approach aimed at understanding the efficacy of English language instructors.

2.9 Related Research

2.9.1 Studies on English Teachers' Self-Efficacy Beliefs in Türkiye

Since the English teaching programs were updated in 2017 in Türkiye, studies related to the self-efficacy beliefs of English teachers from that year onward were examined. It was observed that the studies had mainly focused on pre-service teachers (Akıncı, 2017; Balcı et al., 2019; Eğinli & Solhi, 2021; Kaygısız & Balçıkanlı, 2021; Takkaç Tulgar, 2019). In studies conducted with in-service teachers, issues such as classroom management, instructional efficacy, and teaching strategies had been examined in terms of various variables (Can & Daloğlu, 2021; Çankaya, 2018; Deneme, 2022; Dolgun & Caner, 2018; Eker & Seçkin, 2022; Kalay, 2023; Timur, 2022; Turan, 2018; Yenen & Dursun, 2019; Yıldırım & Biçer, 2023).

A limited number of studies were found associated with the teaching of the four skills; consequently, studies on teachers' preferred teaching methods and the problems related to teaching four skills were examined.

Based on the findings in Turan's (2018) study, it was observed that English teachers working in primary, middle, and high schools preferred similar language teaching methods. The study's expectation was that English teachers working in primary schools should obtain higher scores in methods such as the "communicative language teaching method," and "natural method," which advocates that language should be taught precisely in a natural environment, compared to methods such as "grammar-translation method" and "direct method." The researcher considered that in-service training on "foreign language teaching methods" was necessary for teachers to choose the appropriate method according to the age groups of students. It was concluded that English teachers who had not attended preparatory classes preferred the grammar-translation method more. The researcher also proposed organizing in-service training programs for English teachers who had not participated in preparatory classes, aiming to familiarize them with effective and modern methods in language teaching.

Similarly, Yenen and Dursun (2019) conducted a research study focusing on English teachers' self-efficacy perceptions and their classroom practices in the teaching process. Observations in the classroom indicated that teachers who felt more confident in their abilities tended to use more hands-on activities and give detailed examples to help students understand the material. However, many teachers primarily used teacher-centered and grammar-focused methods, and they frequently lacked motivational and effective communication techniques. The

research also showed how common it was for teachers to provide material directly and use closed-ended questioning strategies. Some educators found it difficult to keep students' attention during their lessons, and their methods of instruction were ineffective. The study's findings provided insight into the self-efficacy beliefs and classroom behaviors of English teachers, highlighting the significance of implementing various student-centered teaching strategies. The results highlighted the need for addressing differences in self-efficacy views between genders and occupational seniority, and the researchers also suggested the use of effective teaching tactics to increase student involvement and motivation.

Timur (2022) also investigated how English teachers' choices of secondary education teaching strategies were influenced by the beliefs of their efficacy. The results showed that more experienced teachers typically employed grammar-translation techniques more frequently. Interestingly, teachers' preferences for communicative teaching methods and their judgments of their efficacy were moderately positively correlated. Overall, the study indicated that instructors' preferences for teaching methods were influenced by their perceptions of their self-efficacy, emphasizing the significance of taking teachers' experiences and beliefs into account when developing language education strategies. It was found that English teachers who were more confident in their abilities tended to favor communicative teaching strategies. In contrast, those less confident in their abilities tended to favor grammar-focused teaching methods.

The study conducted by Karademir and Görgöz (2019) aimed to explore English teachers' perspectives on challenges in teaching the four basic language skills using qualitative methods. Teachers who took part in the study highlighted several challenges. They noted that textbooks lacked sufficient content to adequately develop students' skills. Additionally, all teachers mentioned concerns about inadequate class hours and the absence of dedicated courses for each language skill. This situation presented significant challenges in achieving the curriculum's learning outcomes related to the four basic language skills. Another major concern expressed by teachers was the limited opportunities for students to use English in their daily lives. Furthermore, teachers observed that students often come to class unprepared, lacking fundamental knowledge such as vocabulary and grammar. This deficiency was identified as a significant barrier to acquiring the four basic language skills. Moreover, teachers in the study pointed out a lack of functional teaching

materials as another pressing issue. These findings underscored the complex and multifaceted challenges faced by teachers in effectively teaching language skills in the classroom.

A study by Delican and Adıyaman (2021) looked at teachers' beliefs about their abilities to teach writing and reading. 191 teachers from different departments participated in the study. Data collection was facilitated using the Teachers' Self-Efficacy Scale for Teaching Reading and Writing, adapted by Yıldırım et al. (2016). The data showed that teachers' evaluations of their efficacy in teaching reading and writing were typically high. However, it was discovered that self-efficacy beliefs in this context were not significantly impacted by variables such as age, gender, seniority, or educational background. Teachers of Turkish also had higher levels of self-efficacy than preschool, mathematics, and foreign languages teachers. However, the study only gave broad findings rather than data specific to foreign language instructors. The authors emphasized the value of reading and writing abilities in Turkish classes as well as other academic subjects. It was implied that educators in elementary and middle schools, including those teaching Turkish and other elementary languages, should be qualified to promote students' reading and writing abilities.

Aslan and Gömleksiz (2019) carried out a study to discover the professional sense of self-efficacy beliefs held by English language teachers in elementary, secondary, and high schools. Most English teachers held the view that in addition to greater social skills, mastery of subject matter was necessary for effective language instruction. It came to light that English teachers monitored their students' language development and assessed their English communication skills using evaluation methods centered on using the English language. They also took process-oriented methods into account. The participants in the study also prioritized choosing teaching strategies, using resources, and setting up environments that were suited for the level of each student. They also prioritized creating suitable learning environments, utilizing materials, and selecting methods appropriate to students' levels. Findings of the study showed that English teachers preferred to continue their professional development by attending courses, seminars, and conferences. Among the strengths of English teachers in language instruction were their openness to innovations, practical communication skills, and friendliness. On

the other hand, weaknesses included shortcomings in creating English communication environments and limited opportunities for practice.

Another study by Gömleksiz and Aslan (2021) was designed to learn about the difficulties faced and the opinions of English language teachers on the usefulness of speaking and listening exercises in the classroom. The study specifically sought to investigate teachers' challenges when engaging in speaking and listening exercises, the variables that affect these activities' efficacy, and the degree to which curriculum objectives and classroom outcomes were aligned. The study also aimed to comprehend instructors' perspectives on speaking and listening skill evaluation, their favorite activities related to these skills, and the feedback they obtained from peers, parents, school administration, and students. The results revealed that speaking and listening activities presented a variety of difficulties for English teachers. These difficulties included program-related concerns such as the intricacy and tempo of the listening materials, as well as student-related difficulties such as inattention, lack of focus, inadequate preparation, motivation, and confidence. Teachers also faced challenges due to classroom variables such as seating arrangements, crowding, and inadequate technology. Similar problems with speaking activities included student reluctance, severe anxiety, fear of being laughed at, and lack of preparation, in addition to curriculum-related problems such as poor subject alignment, material scarcity, and exam anxiety. Moreover, they underscored the significance of appropriate curricular content, informal assessment techniques, and student preparedness in promoting successful learning outcomes. According to the study, there was a lack of motivation, student preparation, and curriculum intensity as reasons for the inconsistent results between curriculum goals and classroom accomplishments. For speaking and listening exercises, teachers mostly used activities from textbooks, supplemented by other resources like songs, movies, stories, and animations. While some teachers stated that these exercises were enjoyable and useful, others said that they received no feedback at all. To improve the effectiveness of speaking and listening exercises in the classroom, teachers advocated for changes to exam-oriented methods, optional English courses, greater family involvement, and interesting textbook content.

One of the few studies dealing with four skills is conducted by Taştan Aslaner (2019) to determine English language instructors' perceived competencies in teaching four language skills and to investigate how instructors' gender, department

of graduation, level of education, and teaching experience predicted these perceptions. The results can be summarized as follows:

- English instructors felt most competent in teaching speaking and least competent in teaching listening.
- Female English instructors perceived themselves as more competent than their male counterparts.
- English instructors who graduated from English language teaching departments felt more competent compared to those from other departments.
- As the level of education increased, English instructors perceived themselves as more competent in teaching four language skills.
- With increasing teaching experience, English instructors felt more competent in teaching four language skills.

In Karahan and Şad's (2022) study, the aim was to investigate the effects of distance education on teaching English listening and speaking abilities, examining both positive and bad outcomes from the viewpoint of the teachers. Four subthemes emerged from the investigation, including positive benefits reliant on technology use, rich material, and activity options, overcoming school-imposed limits, timesaving, and creating an appropriate physical environment. It was determined that the use of technology made a variety of listening exercises rich in information possible. Additionally, it was discovered that the use of technology in distant education reduced the technological constraints encountered in classrooms, expedited the sharing of listening activities, and created an environment favorable for productive listening activities. The results implied that the adverse effects of distance education on teaching listening and speaking skills stemmed from technology use (e.g., infrastructure and technological device issues, prolonged technology usage, and social isolation), MoNE-related (e.g., the conduct and duration of classes, assessment, and attendance), and families (e.g., failure to provide necessary equipment, negative attitudes).

The viewpoints of EFL teachers regarding the instruction of listening skills in their classrooms was investigated by Kasimi and Höl (2023). This research centered on the educational implications and assessment of listening abilities within the context of learning English as a Foreign Language. The study aimed to explore:

i) the significance attributed to listening skills compared to other skills like reading, writing, and speaking, ii) how EFL teachers perceived learners' motivation levels specifically toward listening, iii) the confidence of teachers in their ability to effectively teach listening skills, and iv) the extent to which listening skills were assessed in EFL classrooms. The results showed that listening skills were generally neglected in EFL sessions. Teachers acknowledged the importance of listening skills, but they frequently used excuses such as limited classroom space, a lack of time and resources, and the importance of other abilities above listening activities. Because of syllabus constraints, most teachers said that they only spent a small amount of time on listening exercises in the classroom. Furthermore, listening abilities were typically overlooked in assessment procedures. The study revealed a discrepancy between belief and practice since few teachers included listening components in tests. The study found a gap between belief and practice in listening skills teaching, despite self-perceived competency; this highlighted the need for more effective teaching methods and enhanced listening skills training in teacher education programs. The study also emphasized the significance of giving EFL teachers pre-and in-service training to improve their teaching and testing skills in this area, as well as the inclusion of listening skills in tests.

2.9.2 International Studies on English Teachers' Self-Efficacy Beliefs

International studies in this field touched upon teacher beliefs and their effect on students (Mojavezi & Tamiz, 2012; Xue, 2022), classroom management (Lap et al., 2022b) as well as teaching strategies (Bogale et al., 2019). When international literature on English teachers' self-efficacy was investigated, Wyatt (2018) stated that language teacher self-efficacy beliefs were often discussed broadly rather than focusing on specific language teaching and learning areas. He drew attention to the noteworthy advancements in domain-specific self-efficacy beliefs research, especially regarding ESL instruction.

ELT-specific teacher efficacy research delved into various areas and two areas stood out: the relationship of teacher self-efficacy and English proficiency (Faez et al., 2021; Marashi & Azizi-Nassab, 2018; Pizarra & Velasco, 2023; Rachmawati & Fadhilawati, 2020), as well as method preference (Choi & Lee, 2022; Lap et al., 2022a; Seifu et al., 2019).

Except for Wierzbicki's (2018) work on teaching writing and Lőrincz's (2022) study on challenges in teaching skills, no research was found in the literature explicitly concentrating on teaching four skills about self-efficacy among English teachers abroad. Studies that included self-efficacy and the four skills predominantly concentrated on students (Golparvar & Khafi, 2021; Luu & Truong, 2024; Milliner & Dimoski, 2024). Studies that were linked to teachers' self-efficacy in teaching English were summarized below.

For instance, Wierzbicki (2018) carried out a study with five teachers in primary school in the USA to investigate the efficacy views on writing and teachers' experiences as writers and writing instructors. Several significant conclusions were drawn from the data analysis: First, the participants' perceptions of their efficacy were greatly impacted by their writing experiences. Positive writing experiences were associated with better levels of self-efficacy for both writing and writing instruction. On the other hand, those who had bad experiences were more concerned with picking up norms than with expressing themselves, which resulted in a lower level of self-efficacy in writing training. Second, depending on their individual writing experiences, teachers' effectiveness in teaching writing differed. Teachers who identified as writers frequently stressed the importance of giving their pupils empowering writing experiences. However, the limitations of curricular standards frequently made it difficult for them to integrate their powers into successful teaching methods. Third, the study showed that teachers' self-efficacy varied depending on the context and domain, indicating that self-efficacy was context and domain specific. The linear association between teaching experience and writing instruction efficacy was called into question by this research. Lastly, the study failed to discover a direct link between the effectiveness of teaching writing and teaching experience. Individuals with different experience levels showed different efficacy levels, indicating that experience quality was more important than experience quantity.

The study of Pizarra and Velasco (2023) examined the noteworthy relationship concerning perceived English proficiency and self-efficacy among English teachers in Philippines. The study involved 142 elementary teachers. English was primarily used in teaching an English class weekly. Among the respondents, reading was perceived as their most proficient macro skill, while speaking was considered their least proficient. They rated their general English

proficiency, speaking skills, and writing skills at a proficient level, whereas listening and reading skills were perceived to be highly proficient. Respondents reported differing degrees of efficacy in a variety of areas, including stakeholder interaction, parental involvement, community engagement, decision-making, and influencing resources. The capacity to promote a healthy school climate and disciplinary self-efficacy received high ratings. According to the correlation analysis of Pizarra and Velasco (2023), most self-perceptions of English proficiency were linked to self-efficacy. Some variables, such as general English proficiency and the four skills in connection to decision-making, resources, parental involvement, community, and stakeholder engagement—particularly regarding writing skills—did not, however, demonstrate a significant association.

In the study of Rachmawati and Fadhilawati (2020) in Indonesia, they pointed out a research gap about the relationship between instructors' self-efficacy and their language competency. Their study sought to explore this relationship by looking at the relationship between teachers' evaluations of their own efficacy and language proficiency. In addition to self-evaluating their language skills, participants completed the Teacher Efficacy Scale (TES). The results of statistical analysis showed a strong relationship between the proficiency levels of teachers and their sense of self-efficacy.

The aim of the study conducted by Choi and Lee (2022) was to investigate the connection between teaching techniques and instructors' self-efficacy in South Korea. The results showed a strong correlation between the employment of student-centered and L2 interaction-focused teaching strategies and overall self-efficacy views. Instructional techniques, student involvement, and classroom management are the three subtypes of self-efficacy. Classroom management was found to be a major predictor of communicative versus non-communicative teaching practices. In particular, the adoption of communicative behaviors was positively impacted by high efficacy in classroom management, whereas non-communicative practices were negatively impacted, according to the results in Choi and Lee (2022). The relationship between efficacy perceptions and actual teaching practices was influenced by sociocultural factors and ideas about the “ideal” techniques of teaching English. Additionally, the study found a circular relationship between the two notions, indicating that teachers' opinions about their efficacy were influenced by their cumulative experience with specific techniques.

A study by Yasin et al. (2022) examined the differences in self-efficacy levels between English language teachers in Indonesian high schools who had varying degrees of curriculum literacy. The respondents' scores on curriculum literacy were used to split them into two groups. The findings showed that instructors who were more curriculum literate had higher levels of self-efficacy than teachers who were less literate. The authors highlight the need for curriculum-related courses in pre-service teacher programs to be improved, as well as the need for curriculum-focused in-service teacher training.

Lap et al. (2022a) investigated the perceptions of EFL teachers regarding their self-efficacy in utilizing instructional strategies in Vietnam. The study adopted a descriptive research design. The results uncovered that the participants felt confident about their capacity to use teaching tactics in their English classrooms. They expressed significant confidence in using evaluation methods, multimedia, and classroom English. The study revealed certain areas in which participants felt less secure, such as assessing the complexity of the work, dealing with unmotivated pupils, and attending to the individual assistance requirements of the students.

To explore the relationship between English Medium Instruction (EMI) teachers' proficiency in classroom English and their teaching self-efficacy, Wang (2021) conducted a study in China. The study emphasized the distinctive features of general and classroom language proficiency. The research particularly focused on EMI teachers' language used for instruction and interaction. The findings showed a significant positive relationship between the self-efficacy of EMI teachers and their level of classroom English competence. Grammar and pronunciation were found to have lower relationships with teaching self-efficacy than language of instruction and language of interaction. Furthermore, the findings revealed that the language of instruction had a substantial impact on the variation in teaching self-efficacy. These findings underscore the importance of prioritizing strategic training in language teaching skills, particularly for EMI teachers with limited English proficiency, to enhance and sustain higher levels of teacher self-efficacy.

Another study by Marashi and Azizi-Nassab (2018) aimed to explore the relationship among Iranian English teachers' self-efficacy, language proficiency, and classroom management. Data were gathered using the Teacher Self-Efficacy Scale and a sample TOEFL test, which were administered in separate sessions. Additionally, two sessions of each teacher's class were observed by two raters to

assess teaching effectiveness. The findings showed a relationship between linguistic competency and instructors' self-efficacy. Effective classroom management and linguistic competency, however, were found to be unrelated. The study emphasized how crucial it was to help teachers advance their language skills because this could influence their confidence in their ability to instruct.

How Ukrainian EFL teachers' opinions of the difficulties involved in language teaching tasks had changed over time was investigated by Lőrincz (2022). Across all language teaching activities in the questionnaire, the study indicated a substantial difference between retrospective and current judgments of obstacles. The researcher concluded that experience significantly influenced teachers' assessments of task difficulty. Notably, tasks pertaining to student engagement, personalized teaching, effective instruction for all learners, and instructional planning and administration demonstrated the greatest shifts in attitudes. The study found, however, that activities including teaching speaking, student motivation, vocabulary instruction, reading instruction, student assessment, and student understanding were less significantly impacted by teaching experience. Certain areas, including teaching speaking, motivating learners, teaching writing, and listening, remained consistently challenging regardless of experience level.

In the study of Alibakhshi et al. (2020), the aim was to examine the effects of instructors' teaching self-efficacy (TSE) in Iran. Three macro-consequences of TSE were found by the researchers through semi-structured interviews with twenty EFL teachers: pedagogical, learner-related, and psychological. The pedagogical outcomes covered a range of subcategories pertaining to the ways in which teachers taught, such as how they supported language development of students, used current learning-centered approaches, and employed efficient instructional tactics. The findings also implied that TSE also had an impact on teachers' professional development, how they supported their colleagues' learning, and how they used technology in the classroom. Regarding the learner, TSE influenced motivation, independence, and language proficiency. It was discovered that teachers who had a high level of self-efficacy were better at helping their pupils develop these qualities. Teachers' levels of burnout, work satisfaction, and general psychological well-being were among the psychological effects of TSE as stated by the researchers. Teachers with high levels of self-efficacy reported feeling more satisfied with their jobs and experiencing less burnout.

Seifu et al. (2019) carried out a study to look at the English language instructors' efficacy beliefs in Ethiopia. Thirty EFL teachers who taught English in secondary and preparatory schools took part in the study. Three subscales of a self-report questionnaire were used to gather the data. These subscales assessed instructors' judgments of their own competence in EFL and their perceived level of language proficiency in addition to the efficacy of their management, engagement, and instructional tactics. There was also a subscale for self-reported English proficiency. The findings demonstrated a favorable correlation between teachers' perceived efficacy and their self-reported English proficiency. The study also found that when teachers felt more successful, they were more likely to use communicative-based teaching strategies.

In conclusion, the research on English teachers' self-efficacy beliefs offered valuable insights into the dynamics of teacher effectiveness and professional development. Studies conducted both locally and internationally shed light on the multifaceted nature of self-efficacy perceptions among English language teachers. To illustrate, investigations within the Turkish context examined the preferences and challenges encountered by teachers in adopting various language teaching methods (Timur, 2022; Turan, 2018), with implications for in-service training and curriculum development. Furthermore, the research underscored the critical role of self-efficacy in shaping teaching practices (Yenen & Dursun, 2019) and highlighted its positive correlation with student engagement, effective instructional strategies, and overall teaching effectiveness (Alibakhshi et al., 2020; Choi & Lee, 2022; Lap et al., 2022a). Additionally, studies revealed the influence of factors such as gender, educational background, and teaching experience on teachers' self-efficacy beliefs (Taştan Aslaner, 2019), further emphasizing the need for tailored professional development initiatives. The connection between the self-efficacy beliefs and English proficiency was also emphasized (Marashi & Azizi-Nassab, 2018; Pizarra & Velasco, 2023). In light of these studies, teachers' opinions on their self-efficacy in teaching four language skills can provide important information that teachers and policymakers can use to inform curriculum development, lesson planning, and teacher training. Thus, developing a better knowledge of English teachers' self-efficacy beliefs has the potential to improve teacher well-being and student outcomes in the classroom.

3. METHODS

The methodology section describes the scientific process followed in conducting this study. The research design, research setting, population and sample, data collection tools, and data analysis are explained in subheadings. The statistical analyses used in the study are explained.

3.1 Research Design

This research investigated the perceived self-efficacy levels of English teachers employed in private and public schools affiliated with MoNE in the Western Black Sea Region. This study was designed to seek answers to the research questions given in section 1.4. To provide answers to these research questions, question one and two were examined using both quantitative and qualitative methods in the study. Question three was addressed quantitatively, while question four was approached qualitatively.

The current study employed a mixed-methods research design to explore the perceptions of self-efficacy among in-service English teachers regarding their ability to teach the four basic language skills. In this regard, a mixed research model was utilized, integrating quantitative and qualitative research methodologies. Mixed methods research involves more than just collecting and analyzing two separate types of research—qualitative and quantitative. It entails “*merging (combining), connecting (using one dataset to explain another), building (creating something new in one dataset to use in another), and embedding (placing one dataset within a larger one)*” (Creswell & Guetterman, 2019, p. 545).

The present study used a convergent design to facilitate a holistic examination of English teacher self-efficacy beliefs in teaching four basic skills leveraging quantitative data for broader patterns and qualitative data for detailed insights into individual experiences and contexts. According to Creswell and Guetterman (2019), the rationale for employing a convergent design is to gather both quantitative and qualitative data simultaneously, merge these datasets, compare their outcomes, and address any discrepancies in the findings. They also suggest that the process involves separate analysis of both datasets, followed by a comparison of results to determine consistency or divergence.

3.1.1 Population and Sample

In the quantitative phase of the study, the research focused on a cohort of 258 volunteer English teachers employed in schools affiliated with MoNE across seven cities in the Western Black Sea Region. The participants were selected using convenience sampling, which Cohen et al. (2018, p. 218) explained as “choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained of those who happen to be available and accessible at the time.” In the qualitative part of the study, 12 teachers who voluntarily participated were interviewed.

3.1.2 Participant Demographics

English teachers from various demographic backgrounds participated in this study. Regarding academic major, most of the participants (N=203), constituting 78.68% of the total, specialized in English Language Teaching (ELT). In addition, 47 participants specialized in English-related majors. Three teachers graduated from American Culture and Literature, four from Translation and Interpretation, one from English Linguistics and 39 from English Language and Literature. Additionally, there were eight participants categorized under “Others”. Others category specified English teachers whose majors were other than ELT or English-related departments such as Social Sciences, French Language Teaching, Elementary School Teaching.

In terms of the degrees earned by participants, 78.7% held bachelor's degrees, constituting 203 individuals; 19.8% held master's degrees, totaling 51 participants; and 1.6% had doctorates, with four individuals.

As per experience, participants with 1-5 years of experience accounted for 16 individuals, which was 6.2% of the total. Those with 6-10 years comprised 76 individuals, making up 29.5% of the total. Individuals with 11 years and above constituted 166 participants, representing 64.3% of the total.

Regarding school type, 47.7% of participants worked at the high school level, comprising 123 individuals; 39.1% worked at middle schools, totaling 101 participants; and 13.2% worked at the primary school level, with 34 individuals.

The majority of volunteers for the questionnaires were female, constituting 202 individuals, which corresponded to 78.3% of the total participants. Male participants numbered 56, making up 21.7% of the total participants, with a grand

total of 258 participants. Table 3.1 summarizes the demographic information about participants.

Table 3.1 Participant Demographics

Demographic Variables	Groups	<i>f</i>	%
Major	American Culture and Literature	3	1.16
	Translation and Interpretation	4	1.55
	English Linguistics	1	0.39
	English Language and Literature	39	15.12
	English Language Teaching	203	78.68
	Others	8	3.10
Academic Degree	Bachelor's Degree	203	78.7
	Master's Degree	51	19.8
	Doctorate	4	1.6
Experience	1-5 years	16	6.2
	6-10 years	76	29.5
	11+ years	166	64.3
School Type	Primary School	34	13.2
	Middle School	101	39.1
	High School	123	47.7
Gender	Female	202	78.3
	Male	56	21.7

3.2 Data Collection Tools

To collect data for this research, Taştan Aslaner's (2019) "English Instructors' Perceived Proficiency Levels Regarding the Teaching of Four Basic Language Skills Scale" (Appendix 1) was used. In addition, interview questions (Appendix 2) formulated in line with Taştan Aslaner's (2019) scale, were prepared to obtain the data using the semi-structured interviews. Before the scale items, personal questions were included to gather information on participants' gender, academic major, academic degree, school type, and years of experience.

3.2.1 English Instructors' Perceived Proficiency Levels Regarding the Teaching of Four Basic Language Skills Scale

The scale developed by Taştan Aslaner (2019) aimed to measure English teachers' perceptions of competence in teaching four basic language skills. She designed this scale to identify the professional development needs of English instructors. The scale consisted of 24 items in total and there were six items in each dimension: teaching listening (e.g., reinforcing students' behaviors to improve their listening skills), speaking (e.g., being a model for students in using English correctly and fluently while speaking), reading (e.g., being a model in using

appropriate reading methods and strategies for pronunciation, emphasis, intonation, and punctuation), and writing (e.g., providing strategies suitable for different types of writing activities for students) skills. Teachers were expected to respond to these questions on a scale as follows: 5- very good, 4- good, 3-average, 2- weak, and 1-very weak.

To determine the reliability of the scale, Cronbach's Alpha reliability coefficient was calculated as 0.97 by Taştan Aslaner (2019), confirming high reliability.

3.2.2 Semi-Structured Interview

The English Teachers' Self-Efficacy Perception Interview Form was a semi-structured form developed in line with the scale items. The aim was to determine the self-efficacy perceptions of English language teachers. Before the actual administration of the interviews, interview questions were presented to six English teachers and two faculty members in the field of English Language Teaching for their judgment and necessary corrections. The final version of the form was prepared based on the comments from those professionals.

As proposed by Creswell and Guetterman (2019), by offering open-ended responses, participants can determine the options for their answers. The authors also argue that among other benefits of open-ended responses is their ability to yield valuable information in situations where direct observation of participants is not feasible, and they enable participants to provide detailed personal narratives. Additionally, interviewers have greater control over the types of information as they can pose specific questions to prompt participants to elaborate on aspects. According to Karasar (2016), a semi-structured interview strikes a balance between structured and unstructured formats; moreover, it provides a predetermined framework, enables consistency in questioning and offers flexibility for the interviewer to explore new topics that arise during the conversation.

Interview questions were as follows:

1. What foreign language skill do you believe you are most proficient in teaching? Why?
2. In which foreign language skill do you experience the most difficulty in teaching? Why?
3. How do you evaluate yourself in teaching speaking skills?
4. How do you evaluate yourself in teaching reading skills?

5. How do you evaluate yourself in teaching writing skills?
6. How do you evaluate yourself in teaching listening skills?
7. What should be done to make you feel more competent in teaching foreign language skills?

3.3 Collection of Data

Permission to use the “English Instructors’ Perceived Proficiency Levels Regarding the Teaching of Four Basic Language Skills Scale” was granted by Taştan Aslaner (2019) prior to commencing the study. At the beginning of the research process, an application was made to the research ethics committee. Upon review, it was determined that the study adhered to ethical guidelines, as evidenced by the decision of ethics committee. Additionally, an application was submitted to MoNE for approval. Permissions were obtained to conduct the necessary procedures with English teachers in primary, middle, and high schools located in cities in the Western Black Sea region.

To collect data, the scale was presented to participants online. The electronic forms were delivered to teachers via email and messaging programs. Relevant teachers were contacted through the official email addresses of the designated institutions. Institutional manager approval was obtained in this regard. Those who filled out the information in the survey and volunteered for a semi-structured interview were contacted via email, and appointments were made. The semi-structured interviews were conducted via audio calls. Each interview lasted for approximately 10 to 15 minutes.

3.4 Analysis of Data

3.4.1 Quantitative Data Analysis

Quantitative data collected through the scale (Taştan Aslaner, 2019) were analyzed using Jamovi (version 2.5.3.0). The data collected within the scope of the research were entered into Jamovi program. Subsequently, missing values, outliers, and out-of-range values in the dataset were examined and the data analysis was initiated since no observation was found that could pose a problem in the dataset.

The first research question focused on teachers’ general levels of perceived self-efficacy. This analysis involved descriptive statistics derived from the responses to the scale. The data were presented in terms of minimum, maximum, and mean values for each dimension.

The second research question concerned teachers' perceived self-efficacy levels in dimensions of teaching listening, speaking, reading, and writing skills. This examination utilized percentage (%) and frequency (f) statistics derived from their responses to scale items. These responses were categorized as very good, good, moderate, poor, and very poor. Taştan Aslaner (2019) provided the calculation method for interpreting these categories, where interval values were computed using the formula $5-1=4$ and $4/5=0.80$. These intervals were then interpreted as follows: "1-1.79" indicating a very low level (very poor), "1.80-2.59" indicating a low level (poor), "2.60-3.39" indicating a moderate level (moderate), "3.40-4.19" indicating a high level (good), and "4.20-5.00" indicating a very high level (very good).

Cohen et al. (2018) outlined the importance of using measures of difference when comparing and investigating differences between various groups. They emphasized that understanding the type of data (parametric or non-parametric) and the number of groups being compared is critical for selecting appropriate statistical methods. Therefore, before analyzing the data, as the data exceeded over 30 samples, Kolmogorov-Smirnov test was applied to test normality. As the data did not show normal distribution, non-parametric tests—namely, the Mann-Whitney U and the Kruskal-Wallis tests—were chosen.

The third research question required the examination of differences between groups, differences between two independent samples were analyzed using the Mann-Whitney U test (gender), while differences among more than two independent samples were analyzed using the Kruskal-Wallis H test (academic major, academic degree, experience, school type). When the Kruskal-Wallis H test indicated a significant difference, the specific group or groups causing the difference were identified by comparing each group with one another using the Mann-Whitney U test (Cohen et al., 2018).

3.4.2 Qualitative Data Analysis

Qualitative data gathered from semi-structured interviews were analyzed using MAXQDA Analytics Pro 24 (demo version). As explained by Creswell and Guetterman (2019), qualitative software tools do not perform data analysis automatically. They also suggest that these programs offer various useful functionalities that support your analysis process, such as storing and organizing data, enabling labeling or coding, and facilitating searching and locating specific

text or words within your data. In the current study, the data were organized as text files and the files for each teacher were assigned identifiers (e.g., T1, T2, T3) to maintain confidentiality. The files were translated into English. Later, the files were uploaded to MAXQDA software and the general procedures for using qualitative data analysis software defined by Creswell and Guetterman (2019) were followed in the analysis of qualitative data. Each skill and teacher suggestions were predefined as the main themes according to the interview questions. The texts were marked and labelled under these themes. These procedures are shown in Figure 3.1.

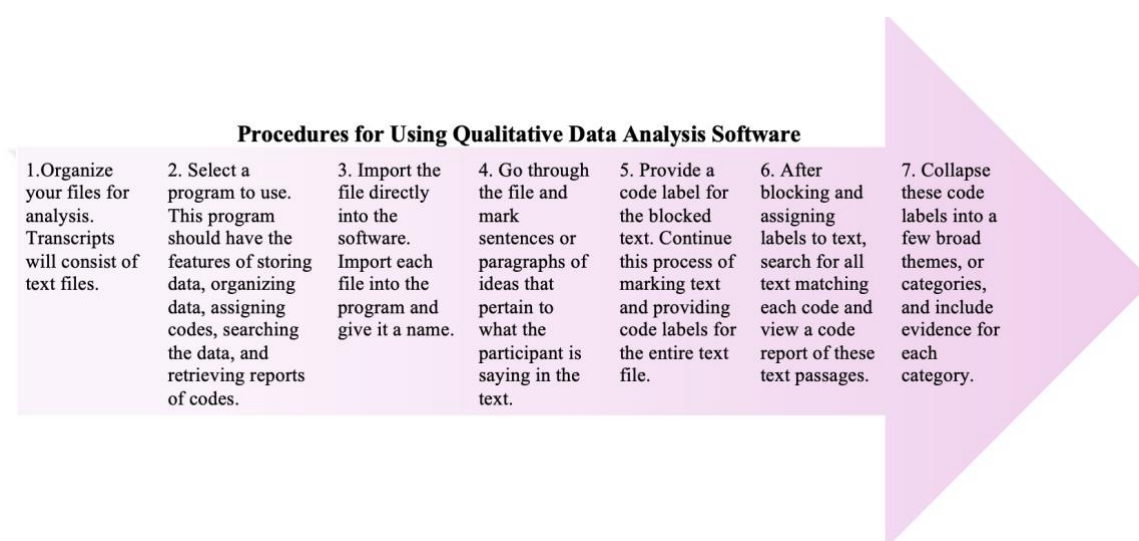


Figure 3.1 Procedures for using qualitative data analysis software (Creswell & Guetterman, 2019, p.241)

4. RESULTS

In this section, the findings obtained from the research were presented in order of research questions. The quantitative and qualitative findings of the research were presented according to related skill dimensions of the scale. The items related to each skill were named after the first letter of the related skill (e.g., W1 for teaching writing item 1). Frequency and percentages were presented for each item in each dimension. The means of each item were also included.

4.1 What are English Teachers' General Perceived Self-Efficacy Beliefs in Teaching Four Basic Language Skills?

To address the first research question of the study, descriptive statistics were given, including measures such as minimum, maximum, and mean values for the scale and dimensions related to teaching four basic language skills. Additionally, teachers were asked about the foreign language skills they perceived as most efficient and least efficient to teach during the interviews.

According to the descriptive statistics, teaching reading stood out as the highest-rated category, classified as at a “very good” level, based on the mean (4.24, ranging from 1.17 to 5.00). The means for teaching the different skills fell within the range of “good” to “very good.” Teaching reading was followed closely by teaching listening, with a mean of 4.12 (ranging from 2.17 to 5.00), teaching speaking at 4.01 (ranging from 1.00 to 5.00), and teaching writing at 3.77 (ranging from 1.00 to 5.00). These figures suggested that, overall, English teachers demonstrated a strong level of perceived competence in teaching four essential language skills. The rating to all scale items indicated a “good” level. Table 4.1 is given to summarize descriptive statistics for the scale and dimensions.

Table 4.1 Descriptive statistics for the scale and dimensions

Dimension	N	Minimum	Maximum	Mean
All Skills Total	258	1.96	5.00	4.04
Teaching Listening	258	2.17	5.00	4.12
Teaching Reading	258	1.17	5.00	4.24
Teaching Speaking	258	1.00	5.00	4.01
Teaching Writing	258	1.00	5.00	3.77

When asked in the interviews, 'What foreign language skill do you believe you are most efficient in teaching? Why?' six teachers expressed their highest confidence in teaching reading, three in speaking, two in writing, and one in listening.

For confidence in reading, T5 and T11's explanations were as follows:

Because when doing reading activities, explaining the meanings of words, synonyms, and antonyms helps in teaching a wider range of subjects, which is beneficial for both me and the students. [T5]

I think I teach reading skills in the best way because we engage in the most detailed work with students during reading activities. [T11]

A representative justification for feeling confidence in speaking as follows:

I feel most confident in teaching speaking skills because speaking is a skill where you can receive and provide instant feedback. Initially, students who practice speaking by imitation gradually become able to form their sentences. Teaching speaking skills also provides information about students' previous learning and gives me an idea about the skills I need to focus on. Speaking skills are the slowest to develop, but when the foundation is well-established, it is a satisfying skill from a teaching perspective. [T6]

The only teacher with strong confidence in listening provided the following explanation:

I believe I excel in teaching listening skills because I can create a conducive environment for silence, establish rules from the outset, and remain committed to enforcing them. Additionally, I teach some tricks that contribute to successful listening. Therefore, out of the four language skills, I consider myself most proficient in teaching. [T7]

The following was a representative comment, reflecting confidence for writing:

I think I am good at teaching writing skills because I can provide solid and concrete examples along with vocabulary work, resulting in a more robust foundation and tangible outcomes. [T10]

When asked about the foreign language skill they found most difficult to teach, speaking emerged as the predominant challenge, with six teachers indicating struggles in this area, four in listening, two in writing, and none reporting inadequacy in reading.

Representative justification for feeling inadequacy in speaking was as follows:

I struggle the most with teaching speaking skills because I observe that my students become anxious during speaking activities due to errors in grammar, translation, and thinking in Turkish. Therefore, they have prejudice and behave cautiously, preferring not to speak at all. Thus, it becomes more challenging to break down their barriers and encourage them to speak rather than force them. [T5]

Listening emerged as the second most common challenge, cited by four teachers as their weakest area. A representative comment illustrates this perspective:

I can say Listening because teaching it is difficult, even for myself. I still cannot confidently say that I understand 100% everything in listening. It varies from accent to accent. It requires exposure a lot. When I listen to accents such as British or others not spoken as a native language, I may not catch every word. [T9]

Two teachers identified writing as their weakest instructional area, one of them elaborated on the challenge as follows:

I find teaching writing is challenging for students because they struggle with both grammar rules and vocabulary. [T3]

In summary, reading was the skill in which teachers felt most proficient, with six teachers indicating it as their strongest area and none finding it the most difficult. Writing showed an even distribution, with two teachers each rating it as their most proficient and most challenging skill. Speaking appeared to be a significant challenge, with six teachers finding it the most difficult, compared to three who felt most proficient in it. Lastly, listening was noted as the most difficult by four teachers, while only one considered it their strongest skill. Table 4.2 summarizes the interview results for the areas that teachers felt most proficient and had most difficulty.

Table 4.2 Perceived language teaching proficiency and difficulty

Language Skill	Frequency (Most Proficient)	Frequency (Most Difficulty)
Reading	6	0
Speaking	3	6
Writing	2	2
Listening	1	4

It is noteworthy that teachers indicated high confidence in teaching all four skills based on the quantitative results; even the skill they felt least confident about fell into the “good” category. Reading emerged as the area in which participants felt most confident, both in the scale and in the interviews. Although teaching writing had the lowest mean in the quantitative part, speaking was reported as the most challenging skill in the interviews. Considering these findings, in the interviews, teachers provided details about why a specific skill challenged them or why they felt confident about another.

4.2 What Level of Self-Efficacy Do English Teachers Perceive in Terms of Teaching Speaking?

The study examined teachers’ perceived self-efficacy beliefs regarding teaching speaking, focusing on the following research question: *What level of self-efficacy do English teachers perceive in terms of teaching speaking?* For this question, percentage (%) and frequency (f) statistics derived from their responses to scale items were utilized. The results from the scale’s speaking dimension and answers for the semi-structured interviews were presented in this section.

Teachers rated themselves highest in “Providing feedback on speaking activities appropriate for students' characteristics” (item S4), with a mean of 4.18. Most teachers (81%) rated themselves as good or very good in “Providing feedback on speaking activities appropriate for students' characteristics.” Additionally, it was noteworthy that only one individual rated themselves as very low in this item.

It was observed that English teachers perceived themselves as least proficient in item S3, “Organizing activities that enable students to communicate verbally in different situations they may encounter in daily life,” with a mean of 3.72.

Nevertheless, more than half of teachers (57%) rated themselves as good (34.9%) and very good (22.1%) in this aspect.

When examining the means of response to all items related to teaching speaking skills, it could be stated that the means of response to each item were at a good level (3.40 - 4.19). None of the items was categorized as “very good.”

English teachers showed strong confidence in “Being a model for students in using English correctly and fluently while speaking,” with a mean of 4.15. They also rated high on “Reinforcing students' behaviors to improve their speaking skills,” which got a rating of 3.96. “Encouraging peer interaction in improving students' speaking skills” got a rating of 4.04. “Using materials to develop students' speaking skills that suit their characteristics” averaged a rating of 4.01. Table 4.3 provides an overview of the frequency analysis concerning teaching speaking skills.

Table 4.3 Frequency analysis for teaching speaking skills

Item	Very Weak			Weak		Average		Good		Very Good		Mean
	n	f	%	f	%	f	%	f	%	f	%	
S1. Being a model for students in using English correctly and fluently while speaking.	258	4	1.6	6	2.3	35	13.6	115	44.6	98	38.0	4.15
S2. Reinforcing students' behaviors to improve their speaking skills.	258	3	1.2	8	3.1	61	23.6	110	42.6	76	29.5	3.96
S3. Organizing activities that enable students to communicate verbally in different situations they may encounter in daily life.	258	3	1.2	13	5.0	95	36.8	90	34.9	57	22.1	3.72
S4. Providing feedback on speaking activities that is appropriate for students' characteristics.	258	1	0.4	8	3.1	40	15.5	104	40.3	105	40.7	4.18
S5. Using materials to develop students' speaking skills that are suitable for their characteristics.	258	2	0.8	6	2.3	65	25.2	99	38.4	86	33.3	4.01
S6. Encouraging peer interaction in improving students' speaking skills.	258	3	1.2	7	2.7	49	19.0	117	45.3	82	31.8	4.04

In semi-structured interviews, 12 teachers were asked to evaluate themselves in teaching speaking, and teachers mentioned some common problems. Four teachers stated that students were not willing to attend speaking activities due to several concerns, which made teachers feel inefficient. Comments from two teachers regarding difficulties were as follows:

...breaking students' barriers is really difficult, and we often do not have enough time to do so. [T11]

I cannot conduct very effective speaking sessions because students are both reluctant and tend to think in Turkish, leading to incorrect sentence structure. [T3]

Another teacher also emphasized the students' fears about making mistakes while doing speaking activities:

...children are generally not very enthusiastic about it. They have a fear of making mistakes, being mocked by their peers, or mispronouncing words, which makes them hesitant to speak. [T7]

Three teachers stated that they were confident in teaching speaking; the common reasons were that speaking is the area in which they could receive responses from students. The comments from T12 and T6 were as follows:

Honestly, I think I am better at speaking skills than other skills because I can always integrate our lesson with life in the activities we usually do on speaking, with quotations from our lives, stories and I realise that my students feel very comfortable in this way. In other words, they can make mistakes as much as they want, they may not make the sentences that express the correct tense, but if I understand them, I think this is enough. Therefore, I think that my comfort in this subject is passed on to my student and the conversation progresses well. [T12]

Speaking skills are a challenge for everyone, but the main issue lies more in cultural perceptions than with the student or teacher. When students realize they can still be understood even if they make mistakes, they become more motivated to speak more. I consider myself a good example in this regard as I motivate them, explaining that making mistakes is normal and what matters is to keep communication going. [T6]

As can be seen in Table 4.4 student related reasons were mostly mentioned in terms of feeling inadequate while teaching speaking.

Table 4.4 Perceived reasons for inadequacy in teaching speaking

Student related	Skill related	Teaching environment
Reluctance	Needs patience	Few teaching hours
Prejudice		Crowded classrooms
Fear of making mistakes		Examination
Fear of being mocked		
Anxiety		
Thinking in Turkish		

4.3 What Level of Self-Efficacy Do English Teachers Perceive in Terms of Teaching Listening?

Teachers' perceived self-efficacy beliefs in terms of teaching listening were explored with the following question: *What level of self-efficacy do English teachers perceive in terms of teaching listening?* This section presented the findings from both the listening dimension of the scale and responses from the semi-structured interviews.

Teachers felt most confident in "Providing feedback on listening studies that are appropriate for students' characteristics" (item L4), supported by the highest mean of 4.27. Remarkably, no single teacher considered themselves "very weak" in this domain.

"Being a model for students in listening for different purposes (main idea, detail, etc.)" was also a strong point (item L1), with a mean of 4.26. Items L2 and L3 both showed strong performance. These items were related to reinforcing student behaviors to improve listening skills and organizing activities aligned with students' interests. These items had means of 4.26 and 4.08, respectively.

Teachers' perceived self-efficacy beliefs were placed in the category of "very good" in items L1, L2 and L4. "Encouraging peer interaction in improving students' listening skills" (item L6) had a slightly lower with a mean of 3.96 while still considered "good." Similarly, "Presenting a variety of materials from various sources to help students improve their listening skills" (item L5) received a lower mean of 3.91, the weakest among all items. This rating still fell into the "good" range. Table 4.5 offers an overview of the frequency analysis pertaining to teaching listening skills.

Table 4.5 Frequency analysis for teaching listening skills

Item	Very Weak			Weak		Average		Good		Very Good		
	n	f	%	f	%	f	%	f	%	f	%	Mean
L1. Being a model for students in listening for different purposes (main idea, detail, etc.).	258	1	0.4	8	3.1	34	13.2	95	36.8	120	46.5	4.26
L2. Reinforcing students' behaviors to improve their listening skills.	258	1	0.4	8	3.1	34	13.2	94	36.4	121	46.9	4.26
L3. Organizing listening activities according to students' interests and needs.	258	1	0.4	7	2.7	56	21.7	101	39.1	93	36.0	4.08
L4. Providing feedback on listening studies that is appropriate for students' characteristics.	258	0	0.0	2	0.8	41	15.9	100	38.8	115	44.6	4.27
L5. Presenting a variety of materials from various sources to help students improve their listening skills.	258	3	1.2	11	4.3	74	28.7	89	34.5	81	31.4	3.91
L6. Encouraging peer interaction in improving students' listening skills.	258	2	0.8	12	4.7	66	25.6	93	36.0	85	32.9	3.96

On the other hand, in the interviews, teachers were asked about their opinions on teaching listening. While the majority expressed confidence in conducting listening activities, they also highlighted several challenges stemming primarily from the inherent nature of listening.

T6 and T9 mentioned that it was sometimes difficult to understand native speakers. T10 disagreed with using only native accents in textbooks. The comments from T6 and T10 were as follows:

Sometimes even I do not understand what is being said in the passages in textbooks. Each listening passage is created with a different accent and is often above the level of the students. [T6]

Textbooks are mostly not suitable for my students' level. Moreover, I do not always agree with using the accent of the same country in the texts. [T10]

T8 and T11 complained about time constraints. A representative comment from T11 was as follows:

Our teaching time is significantly reduced during exam weeks, which hinders our teaching. Because of this, we have to assign listening exercises for students to do at home. [T11]

A common comment among T3 and T6 was the lack of preparedness. T6 specifically expressed a feeling of inadequacy regarding students' readiness for listening activities.

I find myself inadequate in teaching listening skills because it is quite challenging to ensure that students are physiologically prepared. I believe listening is a separate skill from language proficiency. Some students can instantly understand words in a song, even if they do not know their meaning, while others struggle to catch listening passages even when I read them slowly myself. I think this distinguishes listening from other skills. [T6]

Four teachers felt confident organizing different listening activities suitable for students' capabilities. T5 indicated confidence in improving students by using a variety of texts and tasks. T4 and T5 made the following remarks:

I consider improving listening skills as very important. We do plenty of listening exercises. We progress from easy to difficult, and I observe improvement in my students in this regard. [T4]

I provide listening exercises both in textbook texts and outside textbook texts, by stopping at necessary points or by saying synonymous words myself according to the student's level, I help improve their listening skills. [T5]

4.4 What Level of Self-Efficacy Do English Teachers Perceive in Terms of Teaching Reading?

This section examines teachers' perceived self-efficacy beliefs regarding teaching reading, addressing the research question: *What level of self-efficacy do English teachers perceive in terms of teaching reading?* The results included findings from both the reading dimension of the scale and responses from the interviews.

In this dimension, items R5, R4, R2, and R1 were placed in the category of "very good" (total means ≥ 4.20). Teachers rated themselves most confidently in "Being a model in using appropriate reading methods and strategies for pronunciation, emphasis, intonation, and punctuation" (item R1), with a mean of 4.37. Only one teacher assigned a rating of "very weak" to this item.

There was also a strong sense of proficiency in “Reinforcing students' behaviors to improve their English reading skills” (item R2), as indicated by a high mean (4.27). A significant majority rated themselves as “good” and “very good.” Teachers rated themselves as “very good” in “Using materials to improve students' reading skills that are suitable for their characteristics” (item R4), with a mean of 4.24. Item R3 garnered a slightly lower mean. Remarkably, five teachers rated themselves as “very weak.” Table 4.6 illustrates the frequency analysis for teaching reading skills.

Table 4.6 Frequency analysis for teaching reading skills

Item	Very Weak			Weak		Average		Good		Very Good		Mean
	n	f	%	f	%	f	%	f	%	f	%	
R1. Being a model in using appropriate reading methods and strategies for pronunciation, emphasis, intonation, and punctuation.	258	1	0.4	9	3.5	20	7.8	92	35.7	136	52.7	4.37
R2. Reinforcing students' behaviors to improve their English reading skills.	258	2	0.8	5	1.9	34	13.2	97	37.6	120	46.5	4.27
R3. Using different types of texts in reading activities.	258	5	1.9	12	4.7	41	15.9	91	35.3	109	42.2	4.11
R4. Using materials to improve students' reading skills that are suitable for their characteristics.	258	2	0.8	8	3.1	32	12.4	99	38.4	117	45.3	4.24
R5. Providing feedback on reading activities that is appropriate for students' development and learning characteristics.	258	1	0.4	5	1.9	33	12.8	92	35.7	127	49.2	4.31
R6. Encouraging peer interaction in improving students' reading skills.	258	2	0.8	10	3.9	43	16.7	98	38.0	105	40.7	4.14

Drawing from interview insights, half of the teachers evaluated teaching reading as their most proficient skill as questionnaire results also proved. They made comments about reasons for confidence in teaching reading skill. As it can be

seen in Table 4.7, teachers felt confident in teaching reading as it was practical and enjoyable, and some other reasons were mentioned.

Table 4.7 Perceived reasons for confidence in teaching reading

Teacher Related	Skill related	Teaching environment
Experience	Practical	Many different activities
Pleasure	Attracts students	
Being beneficial	Observable improvement	
	Useful skill for exams	

Teachers' evaluations about reading concentrated on activities they did in the class. Five teachers mentioned the importance of the vocabulary-building aspect of reading activities. They felt confident about explaining vocabulary and providing students with strategies for dealing with unknown words. T6 and T9 explained their strategies with the following comments:

We often do paragraph exercises, and I prioritize telling students that they do not need to understand the entire passage, but they can focus on finding the answers to the questions. I try to help them understand unknown words in the reading passage by explaining them. [T6]

Well, I focus on skills like skimming, scanning, and others. I try to help them understand how to infer the meaning of a word or how to reach an idea or topic even without knowing the meaning of a word. [T9]

Students' interest was also mentioned many times. Five teachers stated that their students engage in reading activities. T5 noted that teaching reading skills was more manageable when students were well-prepared. The comment from T5 was as follows:

Reading is more enjoyable for both me and the students than speaking. Especially when they prepare passages or texts in advance and look up unfamiliar words as well as structures using a dictionary, it flows more smoothly. Plus, because they use their own inner experiences, the lesson becomes more enjoyable. [T5]

Student improvement also showed itself as a reason for teachers to feel confident. Opinions of T4 and T9 were as follows:

Since I give projects and performance assignments based on this skill, my students show more improvement in this area. Additionally, when I provide pre-reading information about keywords and phrases, my students can engage in more effective reading. I can understand this from the answers they give to reading comprehension check questions. [T4]

While I was preparing for my own English Proficiency Exam (YDS), I focused on reading a lot. I was in a language department. My teacher constantly showed me different techniques and so on. Now, I am passing them on to my students, and they are doing well. Their grades have changed and improved. I can say how I model good practices in reading. First, I demonstrate by saying, "I do not know this word here, but I still did this correctly." Then, I explain thinking strategies. [T9]

4.5 What Level of Self-Efficacy Do English Teachers Perceive in Terms of Teaching Writing?

This section explored English teachers' perceptions of their self-efficacy in teaching writing, aiming to understand their confidence levels in this area. It encompassed findings from both the writing dimension of the scale and responses gathered through semi-structured interviews.

Teachers felt confident in "Providing strategies suitable for different types of writing activities for students" (item W1), as reflected by the mean of 3.72. More than half of the participants (59.7%) rated themselves "good" (36.45%) and "very good" (23.3%).

"Using various types of writing activities" (item W2) showed a lower confidence level, with a mean of 3.55. It was the weakest among all items on the scale. A significant number, 38.8%, rated themselves as "average." Item W2 stood out for having the highest frequency of "very weak" and "weak" responses among all writing-related items.

Two items had a mean of 3.77: "Reinforcing behaviors to improve students' English writing skills" (item W3) and "Encouraging peer interaction in improving students' writing skills" (item W6). However, more teachers rated "very weak" and "weak" in item W6.

Similarly, "Using materials to improve students' writing skills that are suitable for their characteristics" (item W4) achieved a mean of 3.79. The ratings of these items were categorized as "good." "Providing feedback on writing studies

appropriate for students' development and learning characteristics” (item W5) shows a higher confidence level, with a mean of 4.04. Table 4.8 is given to present an overview of frequency analysis for teaching writing skills.

Table 4.8 Frequency analysis for teaching writing skills

Item	Very Weak			Weak		Average		Good		Very Good		Mean
	n	f	%	f	%	f	%	f	%	f	%	
W1. Providing strategies suitable for different types of writing activities for students.	258	4	1.6	21	8.1	79	30.6	94	36.4	60	23.3	3.72
W2. Using various types of writing activities.	258	5	1.9	25	9.7	100	38.8	80	31.0	48	18.6	3.55
W3. Reinforcing behaviors to improve students' English writing skills.	258	4	1.6	15	5.8	80	31.0	97	37.6	62	24.0	3.77
W4. Using materials to improve students' writing skills that are suitable for their characteristics.	258	2	0.8	15	5.8	84	32.6	90	34.9	67	26.0	3.79
W5. Providing feedback on writing studies that is appropriate for students' development and learning characteristics.	258	2	0.8	9	3.5	55	21.3	102	39.5	90	34.9	4.04
W6. Encouraging peer interaction in improving students' writing skills.	258	5	1.9	18	7.0	77	29.8	90	34.9	68	26.4	3.77

On the other hand, based on interview responses, teachers touched upon some positive and negative aspects of teaching writing. Four teachers found teaching grammar rules and spelling challenging. Opinions of T12 were as follows:

In writing, it is as if a formal language has to be used and everything has to be very organized in its places, from punctuation marks to grammar rules, and even because English is a language that is not written as it is read, my students also have problems in writing, letters and so on. [T12]

Three teachers also expressed that they have limited time for teaching writing activities. Students' readiness levels were not sufficient for teaching writing, and their decreased motivation and lack of skills also affected teacher beliefs. T8 explained reasons for feeling inadequate. Opinions from T5 and T8 were as follows:

I also evaluate myself as intermediate in teaching writing skills because I cannot spend as much time on writing as on other skills due to the curriculum requirements. Generally, I give them homework at home and evaluate what they write in class, providing feedback by correcting missing words, misplaced words, and incorrect grammar structures, thus helping them improve their writing skills. During class, when I assign writing assignments or say let us do this in class, for example, I provide the introduction part myself, provide them with helping sentences, and say you can add this yourself, to be honest. [T5]

I face the most difficulty in writing because after students learn grammar and spelling rules, they struggle to write about anything as they do not read books and lack general knowledge. For instance, we ask them to write a simple journal entry, but they often find it challenging, even in Turkish. We assign very simple journal entries, and they sometimes resort to using Google Translate to write them. [T8]

T10 expressed confidence in teaching writing. Additionally, T2 also reported confidence by stating that receiving feedback on writing activities helps learning from mistakes thus, improving the skill. Their positive evaluations were as follows:

During my undergraduate education, when I applied the techniques and methods I learned in this regard, I observed that my students improved the most in writing skills. [T10]

I am good at teaching writing. Because I have been exposed to grammar for years and received a lot of assignments and feedback on this topic, it was easier for me to learn my mistakes and understand them. Also, I think I can express myself more comfortably and easily in writing compared to other skills, which I believe is because I have not been exposed to the language too much, and other skills require a bit more confidence, so I find myself more successful in writing. [T2]

4.6 Do English Teachers' Perceived Self-Efficacy Beliefs about Teaching Four Basic Language Skills Differ According to Academic Major?

In this section, the results of the Kruskal-Wallis H test statistics were presented to examine differences among English teachers who graduated from ELT, English-related departments, and other disciplines.

The results demonstrated that ELT and English-related graduates consistently indicated higher mean across all skills compared to the “others” category, with significant differences in speaking ($X^2=11.797$, $p<0.05$), reading ($X^2=6.119$, $p<0.05$), and overall ($X^2=8.217$, $p<0.05$). In speaking, ELT graduates' mean was 4.03, while others achieved 3.19. Table 4.9 summarizes the results regarding perceived competency levels according to academic major.

Table 4.9 Perceived competency levels according to academic major

Skill	Major	N	Mean	SD	X^2	P value	Comparison
Speaking	ELT	203	4.03	0.663	11.797	0.0027	ELT > Others
	English-related	47	4.08	0.634	11.797		English-related > Others
	Others	8	3.19	0.559	11.797		-
Listening	ELT	203	4.14	0.675	4.957	0.0839	-
	English-related	47	4.16	0.718	4.957		-
	Others	8	3.56	0.750	4.957		-
Reading	ELT	203	4.24	0.725	6.119	0.0469	ELT > Others
	English-related	47	4.35	0.670	6.119		English-related > Others
	Others	8	3.60	0.868	6.119		-
Writing	ELT	203	3.75	0.797	5.157	0.0759	-
	English-related	47	3.96	0.872	5.157		-
	Others	8	3.35	0.893	5.157		-
All skills total	ELT	203	4.04	0.599	8.217	0.0164	ELT > Others
	English-related	47	4.14	0.665	8.217		English-related > Others
	Others	8	3.43	0.698	8.217		-

4.7 Do English Teachers' Perceived Self-Efficacy Beliefs about Teaching Four Basic Language Skills Differ According to Academic Degree?

As there were more than two groups regarding degrees, the Kruskal-Wallis H test was used. The test statistics for assessing differences between teachers with different academic degrees in terms of dimensions were presented in this section.

There were no statistically significant differences in mean competency levels among teachers with different degrees. In teaching writing, there was a slightly higher mean competency level among teachers with doctorates (4.04) compared to those with bachelor's degrees (3.74) and master's degrees (3.89). Yet, these slight differences could not be regarded as significant ($X^2=2.884$, $p>0.05$). The findings suggested that academic degree did not significantly impact English teachers' perceived competency levels in speaking, listening, reading, and writing skills. Table 4.10 presents the differences in perceived competency levels of English teachers according to their academic degree.

Table 4.10 Perceived competency levels according to academic degree

Skill	Degree	N	Mean	SD	X^2	P
Speaking	Bachelor's Degree	203	3.99	0.686	1.250	0.535
	Master's Degree	51	4.11	0.619		
	Doctorate	4	3.92	0.319		
Listening	Bachelor's Degree	203	4.13	0.686	1.302	0.522
	Master's Degree	51	4.13	0.711		
	Doctorate	4	3.79	0.725		
Reading	Bachelor's Degree	203	4.25	0.707	0.966	0.617
	Master's Degree	51	4.21	0.823		
	Doctorate	4	4.04	0.567		
Writing	Bachelor's Degree	203	3.74	0.804	2.884	0.236
	Master's Degree	51	3.89	0.871		
	Doctorate	4	4.04	0.843		
All Skills Total	Bachelor's Degree	203	4.03	0.613	1.164	0.559
	Master's Degree	51	4.08	0.675		
	Doctorate	4	3.95	0.574		

4.8 Do English Teachers' Perceived Self-Efficacy Beliefs about Teaching Four Basic Language Skills Differ According to Experience?

The Kruskal-Wallis H test statistics for evaluating the differences between teachers with varying years of experience in terms of dimensions were detailed in this section.

For teaching speaking, teachers with 11 or more years of experience had the highest mean (4.03), followed by those with 6-10 years of experience (3.97) and 1-5 years of experience (3.97). In teaching listening and reading, teachers with 1-5 years of experience had the highest means. However, these differences were not statistically significant ($p>0.05$). Therefore, the study concluded that English teachers' perceived self-efficacy beliefs about teaching four basic language skills did not significantly differ based on their experience. Differences in perceived competency levels among English teachers are delineated based on their experience in Table 4.11.

Table 4.11 Perceived competency levels according to experience

Skill	Experience	N	Mean	SD	X ²	P
Speaking	1-5 years	16	3.97	0.697	0.568	0.753
	6-10 years	76	3.97	0.688		
	11+ years	166	4.03	0.661		
Listening	1-5 years	16	4.21	0.595	1.955	0.376
	6-10 years	76	4.04	0.669		
	11+ years	166	4.15	0.708		
Reading	1-5 years	16	4.41	0.558	1.336	0.513
	6-10 years	76	4.20	0.680		
	11+ years	166	4.25	0.763		
Writing	1-5 years	16	3.76	0.712	1.281	0.527
	6-10 years	76	3.70	0.784		
	11+ years	166	3.81	0.845		
All skills Total	1-5 years	16	4.09	0.479	1.229	0.541
	6-10 years	76	3.98	0.616		
	11+ years	166	4.06	0.639		

4.9 Do English Teachers' Perceived Self-Efficacy Beliefs about Teaching Four Basic Language Skills Differ According to School Type?

In this section, the Kruskal-Wallis H test statistics were presented to assess disparities among teachers with different teaching levels regarding four fundamental language skills.

Teachers' school types were investigated under three levels, namely, primary, middle, and high schools. The results revealed slight variations in means across different teaching levels for each language skill, but these differences were not statistically significant ($p > 0.05$).

Under the dimension of teaching speaking, teachers at the primary school level had the highest mean (4.23), followed closely by those at the high school level (3.98) and middle school level (3.97). In terms of their perceived self-efficacy levels in teaching listening, primary school teachers had a mean of 4.28, which was higher than the means of high school teachers (4.10) and middle school teachers (4.10)."

In teaching reading, middle school teachers and primary school teachers both received the same mean rating of 4.23, slightly higher than high school teachers who received a mean rating of 4.21. Finally, when considering the means for teaching writing, it was observed that primary school teachers had the lowest mean of 3.58, indicating a lower perceived self-efficacy in this skill compared to middle school teachers, who had a mean of 3.80, and high school teachers, also with a mean of 3.80.

Regarding the means of all items' total ratings, it was found that high school teachers had the highest mean (4.08). This suggests that high school teachers perceived their overall self-efficacy in teaching various language skills (listening, speaking, reading, writing) to be higher compared to primary school teachers, who had a mean of 4.04, and middle school teachers, who had a mean of 4.02. However, the differences in means across school types did not reach statistical significance for any of the language skills assessed. Therefore, the study concluded that English teachers' perceived self-efficacy beliefs about teaching four basic language skills did not differ significantly according to school type.

Table 4.12 demonstrates the differences in perceived competency levels of English teachers according to their school types.

Table 4.12 Perceived competency levels according to school type

Skill	School Type	N	Mean	SD	X ²	p
Speaking	Primary	34	4.23	0.559	4.109	0.128
	Middle	101	3.97	0.661		
	High	123	3.98	0.698		
Listening	Primary	34	4.28	0.676	2.346	0.309
	Middle	101	4.10	0.649		
	High	123	4.10	0.725		
Reading	Primary	34	4.23	0.827	0.294	0.863
	Middle	101	4.28	0.652		
	High	123	4.21	0.761		
Writing	Primary	34	3.58	0.847	1.691	0.429
	Middle	101	3.80	0.760		
	High	123	3.80	0.855		
All skills total	Primary	34	4.04	0.583	0.213	0.899
	Middle	101	4.02	0.658		
	High	123	4.08	0.623		

4.10 Do English Teachers' Perceived Self-Efficacy Beliefs about Teaching Four Basic Language Skills Differ According to Gender?

To explore differences between female and male English teachers, the Mann-Whitney U test was used due to the presence of two independent samples, and this section presented the test statistics in terms of dimensions.

Analysis revealed that female teachers generally exhibited slightly higher means self-efficacy compared to their male counterparts except for speaking. Specifically, in teaching speaking, the mean for female teachers was 4.00, while male teachers had a slightly higher mean of 4.06. However, this difference was not statistically significant ($Z = -0.765$, $p > 0.05$).

Similarly, in teaching listening, female teachers had a mean of 4.14 compared to 4.07 for male teachers, with no significant difference observed. For teaching reading, female teachers rated higher (mean = 4.25) than male teachers (mean = 4.20). However, the difference was not statistically significant ($Z=0.806$, $p>0.05$). Lastly, female teachers had a mean of 3.80 in teaching writing, slightly higher than

male teachers' mean (3.69), but this difference was not statistically significant, either ($Z=0.502$, $p>0.05$). Overall, while there were slight variations in self-efficacy levels between male and female teachers, these differences did not reach statistical significance as shown in Table 4.13.

Table 4.13 Perceived competency levels according to gender

Skill	Gender	N	Mean	SD	U	Z	p
Speaking	Female	202	4.00	0.657	5278.0	-0.765	0.443
	Male	56	4.06	0.716			
Listening	Female	202	4.14	0.667	5828.0	0.348	0.727
	Male	56	4.07	0.771			
Reading	Female	202	4.25	0.743	6054.5	0.806	0.416
	Male	56	4.20	0.672			
Writing	Female	202	3.80	0.802	5904.0	0.502	0.615
	Male	56	3.69	0.874			
All skills Total	Female	202	4.05	0.614	5475.5	-0.365	0.716
	Male	56	4.00	0.716			

4.11 What are Teachers' Suggestions that can Enhance Their Perceived Self-Efficacy in Teaching Foreign Language Skills?

Teachers' suggestions for improved self-efficacy beliefs in terms of teaching English skills were investigated with the following research question: *What are teachers' suggestions that can enhance their perceived self-efficacy in teaching foreign language skills?* The results from the semi-structured interviews were presented in this section. This research question was only addressed qualitatively.

The teachers stated that having more teaching hours (four teachers), better materials (two teachers) and level-based classes (two teachers) would improve their confidence in their teaching. Four teachers mentioned crowded classes. The representative comments were as follows:

Actually, if I had more teaching hours, yes, I could allocate one hour to each skill. [T2]

The reading passages are good, but the materials are not. Sometimes there are errors in listening texts. [T9]

To feel more competent, class sizes should be reduced as I cannot allocate enough time to each skill due to class hours being a factor. It would also be beneficial to divide students based on their English skills rather than their class level, and exams should be designed to only indicate pass or fail, allowing them to repeat the same level if necessary. [T6]

Two teachers commented on level-based classrooms and the comment of T7 was as follows:

To feel more competent, I see better results when working with more motivated students. Additionally, if there were leveled classes based on students' English proficiency, I believe I would achieve better results. As students' levels vary greatly in the classroom, conducting the same activity with students of different levels can be challenging. [T7]

Eight teachers also emphasized the significance of professional development. They suggested attending in-service training, exchange projects, and seminars, following recent developments in ELT. For example, T5, T9, and T11 suggested the following:

To feel more competent in teaching foreign language skills, I attend additional seminars, read articles I find on the internet, and try to apply them in class. [T5]

Well, there are a lot of different techniques, different game methods, approaches, and many other things. These are constantly being updated. New ideas are being put forward. I am not talking about approaches. I am talking about techniques and methods. You have to follow and research them. There is a lot of content online, especially in teaching foreign languages, there are so many things you can do, so many varieties. You have to follow them. You have to follow and try them. I think as you see which ones you are using well, why you are not using some of them very well, what is effective and what is not, you develop yourself as you see these. [T9]

There could be projects for teachers in our field to spend time with colleagues in English-speaking countries. [T11]

Four teachers mentioned the place of trainings in teachers' professional growth. T6 and T10 also added some ideas for personal development:

In order to improve my own listening skills, in-service training sessions could be organized, and events such as conferences or seminars with participants from abroad could be arranged. [T6]

Voluntary training sessions can be organized for teachers to continuously update themselves, but the contents and trainers of these trainings should be carefully selected. If teachers are given the opportunity to work with different groups of students and practice, they can avoid repetition and improve themselves. [T10]

To conclude, teachers stated that their feelings of competence depended on a variety of external and individual factors. Classroom sizes, proficiency levels of students, and teaching hours could be included in external factors, while following developments, attending voluntary activities, and working on their own proficiency could be categorized as individual factors. Table 4.14 summarizes the most mentioned teacher suggestions.

Table 4.14 Most mentioned teacher suggestions

Individual Effort	External Factors
Attending seminars or conferences	In-service training
Improving their own proficiency	Better materials
Following new developments	More opportunities for using language
Doing different activities in class	Motivated students
	Levels-based classes
	Class size
	Good examples
	More teaching hours
	No pressure about examinations

5. DISCUSSION

This chapter demonstrates the discussion of the present research with examples from the relevant literature. The current study aimed to explore teachers' perceived self-efficacy beliefs in teaching four basic language skills and to discover the reasons behind their feelings of confidence and inadequacy and teachers' suggestions for enhancing their self-efficacy. In addition, the current study investigated whether the level of perceived self-efficacy beliefs differs depending on academic major, academic degree, experience, school type, and gender.

5.1 English Teacher Self-Efficacy Beliefs

Over the years, educational research focused on teacher self-efficacy, a construct based on educators' belief systems (Zee & Koomen, 2016). Teachers' self-efficacy was found to impact student-level outcomes such as academic self-efficacy, school engagement, and achievement, as well as the quality of student support, teacher engagement, satisfaction with work, well-being, and occupational commitment (Caprara et al., 2006; Liu et al., 2023; Martin & Mulvihill, 2019; Shahzad & Naureen, 2017).

In the present study, English professionals' perceptions of their efficacy were found to be high, similar to other studies (Aslan, 2019; Delican & Adıyaman, 2021; Taştan Aslaner, 2019; Yenen & Dursun, 2019). Regarding the quantitative results of the current study, teachers' self-efficacy beliefs were reported to be higher in teaching receptive skills (reading and listening) compared to productive skills (speaking and writing). In a similar vein, in the qualitative analysis, teachers perceived reading as the skill where they felt most proficient, while speaking was perceived as the least developed in terms of their self-efficacy in teaching these skills. On the contrary, productive skills had higher means in Taştan Aslaner's (2019) study with English instructors. On the other hand, according to Esen's (2012) study, teachers had higher self-efficacy in teaching reading and writing skills than in speaking and listening. The variety in results might be related to teachers' perceptions of their proficiency in English since English teachers' degrees in ELT and English-related departments were significant factors in the current study. Similar results favoring ELT and English-related department graduates existed in studies carried out by Esen (2012) as well as Güven and Çakır (2012). In the interviews, some teachers implied that their teaching skills were influenced by their

own abilities. This was evidenced by their statements that they were good at teaching reading because they excelled at reading tasks during their university studies, as well as by some teachers' statements that they struggled to understand native speakers and they did not feel good about teaching listening. Relatedly, the literature highlighted a positive correlation between teachers' perceived efficacy and perceived English proficiency (Eslami & Fatahi, 2008; Pizarra & Velasco, 2023; Yılmaz, 2011). It was also reported in another study that pre-service education, attitude toward the profession, school atmosphere, professional experience, professional growth, familial and social environment, and economic status were identified to be some of the factors affecting teachers' professional abilities (Yenen, 2022).

Given the results of the current study, one could reasonably anticipate a high level of proficiency among students in Türkiye. However, this is not the case. Türkiye ranks 66th among 113 countries in terms of English proficiency, which indicates a low proficiency level (Education First, 2023). This problem of low proficiency was even directed in the English curriculum by MoNE (2018). It was stated in the curriculum that insufficient ability to communicate effectively had continued to be an issue for many students taking English language courses in Türkiye. It was frequently stated that grammatical expertise became priority in the Turkish EFL context, with an excessive amount of emphasis on teaching and evaluating English grammatical structures, as stated by MoNE (2018). To address these issues, MoNE (2018) developed a new English curriculum for grades 9 through 12. According to MoNE (2018), the aim was to enhance communicative competence by integrating all four language skills and functions within English classes. As evidenced by the findings of the current study, teachers have high self-efficacy but they often struggle to translate this into improved student performance in specific skills. Even though there were claims that teachers' self-efficacy was associated with student achievement (Eells, 2011; Klassen & Tze, 2014; Tschannen-Moran & Hoy, 2001), studies found inconsistencies in the correlation of teacher self-efficacy and student success attributing to measurement problems and context-specificity of self-efficacy (Jerrim et al., 2023; Kim & Seo, 2018). Accordingly, the findings of Zee et al.'s (2018) study showed how teacher self-efficacy scale specification and consideration of the proper level of analysis could

aid in providing a more thorough explanation for the differences in teacher self-efficacy and student academic outcomes.

The current study also examined teachers' perceptions of self-efficacy to explain the classroom dynamics. Despite their high level of perceived self-efficacy, several inhibiting factors, such as insufficient teaching hours which affect their performance in the classroom, were identified. How self-efficacy beliefs were reflected in classroom applications was studied by Yenen (2018). His study uncovered that the practices in the class were unlike and one of the study's key conclusions was that teachers typically only assessed a portion of their students' reading and writing abilities. He also stated that teachers produced very few activities on listening and speaking skills and generally presented their achievements at the level of knowledge and understanding.

In conclusion, based on the findings of these studies, it can be deduced that while teachers' high self-efficacy is significant, its manifestation in the Turkish ELT context may not uniformly correlate with overall success, as classroom dynamics play a significant role as well.

In this chapter, the discussion of the findings is presented under six subheadings: (1) teaching speaking, (2) teaching listening, (3) teaching reading, (4) teaching writing (5) exploring variations in self-efficacy beliefs, and (6) teacher suggestions. Factors influencing teachers' self-efficacy levels were elaborated upon in the following subsections for each skill.

5.1.1 Teaching Speaking

Lazaraton (2014) stated that many people considered speaking to be the introductory aspect of second language (L2) acquisition. In the current study, the responses of the English teachers related to the teaching speaking skills revealed that they considered themselves very competent in teaching this skill. This result correlated with the study of Taştan Aslaner (2019). A correlation was also found in the literature between high self-efficacy and using communicative tasks (Değirmencioğlu, 2021; Eslami & Fatahi, 2008; Kaygısız et al., 2018). It can be concluded that teachers' high self-efficacy in teaching speaking might be related to their choices in teaching methods.

In the current study, quantitative analysis revealed that teachers had the highest confidence in providing feedback on speaking activities. This suggested that teachers had a high level of confidence in adapting feedback to suit individual

student needs. Teachers' high confidence in giving feedback regarding their characteristics could be regarded as vital in teaching speaking. Correspondingly, Thapa (2023) stated that effective feedback techniques and various types of feedback were crucial as they helped students learn the correct forms of the language and encouraged them toward their learning objectives. According to the researcher, these feedback strategies not only corrected errors but also built confidence and motivation, making the language learning process more engaging and less intimidating.

In the current study, teachers emphasized the importance of students interacting with each other. This is a promising finding because as suggested by Chol and Lewis (2018), encouragement of daily oral reading outside the classroom offered learners frequent exposure to various English texts, resulting in heightened motivation and rapid improvement in oral proficiency. Their results also suggested that reading aloud acted as a vital support structure for peer interactions, enhancing the accuracy, fluency, and confidence of EFL learners in oral communication.

Within the scope of this study, English teachers demonstrated confidence in helping students improve their speaking skills. They highly praised the ability to speak English fluently and accurately as a model. They also valued reinforcing students' efforts to communicate better. Additionally, they recognized the need to use materials that suit students' abilities to help them speak better. Similarly, in Doğan's (2009) study, teachers felt competent in teaching speaking regarding various areas (e.g., using different and new methods, boosting creativity and motivation, helping students to improve their speaking proficiency, giving effective feedback).

In the present study, semi-structured interviews revealed that teachers felt less confident in teaching speaking compared to other skills; it was the skill that challenged them the most. Despite teachers' confidence in various aspects of teaching speaking in the quantitative part, interviews revealed that they did not achieve anticipated results from students, due to several factors. Teachers mostly commented that reasons for feeling inadequate were related to students. They complained about students' unwillingness, excessive fear about making mistakes, and prejudice. Teachers in Lőrincz's (2022) study also expressed that teaching speaking is challenging. Similarly, Karademir and Görgöz (2019) discovered that teachers generally faced certain challenges in teaching speaking: lack of self-

confidence in students, issues with the use and acquisition of knowledge. In addition, their participants highlighted internal and external factors affecting students' confidence, such as anxiety and fear of being mocked. In the current study, teachers also noted problems with grammar knowledge, vocabulary, pronunciation, and the necessity of general cultural knowledge to verbally express thoughts effectively. The teachers in the study of Gömleksiz and Aslan (2021) also complained about similar issues with speaking activities including student reluctance, severe anxiety, fear of being laughed at, and lack of preparation. In her study, Esen (2012) also underscored the diminishing effect of the student factor on teachers' self-efficacy in teaching speaking. The current study revealed that teachers did not have enough time to address student-related factors such as anxiety, willingness, and fear of making mistakes, which affected their self-efficacy perceptions. Similarly, in Esen's study, teachers also remarked that the teaching hours were not enough for speaking activities. Correspondingly, Aslan (2019) highlighted that teaching hours were insufficient.

Teachers in the present study felt the least efficacious in organizing activities for students to communicate in daily life scenarios compared to other areas. This made it clear that planning exercises that promote verbal communication in a variety of real-world contexts is essential when teaching speaking. Upon considering the place of English in Türkiye, Arık (2020) stated that Türkiye is an Expanding Circle country, and English is taught, learned, and utilized as a foreign language without administrative functions. It can be inferred that English is not widely spoken in streets. Teachers themselves complained about not using English in their daily life in the current study. Similarly, the study conducted by Kara et al. (2017) acknowledged that one of the primary social factors influencing learners' speaking skills was the lack of exposure to L2 input from their families, peers, and the media. These researchers suggested that incorporating media tools could facilitate language practice and address the lack of exposure. Similarly, the findings in Aslan's study (2019) highlighted the significance of integrating technology into the lessons.

On the other hand, the analysis of the interviews with the participants of the present study uncovered that some teachers mentioned experiencing speaking anxiety, as their students did. Anxiety was extensively examined within the Turkish EFL context, with the fear of making mistakes emerging as a predominant trigger

for such anxiety (Akkuş, 2021; Fındıklı & Büyükkarcı, 2023; Takkaç Tulgar, 2018). According to Horwitz et al. (1986), when dealing with anxious learners, teachers could often take one of two approaches: either they could help the students learn coping mechanisms, or they could reduce the stress in class. Similarly, as it was stated by Takkaç Tulgar (2018), one frequently mentioned strategy for managing speaking anxiety in the Turkish EFL context involved adopting the viewpoint that errors are inherent in the language acquisition process.

As teachers in the current study felt least efficacious in aiding students' communication in real-life scenarios, studies examining self-efficacy and method preferences might provide insight into the situation. For instance, the findings of a study by Choi and Lee (2022) showed a substantial relationship between the employment of student-centered and L2 interaction-focused teaching approaches and overall self-efficacy views. In the same vein, Timur (2022) and Değirmencioğlu (2021) found a correlation between self-efficacy beliefs and applying communicative methods. In the light of these studies, it can be suggested that teachers can benefit significantly from integrating communicative methods such as Communicative Language Teaching (CLT), which is an approach to language teaching that highlights communication as the key purpose of learning a language, and Task-Based Language Teaching (TBLT), where language learning is centered around tasks that learners complete using the target language, into their lessons, providing students with opportunities to engage in real-life communication scenarios and enhance their speaking proficiency (Alisoy, 2023; Mirzayev & Oripova, 2022). According to Mirzayev and Oripova (2022), CLT places a strong emphasis on classroom exercises that encourage dialogue, such as group and peer projects where students exchange language. Likewise, Alisoy (2023) claimed that the task-based approach emphasizes the use of real language and active participation through tasks as the main components of lesson design and delivery.

To conclude, the perceived self-efficacy beliefs of teachers in teaching speaking were at a high level regarding the data from the quantitative analysis. However, several external factors negatively influencing their feelings of competence were revealed in the interviews.

5.1.2 Teaching Listening

Listening is a vital skill for language learners as it allows them to engage with and process language input, supporting the development of additional language

abilities (Goh & Vandergrift, 2021). The results of the current study revealed that teachers felt efficacious in teaching listening. This result was aligned with the studies of Taştan Aslaner (2019) as well as Sah and Shah (2020). Semi-structured interviews also revealed that teachers feel confident in teaching listening; several problems were indicated, though. Similarly, the results from Lőrincz's (2022) study revealed that teachers find teaching listening challenging.

In present study, teachers felt self-efficacious in giving feedback, as in the speaking dimension. They expressed strong confidence in especially being a model and reinforcing students. Teachers also felt that they successfully engaged students with relevant and interest-driven listening tasks that eventually promote better listening skills. This result correlated with Doğan's (2009) finding that was related to perception of efficacy in helping students improve their listening skills. In the present study, a slightly lower rating in facilitating peer-to-peer learning in teaching listening indicated that teachers might need to focus on further development.

In interviews, some teachers mentioned that even they had problems in understanding some spoken language especially of those native speakers. Similarly, Eslami and Fatahi (2008) concluded that teachers rated their listening skills as the weakest, particularly in understanding English news and films without subtitles and in comprehending English speakers who use common idiomatic expressions in daily conversations.

In the current study, participants also mentioned difficulties in terms of focusing and lack of vocabulary in students. Similarly, Sah and Shah (2020) reported that a lack of vocabulary created an obstacle to learning listening. Furthermore, Goh (2000) described difficulties in listening activities as (1) inability to recognize words; (2) disregarding subsequent portions of speech; (3) inability to chunk the speech stream; (4) inability to recognize the beginning of a sentence or message; and (5) difficulty focusing. Similarly, Hamouda (2013) indicated that the main issues with listening comprehension were accent, pronunciation, speech rate, vocabulary shortage, disparate speaker accents, lack of focus, anxiousness, and poor recording quality. In addition, Graham (2011) argued that in the realm of second language listening, low self-efficacy could be particularly problematic as the skill is harder to control.

The results of the current study also suggested that teachers see room for improvement in diversifying listening materials for a more enriched listening

experience for students. It can be argued that teachers may also benefit from authentic materials and different media tools when teaching listening. Building on this, Burns and Siegel (2022) proposed that teachers do not have to inflexibly follow native speaker models; instead, they should expose children to a variety of linguistic inputs. They further suggested that incorporating visual and video resources into teaching listening can be particularly beneficial. Another study was conducted by Azizah (2016) to explore the impact of utilizing authentic materials in teaching listening. The researcher found that students who were taught using authentic materials showed much higher listening skills, and students preferred realistic listening materials because they were applicable to real-life situations, which increased involvement and promoted skill development. In alignment with this perspective, Doğan (2009) stated that enhancing listening skills requires greater utilization of auditory and visual instructional materials.

Additionally, lack of exposure to authentic language and inefficient materials created a challenge both for students and teachers in improving their listening skills as reported in the interviews held for this study. In a related vein, Pratama et al. (2020) conducted a study to determine whether YouTube could help students become better listeners. The results showed that YouTube was a useful teaching tool that kept students interested, encouraged creativity, and allowed for a detailed coverage of content. Their study also highlighted that YouTube added some excitement to the lessons, matching the interests of the students and creating a more stimulating environment for learning. Similarly, Gönülal (2020) studied the effectiveness of vodcasting and podcasting in enhancing L2 listening abilities. The research found that students' overall listening skills significantly improved through extensive practice with podcasts and vodcasts, leading to enhanced pronunciation and vocabulary knowledge. Drawing from these studies, it can be inferred that digital technologies such as podcasts and vodcasts can effectively enhance language skills. The incorporation of a diverse range of materials, including authentic resources such as YouTube videos and podcasts, not only enriches the listening experience for students but also equips teachers with valuable tools to enhance language learning outcomes effectively.

Interviews also revealed that textbooks did not include variety in terms of accents, and students had difficulty in understanding native speakers. Similarly, teaching materials were found inefficient by teachers in Doğan's (2009) study. As

Kahraman (2015) suggested, teachers need to move away from depending solely on textbooks and should be more open to changing the materials they use for teaching. He claimed that improving listening skills and extending teaching activities beyond the classroom can be hard in countries where the target language is a foreign language. However, he argued that teachers can make a difference by using a variety of teaching materials. Accordingly, by implementing lesson adjustments centered on English as a Lingua Franca (ELF) awareness, the study of Lopriore and Tsantila (2022) sought to improve English as a Foreign Language classes. The results of their study showed that ELF-aware material adjustments promoted genuine conversations and active engagement among students. According to their findings, exposure to non-native English speakers' accents and conversations promoted an understanding of speaker variety, successful communication tactics, and the genuineness of language use. In the same vein, İnal et al. (2021) emphasized that there is a pressing need to develop a vision that acknowledges and addresses the multilingual reality that surrounds Türkiye. The researchers suggested that moving away from predominant monolingual ideologies in foreign language education toward multilingual ones should authentically represent the sociolinguistic reality of the globalized world.

In summary, results from the quantitative and qualitative parts of the study unveiled that teachers' perceived self-efficacy levels were high in teaching listening. Nonetheless, some factors that could thwart those beliefs were discussed.

5.1.3 Teaching Reading

In addition to possessing the requisite skills and tools for teaching students lifelong essential literacy skills, it is equally imperative for teachers to exhibit confidence and proficiency in employing these techniques within classroom settings (Destebaşı et al., 2018). Correspondingly, in the current study, reading emerged as the most proficient area, as reported both quantitatively and qualitatively by teachers. In accordance with this, in EFL environments, a notable mastery of reading frequently indicated a significant emphasis on this skill, as teachers commonly regarded reading as their most developed language competency (Eslami & Fatahi, 2008). Both in the Turkish EFL context and in other contexts, English language teachers reported high self-efficacy in teaching reading (Pizarra & Velasco, 2023; Taştan Aslaner, 2019).

In the interviews, teachers reported several aspects of their confidence, such as student engagement, the practicality of reading tasks, and personal enjoyment. This result correlated with the study by Doğan (2009) as teachers in his study also indicated high self-efficacy in several areas about teaching reading (e.g., vocabulary development, using different techniques, motivating for independent reading). In the current study, teachers evaluated themselves most confidently in modeling appropriate reading methods and strategies. The high confidence among teachers reflected their strong belief in their ability to effectively demonstrate reading techniques, which is important for aiding students in comprehending the subtleties of language through reading. Accordingly, in the study conducted by Lőrincz (2022), teaching reading and vocabulary were found to be the least challenging among all areas.

There was also a strong sense of proficiency among the participants of this study in reinforcing student behaviors and selecting materials suitable for their characteristics. Likewise, the study by Nabijanovna et al. (2021) underlined the essential importance that authentic and culturally appropriate materials have in teaching foreign languages. The researchers suggested that language learners may find those materials highly engaging and inspiring, and when chosen with consideration for the local context and utilized to convey meaning and information, authentic resources greatly enhance EFL teaching and learning. Similarly, teachers in the current study underscored a commitment to actively engaging and guiding students in developing their reading abilities. This result also reflected an awareness of the importance of personalized learning materials that cater to the varied needs of their students.

In the present study, providing appropriate feedback on reading activities was also indicated as a confident area. This confidence in providing feedback was also supported by the opinions of teachers in interviews. The results reflected teachers' attention to delivering constructive feedback that aligns with students' unique learning trajectories, which is essential for their progress in reading. Similarly, Okasha (2020) supported the idea that new approaches, such as peer review, reading conferences, and self-correction, are required for giving reading feedback to EFL students. He also stated that the strategic reading methods are helpful and successful in enhancing and developing EFL reading abilities. He further suggested that these methods offered a useful framework for improving reading comprehension, and

teaching English language reading should be centered on the process rather than the results.

Findings of the present study also indicated that encouraging peer interaction in reading was also seen as an important component of teaching. While this implied lower confidence compared to other areas, it showed that teachers still value collaborative learning, which could be beneficial for students to develop reading skills through shared activities and discussions. Similarly, Cooc and Kim (2017) examined the impact of peers on children's reading skills and found that children tended to engage more with their more proficient reading peers. Their study also revealed that children who had friends with stronger reading skills tended to show improvement in their own reading abilities, especially if their initial proficiency was lower. According to their findings, teachers could leverage this insight by fostering peer-to-peer learning activities among students. Another finding of the present study is that the use of various types of texts in reading activities did not indicate self-efficacy as high as other areas. This means that while teachers incorporate diverse texts, there might be room to expand the text types further to cover a broader spectrum of reading material, which could enhance students' engagement and comprehension. Accordingly, Moats (2020) emphasized the importance of a comprehensive curriculum that exposes students to diverse texts across various subjects (e.g., science, literature, social studies, history, arts, and culture) to foster reading and writing skills. She also suggested that reading strategies should not be taught in isolation but integrated into content learning to enhance understanding, and strategies such as prediction, summarizing, clarification, questioning, and visualization should be explicitly modeled by teachers and practiced overtly to aid comprehension. She pointed out that vocabulary instruction should employ direct and indirect methods to explore word relationships, structure, origin and meaning, and students benefit from access to extensive libraries and incentives for independent reading. In a similar vein, Irkinovich and Izatullaevna (2022) highlighted that the utilization of colorful visual materials, vivid images, varied tasks, and repeated practice aids in the development of reading skills. To engage students, they advocated for incorporating playful elements into tasks, such as crossword puzzles, rebuses, cryptography, matching drawings with written words, and teaching reading in close connection with oral speech to enhance vocabulary and grammar acquisition.

In summary, the results indicated a high confidence in teaching reading. Teachers articulated self-efficacy in many aspects of teaching reading. Their feeling of success was also supported by student engagement in reading tasks.

5.1.4 Teaching Writing

Olshtain (2014) drew attention to the importance of fostering and developing writing as a communication skill for language learners throughout every stage of their academic careers. The results related to the teaching of writing skills uncovered that teachers felt self-efficient in teaching writing. English instructors in the study of Taştan Aslaner (2019) also reported high levels of self-efficacy in writing. The confidence in teaching writing might stem from their confidence in their own writing proficiency. Notably, Wierzbicki's (2018) research confirmed that teachers' own favorable writing experiences are associated with better levels of self-efficacy for both writing and writing instruction.

In the current study, semi-structured interviews also revealed that teachers felt confident in teaching writing, but they also expressed some challenges such as students' lack of motivation, insufficient background knowledge about grammar rules as well as the lack of vocabulary. Relatedly, Harris et al. (2023) stated that writing is a challenge for many students globally. As stated by these researchers, this challenge is caused by several factors, including teachers' attitudes about writing and their lack of preparation for teaching it, and training teachers is crucial to address this, as stated by the researchers. Likewise, the findings of Lőrincz's (2022) study revealed that teaching writing challenged teachers.

In the current study, the evaluation about reinforcing behaviors to improve students' English writing skills indicated a high-level of confidence. However, the responses denoted that there was room for growth in encouraging and supporting students' writing development. Similarly, Chicho (2022) highlighted that the student's writing abilities require reinforcement through repetition because mastering a foreign language is so important; furthermore, students may encounter issues and challenges such as nervousness and difficulty making connections between ideas, phrases, and words. In addition, Singh et al.'s (2020) study demonstrated the benefits of scaffolding in the instruction and acquisition of writing skills among struggling ESL students. They suggested that teachers' employment of various tactics demonstrated the scaffolding model's success.

Results of the present study also indicated that teachers felt competent in the selection of materials suitable for improving students' writing skills. Teachers felt confident in providing suitable strategies for different types of writing activities. This showed that teachers were mindful of modifying materials to student needs, yet there was a proportion of the response indicating a need for improvement. The use of various types of writing activities showed a lower confidence level compared to other items, suggesting a potential area for development in diversifying writing activities to engage students more effectively. Relatedly, it was suggested by Setyowati (2019) that employing authentic materials in EFL writing is highly advantageous for foreign language learners as it enhances both their language abilities and critical thinking skills. Similarly, Emak and Ismail (2021) stated that regular reading would help students become better writers, and students can study text structures and L2 with reading a variety of genres, which they can then use in their writing. As mentioned by a teacher in the current study, students did not read regularly even in their L1.

Another finding of this study is that teachers had high level of self-efficacy in providing appropriate feedback on students' writing. Similar results were also found in Doğan's (2009) study. This was a positive indication that teachers felt adept at giving constructive feedback that aligned with students' learning needs. As stated by Fadli et al. (2022), after receiving feedback from the teacher, every student showed improvement, and oral feedback from teachers was highly beneficial in improving students' writing quality, according to the perceptions of many students.

The results also suggested that encouraging peer interaction in writing showed a lower confidence compared to other areas. This finding highlighted that enhancing peer-to-peer feedback and collaborative writing activities can be beneficial. Likewise, it was suggested by Nabiryo and Sekiziyivu (2020) that peer interaction facilitated students in developing skills related to generating writing content, transcribing, and reviewing their work, leading to increased motivation for writing. Their study also noted that despite its benefits, limited classroom interaction was observed due to various reasons from both students and teachers. Thus, they emphasized that there was a necessity for training teachers and students on the advantages of peer interaction in enhancing writing skills and promoting collaborative writing tasks. Accordingly, Taleb (2022) concluded that Google Docs was thought to be a useful tool for EFL students to use while working

collaboratively on online writing projects. She concluded that the utility of the tool, the rise in student interaction, and its ease of use were among the most frequently mentioned points by the students. In another study, Okyar and Yangın Ekşi (2019) highlighted the value of peer interaction and peer feedback in developing competence in L2.

In summary, the results indicated a high confidence in teaching writing. However, interview results suggested that there was room for the improvement of students' readiness in terms of grammar and vocabulary, and teachers might also work on encouraging students to interact with each other.

5.1.5 Exploring Variations in Self-Efficacy Beliefs

The current study also investigated whether self-efficacy beliefs differed regarding academic major, academic degree, experience, school type, and gender. Regarding gender, teachers' perceived self-efficacy levels did not lead to significant difference in teaching speaking, listening, reading and writing. Similarly, in the literature, gender did not determine self-efficacy levels of teachers (Aslan, 2019; Değirmencioğlu, 2021; Deneme, 2022). Correspondingly, Yenen (2018) found no significant difference in teaching strategies concerning the gender variable, yet there was a significant difference in student participation, classroom management, and overall scale favoring male teachers. Furthermore, Esen's (2012) study also did not reveal significant differences in gender variable. However, the study by Taştan Aslaner (2019) discovered differences regarding genders in all skills except for teaching speaking. The variances between the two studies may stem from the participants' profiles as current study was conducted with K-12 teachers, and Taştan Aslaner (2019) worked with English instructors employed at universities in a metropolitan.

In terms of academic degree, the current study did not reveal noteworthy significance in the differences among teachers who held degrees of bachelor's, master's, or doctorate. Likewise, the participants holding those levels of degree in Aslan's (2019) study did not show statistically significant differences. However, according to Taştan Aslaner (2019), English instructors with doctoral and master's degrees perceived themselves as more competent in teaching speaking, listening, reading, and writing skills, as well as in the overall teaching of these language skills, compared to those with bachelor's degrees. Furthermore, within her study, instructors with doctoral degrees considered themselves more competent than those

with master's degrees in these areas. The variations might be due to differing expectations of teaching skills, which vary between university and K-12 levels. Based on findings by Aslan (2019), K-12 English teachers' self-efficacy perceptions regarding dimensions of the study did not vary according to their academic education levels. However, the academic education levels in Esen's study (2012) revealed significant differences favoring those with master's and doctoral degrees. Yenen (2018) also found significant differences in favor of postgraduate graduates in classroom management and overall self-efficacy, although no significant differences were observed in student participation and teaching strategies. However, in his study, the averages indicated that postgraduate teachers tend to reach higher ratings in these areas. The measurement differences in terms of dimensions might also lead to differences in results regarding self-efficacy beliefs.

Pertaining to school types, the present study did not identify significant differences among teachers employed at the primary, middle, or high school. In a similar vein, in Aslan's (2019) study, it was discovered that English teachers' self-efficacy perceptions regarding monitoring and assessing language development, collaboration with colleagues, material usage and method selection for appropriate learning environments, and professional development did not vary significantly based on the school level variable. Similarly, Yenen (2018) found significant differences favoring primary and high school teachers only in the dimension of classroom management. Therefore, these findings further corroborate the lack of significant variations in teachers' perceptions across school levels. Those studies had different dimensions regarding self-efficacy.

With regard to the majors of English teachers, ELT and English-related degree holders showed higher levels of self-efficacy compared to other degree holders in teaching speaking, reading and all levels total. Aslan's (2019) and Esen's (2012) studies supported the relevant conclusions drawn in the current study. For instance, the study by Aslan (2019) found that English teachers who graduated from ELT or English-related departments perceived themselves to have better self-efficacy compared to those who graduated from non-English-related departments in terms of professional development dimension. This finding was aligned with Esen's (2012) study, which also categorized teachers based on their departments and found significant differences favoring ELT graduates. Relatedly, Yenen (2018) categorized teachers based on the type of faculty they graduated from and found

significant differences only in classroom management perceptions favoring graduates from faculty of arts and sciences. It can be concluded that targeted training and support designed to the specific needs of teachers based on their academic backgrounds are important.

Seniority in teaching was also another variable in this study. The results revealed that the minor differences in years of experience were not statistically significant. The studies of Değirmencioğlu (2021) and Aslan (2019) also reached similar results in terms of experience. In addition, the study of Lőrincz (2022) affirmed that the perceived difficulty level regarding four basic skills was not much affected by seniority in teaching. However, English instructors, in Taştan Aslaner's (2019) study, who were over 11 years of experience considered themselves more competent compared to those with 1 to 5 years of experience in teaching speaking skills. Similarly, these experienced instructors, along with those with 6 to 10 years of experience, perceived themselves as more proficient in teaching listening, reading, and writing skills than those with 1 to 5 years of experience. Arguably, being novice in teaching might reveal differences at the university level, whereas experience did not necessarily result in variations at the K-12 level.

In summary, variables regarding academic degree, experience, school type and gender did not reveal noteworthy differences. However, majors of teachers indicated significant differences favoring graduates of ELT and English-related departments.

5.1.6 Teacher Suggestions

The research also addressed the professional development needs of the teachers to enhance their self-efficacy. Teachers mentioned that individual efforts can make a difference in their efficacy. In addition, teachers referred to several external factors that hinder their efficacy. Teachers emphasized that they would feel more efficient if they found more opportunities to practice using English through seminars, exchange projects, conferences, or in-service training. Apart from these issues, class sizes and teaching hours were repeatedly mentioned as barriers. Teachers also mentioned that materials need to be improved. These issues were parallel to findings of the study conducted by Doğan (2009) and those of Yenen and Dursun (2019). Similarly, Gömleksiz and Aslan (2021) uncovered curriculum-related problems such as poor subject alignment, material scarcity, and exam anxiety were mentioned, and teachers advocated for changes to exam-oriented

methods, optional English courses, greater family involvement as well as interesting textbook content. It can be concluded from the current study that teachers perceived their competency as high and teachers value professional development, but they also asked for support from the authorities. The teachers need opportunities for practice and diminishing external factors that cause difficulties. Similar suggestions were also offered by teachers in the study of Aslan (2019).

To synthesize the findings of the current study, this discussion underscored the complex interplay between teacher self-efficacy and classroom challenges regarding teaching four skills. The study revealed the following noteworthy discrepancy: despite reporting substantial difficulties in teaching, teachers indicated high levels of confidence. The results of the current study left room for further exploration into whether teachers may exaggerate their efficacy, given the discrepancy between their high confidence levels on scales and the challenges they frequently report encountering in the classroom. This discrepancy raises the question of whether high self-efficacy could potentially contribute to these challenges. According to Lampert (2010), over-efficacious teachers, who believe that they have nothing more to learn, contrast with learning teachers who continually seek to improve their practice, and effective teaching involves continuous learning and development for both novice and experienced teachers. It was argued by Wheatley (2002) that doubts about teacher efficacy—uncertainties teachers have regarding their ability to effectively teach and support student learning—can support reform by fostering teacher learning in a variety of ways, including causing disequilibrium and change, encouraging reflection on the part of teachers, supporting their motivation to learn and their responsiveness to diversity, and encouraging fruitful collaboration. The researcher also argued that efficacy doubts can lessen the tendency for teachers to return to traditional teaching, act as a safeguard against dogmatism, guide teachers away from less promising aspects of reforms, provide valuable information to teacher educators and reformers, and aid in preventing teacher burnout. However, it was stated by the researcher that for efficacy doubts to be beneficial, teachers must have some degree of confidence in their ability to learn.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

The present study aimed to explore K-12 English teachers' reported levels of self-efficacy in teaching four fundamental language skills. The quantitative findings were supported with the perspectives of the teachers via semi-structured interviews, emphasizing the importance of combining different methodologies to enrich the depth and comprehensiveness of the research.

This study also sought to ascertain whether academic degree, gender, academic major, school type, and experience had an impact on English teachers' reported levels of self-efficacy in teaching speaking, reading, writing, and listening skills. Teacher suggestions for further developing their self-efficacy beliefs were also presented.

Data were collected using the “English Instructors’ Perceived Proficiency Levels Regarding the Teaching of Four Basic Language Skills Scale” developed by Taştan Aslaner (2019). A total of 258 teachers from different demographic backgrounds participated in the quantitative part of the study. The data were also collected from 12 teachers via semi-structured interviews. The results were analyzed using Jamovi and MAXQDA (demo version).

The findings indicated that teachers’ perceived self-efficacy was at a good level in teaching four fundamental skills of English. The area where teachers felt their effectiveness was highest was in teaching reading. Teachers felt less confidence in productive skills (speaking and writing) compared to receptive skills (reading and writing).

Across all language skills, feedback-related items received consistently high ratings, surpassing a mean of four. These items ranked the highest in speaking, listening, and writing and second highest in reading proficiency assessments. Items related to reinforcing students got relatively lower ratings.

Variables regarding teachers’ gender, graduate studies, school type, and years of experience did not create significant differences. However, teachers with degrees from ELT and English-related departments showed overall success as well as teaching speaking and reading compared to others.

Teachers stated several issues that had the potential to impede their self-efficacy. They felt self-efficient when students showed improvement and engagement. However, reluctant students combined with the conditions of crowded classrooms and insufficient teaching hours created a challenge for teachers.

6.2 Implications

Several recommendations can be made for relevant stakeholders utilizing the results and the relevant literature (Aslan, 2019; Değirmencioğlu, 2021; Esen, 2012; Gömleksiz & Aslan 2021; Marashi & Azizi-Nassab, 2018; Taştan Aslaner, 2019; Yasin et al., 2022; Yenen, 2018):

- Teachers mentioned inconsistencies between the expectations emphasized in the curriculum and regulations by MoNE (2023a, 2023b). Teachers are expected to oblige to follow the foreign language program's specified outcomes for listening, speaking, reading, and writing in the delivery of instruction (MoNE, 2023a). All exams in foreign language classes evaluate students' speaking, listening, reading, and writing abilities in both written and practical formats (MoNE, 2023b). However, the possibility of meeting these requirements was deemed by the participants to be slight in given lesson hours. Nationwide examinations for entering high schools and universities do not measure those skills. There should be a standardization of the expectations from teachers with proper lesson hours and teachers should receive a curriculum-focused in-service training.
- It was also revealed that crowded classrooms pose a challenge to teachers' efficiency. Even when the population of the classrooms cannot be decreased, teachers can join in-service training specialized in teaching skills in crowded classrooms.
- Level-based classrooms were also suggested by teachers. Dividing students into levels according to their proficiency will make teachers feel more efficient. Students' readiness was also mentioned as an obstacle. Therefore, it is recommended that level-based classes can also be a cure for student's lack of background knowledge.
- Understanding native speakers in listening materials was an area that teachers do not feel confident about. As a consequence, teachers can be provided with more opportunities to practice their skills in a variety of

environments including nationwide and worldwide. Interactions with native speakers may boost their proficiency as well as self-efficacy beliefs.

- ELT and English-related department graduates reported a higher level of self-efficacy. It is obvious that people with different majors were enlisted to meet the increasing need for English teachers. MoNE (2017b) requires all teachers to be competent in the learning and teaching process and the curriculum and subject content knowledge. It is essential to provide personalized training and support that align with teachers' academic backgrounds. Teachers from non-English-related departments should be trained.
- Teachers also mentioned doubts about their own proficiency in English. Therefore, teachers should be offered opportunities to work on their English.

6.3 Recommendations for Further Research

The current study reached noteworthy results regarding in-service English teachers' perceptions of self-efficacy in teaching four basic skills, filling a gap in the literature. However, the area is still open to address the issue from different aspects. Several suggestions can be made for researchers:

- This study reached a limited number of participants in a restricted region. Further studies can be organized with more people.
- Classroom observations can be analyzed to compare teacher efficacy and applications in teaching skills.
- Perceptions of pre-service teachers can be included in the study to have a broader vision of the issue.
- Teachers' perceptions can be compared to their English proficiency.
- Students' achievements in each skill can be compared to teacher self-efficacy beliefs.
- A deeper analysis can be provided regarding the teaching of productive skills.

7. REFERENCES

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8. APPENDICES

APPENDIX 1 English Language Instructors' Perceived Competencies in Teaching the Four Basic Language Skills Scale

İngilizce Öğretim Görevlilerinin Dört Temel Dil Becerisinin Öğretimine İlişkin Algıladıkları Yeterlik Düzeyleri Ölçeği

Bu anket; “Hizmet İçi İngilizce Öğretmenlerinin Dört Temel Dil Becerisinin Öğretimine Yönelik Yeterlik Algıları” başlıklı yüksek lisans tez çalışması kapsamında, İngilizce konuşma, dinleme, okuma ve yazma becerilerinin öğretimi ile ilgili mesleki gelişim ihtiyaçlarınızı belirlemek amacı ile hazırlanmıştır. Araştırma kapsamında vereceğiniz bilgilerin gizliliğine özen gösterilerek araştırma dışında başka bir amaçla kesinlikle kullanılmayacaktır. Birinci bölümde demografik bilgiler, ikinci bölümde anket maddeleri yer almaktadır. 24 adet anket maddesi bulunmaktadır ve yaklaşık 5 dakikanızı alacaktır. Anket maddelerinde beş seçenek bulunmaktadır. Seçenekler, 5-çok iyi, 4- iyi, 3- orta, 2-zayıf ve 1-çok zayıf olacak şekilde derecelendirilmiştir. Her bir maddeyi dikkatlice okuduktan sonra, size en yakın olan seçeneği işaretleyiniz. Lütfen, hiçbir maddeyi boş bırakmayınız. Bulguların geçerliği ve güvenilirliği açısından, her soruyu dikkatlice okuduktan sonra yanıtlamanız son derece önemlidir. Katkınız için sonsuz teşekkürler.

I. Bölüm	Demografik Bilgiler
Cinsiyetiniz	Kadın Erkek
Mezun Olduğunuz Bölüm	İngilizce Öğretmenliği İngiliz Dili Eğitimi İngiliz Dil Bilimi Amerikan Kültürü ve Edebiyatı Mütercim Tercümanlık İngiliz Dili ve Edebiyatı Diğer
Eğitim Durumunuz	Lisans Yüksek Lisans Doktora
Çalıştığınız kademe	İlkokul Ortaokul Lise
Kaç yıldır öğretmen olarak çalışıyorsunuz?	1-5 yıl 6-10 yıl 11 yıl ve üstü

KONUŞMA BECERİSİNİN ÖĞRETİMİ

1. Konuşurken İngilizceyi doğru ve akıcı kullanmada öğrencilere model olma *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

2. Öğrencilerin İngilizce konuşma becerilerini geliştirme davranışlarını pekiştirme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

3. Öğrencilerin günlük hayatta karşılaşılabilecekleri farklı durumlarda sözel iletişim kurmalarını sağlayacak etkinlikler düzenleme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

4. Öğrencilerin konuşma etkinliklerine, onların özelliklerine uygun dönüt verme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

5. Öğrencilerin konuşma becerilerini geliştirecek materyalleri, onların özelliklerine uygun olarak kullanma *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

6. Öğrencilerin konuşma becerilerini geliştirmede akran etkileşimine teşvik etme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

DİNLEDİĞİNİ ANLAMA BECERİSİNİN ÖĞRETİMİ

7. Farklı amaçlar için dinleme konusunda (ana fikir, detay vb.) öğrencilere model olma *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

8. Öğrencilerin İngilizce dinleme becerilerini geliştirme davranışlarını pekiştirme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

9. Dinleme etkinliklerini öğrencilerin ilgi ve ihtiyaçları doğrultusunda düzenleme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

10. Öğrencilerin dinleme çalışmalarına, öğrencilerin özelliklerine uygun dönüt verme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

11. Öğrencilerin dinleme becerilerinin geliştirmelerini sağlayacak materyalleri çok çeşitli kaynaklardan sunma *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

12. Öğrencilerin dinleme becerilerini geliştirmede akran etkileşimine teşvik etme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

OKUDUĞUNU ANLAMA BECERİSİNİN ÖĞRETİMİ

13. Söyleyiş, vurguya, tonlamaya ve noktalama işaretlerine uygun okuma yöntem * ve stratejilerini kullanmada model olma

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

14. Öğrencilerin İngilizce okuma becerilerini geliştirme davranışlarını pekiştirme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

15. Farklı metin türlerini okuma etkinliklerinde kullanma *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

16. Öğrencilerin okuma becerilerini geliştirmelerini sağlayacak materyalleri, onların özelliklerine uygun olarak kullanma

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

17. Öğrencilerin okuma çalışmalarına, onların gelişim ve öğrenme özelliklerine uygun dönüt verme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

18. Öğrencilerin okuma becerilerini geliştirmede akran iletişimine teşvik etme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

YAZMA BECERİSİNİN ÖĞRETİMİ

19. Öğrencilerin farklı türde yazma çalışmalarına uygun stratejiler sunma *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

20. Farklı türde yazma etkinlikleri kullanma

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

21. Öğrencilerin İngilizce yazma becerilerini geliştirme davranışlarını pekiştirme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

22. Öğrencilerin yazma becerilerini geliştirmelerini sağlayacakları materyalleri, onların özelliklerine uygun olarak kullanma *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

23. Öğrencilerin yazma çalışmalarına, onların gelişim ve öğrenme özelliklerine uygun dönüt verme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

24. Öğrencilerin yazma becerilerini geliştirmede akran etkileşimine teşvik etme *

	1	2	3	4	5	
Çok zayıf	☐	☐	☐	☐	☐	Çok iyi

APPENDIX 2 Semi-Structured Interview Questions

- 1) En çok hangi yabancı dil becerisinin öğretiminde iyi olduğunuzu düşünüyorsunuz? Neden?
- 2) En çok hangi yabancı dil becerisinin öğretiminde zorluk yaşıyorsunuz? Neden?
- 3) Konuşma becerisinin öğretiminde kendinizi nasıl değerlendiriyorsunuz?
- 4) Okuma becerisinin öğretiminde kendinizi nasıl değerlendiriyorsunuz?
- 5) Yazma becerisinin öğretiminde kendinizi nasıl değerlendiriyorsunuz?
- 6) Dinleme becerisinin öğretiminde kendinizi nasıl değerlendiriyorsunuz?
- 7) Yabancı dil becerilerini öğretirken kendinizi daha yeterli hissetmeniz için neler yapılmalı?