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Department of Foreign Language Education

English Language Education Program

AN EXPLORATION OF PRE-SERVICE EFL TEACHERS' SELF-EFFICACY
DEVELOPMENT USING THE EPOSTL AS A SELF-ASSESSMENT TOOL

Cansu AYKUT KOLAY

Ph.D. Dissertation

Ankara, 2024

With leadership, research, innovation, high quality education and change,

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DİL ÖĞRETMENLİĞİ OKUYANLAR İÇİN AVRUPA PORTFOLYOSU'NU BİR ÖZ-
DEĞERLENDİRME ARACI OLARAK KULLANAN İNGİLİZCE ÖĞRETMENİ ADAYLARININ
ÖZYETERLİLİK GELİŞİMLERİNİN İNCELENMESİ

Cansu AYKUT KOLAY

Ph.D. Dissertation

Ankara, 2024

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **CANSU AYKUT KOLAY** and entitled “An Exploration of Pre-Service EFL Teachers’ Self-Efficacy Development Using the EPOSTL as a Self-assessment Tool” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Education** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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Prof. Dr. İsmail Hakkı MİRİCİ

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Abstract

Language teacher self-efficacy beliefs are of paramount importance in the field of foreign language teacher education (LTE) to sustain a productive foreign language education. Self-reflection plays a key role in the development of teacher self-efficacy beliefs. One way of promoting self-reflection is the adoption of the EPOSTL in foreign language teacher education programs. Such an adoption may increase pre-service EFL teachers' beliefs of self-efficacy. However, using the EPOSTL and the development of teacher self-efficacy beliefs were not handled together in the existing body of literature. In this vein, the purpose of this study is to explore the potential relationship between the use of the EPOSTL as a self-assessment tool and pre-service EFL teachers' development of self-efficacy beliefs. The study adopts an interventionist experimental design with a control group using mix-method based on quantitative and qualitative data. The participants are 58 senior pre-service EFL teachers studying at a state university in Turkey. In the scope of the study, experimental and control groups were subjected to a pretest and posttest measuring their self-efficacy. In addition to writing reflective reports and attending semi-structured interviews, the experimental group assessed themselves three times by using the EPOSTL. The findings revealed that using the EPOSTL as a self-assessment tool may have potential in promoting pre-service EFL teachers' self-efficacy beliefs. It is suggested that the quality of LTE programs can be ameliorated with the integration of the EPOSTL since student teachers can be immersed in more reflection-oriented programs through which they can improve their autonomy and professionalism.

Keywords: self-assessment, self-efficacy, language teacher education

Öz

Dil öğretmeni özyeterlilik inançları üretken ve cazip bir yabancı dil öğretimi ortamı oluşturmak için yabancı dil öğretmen eğitimi alanında oldukça büyük öneme sahiptir. Öz yansıtma kavramı öğretmen özyeterliliğinin gelişmesinde kilit bir rol oynamaktadır. Öz yansıtma kavramının gelişmesinin bir yolu da Dil Öğretmenliği Okuyanlar için Avrupa Portfolyosu'nun (DÖOAP) dil öğretmenliği programlarında kullanımını benimsemektir. Bu doğrultuda, DÖOAP'ı bir öz-değerlendirme aracı olarak kullanmanın hizmet öncesi İngilizce öğretmenlerinin öz yeterlilik inançlarını destekleme potansiyeli olabilir. Ancak, DÖOAP kullanımı ve öğretmen özyeterlilik inançlarının gelişmesi kavramları varolan literatürde birlikte ele alınmamıştır. Buna göre, bu çalışmanın amacı DÖOAP'ın bir öz-değerlendirme aracı olarak kullanımı ve hizmet öncesi İngilizce öğretmenlerinin özyeterlilik gelişimleri arasındaki potansiyel ilişkiyi keşfetmektir. Bu çalışma, hem nicel hem de nitel veri içeren, kontrol grubu olan, müdahaleci deneysel karma yöntemli bir çalışmadır. Katılımcılar Türkiye'de bir devlet üniversitesinde eğitim gören 58 son sınıf hizmet-öncesi öğretmen adayıdır. Hem deney hem de kontrol grubuna özyeterlilik algılarını ölçen bir öntest ve sontest uygulanmıştır. Deney grubu, yansıtıcı raporlar ve yarı-yapılandırılmış görüşmelere ek olarak, DÖOAP'ı kullanarak kendilerini üç kez değerlendirmişlerdir. Çalışmanın bulguları DÖOAP'ın dil öğretmeni eğitimi programlarında kullanılması ile hizmet öncesi İngilizce öğretmeni adaylarının özyeterlilik gelişimi noktasında bir potansiyeli olduğunu göstermiştir. Hizmet öncesi dil öğretmenleri özerklik ve profesyonelliklerini geliştirebilecekleri yansıtma odaklı programlara dahil olabilecekleri için DÖOAP'ın entegrasyonu ile dil öğretmeni programlarının kalitesi iyileştirilebilir.

Anahtar sözcükler: öz-değerlendirme, özyeterlilik, dil öğretmeni eğitimi

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Symbols and Abbreviations

ANOVA: Analysis of Variance

CEFR: The Common European Framework of Reference for Languages

COE: Council of Europe

CFA: Confirmatory Factor Analysis

CPD: Continuous Professional Development

ECML: The European Center for Modern Languages

EFL: English as a Foreign Language

ELT: English Language Teaching

EPG: The European Profiling Grid

ELP: European Language Portfolio

EPLTE: European Profile for Language Teaching Education

EPOSTL: The European Portfolio for Student Teachers of Languages

FLTE: Foreign Language Teacher Education

L2: Second/Foreign language

LTE: Language Teacher Education

LTSE: Language Teacher Self-efficacy

PD: Professional Development

PLC: Professional Learning Community

SCT: Social Cognitive Theory

SLA: Second language acquisition

TSE: Teacher Self-efficacy

Chapter 1

Introduction

Teachers' behaviors and beliefs, assumptions and perceptions are strongly linked to each other, which is why the issue of investigating teacher beliefs is pivotal in terms of gaining insight into the way teachers conceptualize their teaching. With regard to teacher beliefs, teachers' sense of self-efficacy, which can be conceptualized as teachers' beliefs in their capability to positively affect their students' learning, achievement, and performance (Ashton, 1984) is among the key factors influencing students' and teachers' outcomes in classrooms (Chacón, 2005). Recent studies have shown that teachers' knowledge or skills are not the sole source of an effective teaching (Ucar & Yazıcı-Bozkaya, 2016). In addition, they also need to develop beliefs concerning how much they have the necessary knowledge and skills and how well they can convey them to their teaching practices in order to become effective educators (Bandura, 1997; Hoy et al., 2009; Tschannen-Moran et al., 1998, 2001). Bandura (1993, 1997) posits that teachers' assumed capabilities about their teaching are directly tied to their teaching practices and classroom activities. Therefore, not only the creation of a learning environment but also teachers' motivation and perseverance based on their judgments concerning their teaching are shaped by their sense of self-efficacy.

With respect to the field of English Language Teaching (ELT), it can be asserted that language teachers are expected to provide their students with learner-centered and contextualized instruction by taking learners' linguistics, cultural and social needs into consideration (Wyatt & Dikilitaş, 2015). Seemingly, the notion of learner-centeredness is of significance for effective teaching with reference to 21st century skills to promote cognitive (i.e., metacognition) and psychological (i.e., sense of self-efficacy) components of teaching in teacher education (Ashton, 1984). To achieve this, being able to turn theoretical knowledge into practice is of primal importance (Kumaravadivelu, 2006) although it has been reported that the gap between these two concepts has an impact on teaching, especially for novice teachers (Coskun & Daloglu, 2010; Yazan, 2016). At this point, language teachers need to have a

certain level of self-efficacy in order to combine theory with practice and function all those operations also called language teachers' self-efficacy (henceforth LTSE) beliefs (Wyatt, 2018b), which are desirable in foreign language classes "to support language learning in various task-, domain- and context-specific cognitive, metacognitive, affective and social ways" (Wyatt 2018a, p. 136). Zee and Koomen (2016) note that LTSE beliefs are included in a recently emerged area of research under the term teachers' self-efficacy (TSE) in education.

In order to focus on the place of LTSE beliefs in the field of foreign language teacher education (FLTE), it should be noted that the field of FLTE is ever-changing and growingly mobilized thanks to the advances in globalization and internationalization. Such processes required foreign language teacher education to be unified and standardized. In this sense, there have been a number of projects launched by the Council of Europe (CoE) to enhance the quality of language learning for the promotion of mutual understanding and respect among European countries (Newby, 2007). One of those projects, developed by the CoE's European Center for Modern Languages is the European Portfolio for Student Teachers of Languages (EPOSTL), which intends "to prepare student teachers of modern languages for their future profession by providing a framework for reflection during their teacher education course" (Newby, 2012, p.207). The portfolio format of this framework is useful since portfolios can have the chance to allow pre-service teachers to recognize challenges in teaching, forge a strong link between theoretical knowledge and classroom practices, and develop reflective practice skills (Burkert, 2009; Loughran & Corrigan, 1995; Newby, 2012b). Based on this, instructors can adjust their teaching in accordance with the content of the portfolios held by their students, which creates a mutual relationship between instruction and student success (Horng & Loeb, 2010). Therefore, the use of portfolios is conducive to both pre-service EFL teachers' and teacher educators' professional development with respect to the enhancement of a high-quality and standardized FLTE. In this regard, the function of the EPOSTL is to promote the role of reflection in FLTE in a systematic, traceable, and structured way (Newby et al., 2007). Furthermore, the use of portfolios in FLTE can be a convenient way to address the theory and practice gap (Dhiorbháin, 2019). Pre-service EFL teachers can raise awareness concerning

their strengths and weaknesses in their teaching with reference to the theoretical knowledge that they got during their teacher education program and develop a critical point of view to the way they teach, which supports their professional development in the long run.

It can be claimed that language teachers' self-efficacy beliefs are of paramount importance to provide students with an efficient learning environment (Wyatt & Dikilitaş, 2021). In addition, advances in many aspects of modern life bring along a lot of innovations to the area of education, one of which is to base teaching practices on 21st century skills. Among those, the notion of self-reflection plays a crucial role in terms of pre-service EFL teachers' professional development (Wyatt, 2018b), which could be effectively achieved through self-assessment function of the EPOSTL. Even though the notion of language teacher self-efficacy has been investigated by many scholars in the Turkish context in various settings (Alagözlü, 2016; Atay, 2007; Cabaroglu, 2014; Dolgun & Caner, 2019; Er, 2009; Ercan-Demirel, 2017; Göker, 2006; Inceçay & Dollar, Merç, 2015; 2012; Sevimel & Subaşı, 2018; Şahin & Atay, 2010; Üstünbaş, 2020; Yüksel, 2014) this is not the case for research into the EPOSTL. Up to date, there are a number of studies focusing on the EPOSTL on an international scale, most of which rely upon stakeholders' attitudes or perceptions towards the EPOSTL (Burkert & Schienhorst, 2008; Çakır & Balçıkanlı, 2012; Ingvarsdóttir, 2011; Newby, 2012b; Orlova, 2011). Even though there are experimental studies attempting to integrate the EPOSTL into language teacher education in some ways (Çakır & Balçıkanlı, 2012; Mehlmauer-Larcher, 2011; Straková, 2010; Velikova, 2013), they are quite a few in number. Moreover, the number of experimental studies investigating the use of the EPOSTL in language teacher education with regard to the development of some variables in the Turkish context is not adequate (Alagözlü & Önal 2016; Arıkan, 2016; Çakır & Balçıkanlı, 2012; Mirici, 2019; Mirici & Hergüner, 2015; Okumuş, 2014; Okumuş & Akalın, 2015; Seitova, 2018; Yümsek, 2014; Zorba & Arıkan, 2016).

In this sense, the current dissertation aims to identify the potential relationship between Turkish pre-service EFL teachers' development of self-efficacy beliefs and their use of the EPOSTL during their practicum. The purpose of the study is to gain a critical perspective to the integration of the EPOSTL into a language teacher education program as a self-assessment

tool and investigate whether this kind of an implementation leads to any change in participant pre-service EFL teachers' level of self-efficacy.

Statement of the Problem

The term self-efficacy which is described as individuals' perception regarding their own competences in carrying out some specific tasks (Bandura, 1977) has been studied widely in the field of teacher education (Barni et al., 2019; Bray-Clark & Bates, 2003; Choi & Lee, 2016; Demir & Çetin, 2022; Gilbert, 2005; Hoang & Wyatt, 2021; Tschannen-Moran & Woolfolk Hoy, 2001). On the other hand, teacher self-efficacy is defined as teachers' judgment of their competence in their profession including managing the class, motivating students, and implementing teaching tasks (Tschannen-Moran et al., 1998). In all forms of self-efficacy, the concept of agency is a crucial building block (Graham, 2022).

With regard to FLTE, the notion of teacher self-efficacy has been studied by several scholars (Atay, 2007; Akbari & Abednia, 2009; Chacón, 2005; Swanson, 2012) to see their reflections on actual classroom practices. The concept of agency takes a fundamental place in the field of foreign language teacher education as the term has wide coverage in the CEFR in which language users are depicted as social agents in a social environment and they show their agency throughout the learning process (CoE, 2020). At this point, focusing more on reflective and alternative forms of assessment rather than traditional ones may be more effective in terms of being prepared in face of real-life classroom experiences (Bergil & Sariçoban, 2017). One of those reflective and alternative assessment tools for student teachers is the European Portfolio for Student Teachers of Languages (EPOSTL) developed for student teachers to assess their competences and achievements in accordance with international standards (Mirici, 2015). As a document aiming to promote learner autonomy, there may be a relationship between prospective language teachers' self-efficacy levels and their use of the EPOSTL (Bergil & Sariçoban, 2017) since the EPOSTL can support pre-service EFL teachers' self-assessment practices, which can foster their sense of self-efficacy

ultimately. However, there is no study conducted to investigate such a relation in the existing body of literature.

Aim and Significance of the Study

Although there have been studies regarding the implementation of the EPOSTL in international context, the use of the EPOSTL in the Turkish tertiary FLTE context has not been explored much. Being quite a few in number, there are studies focusing on the implementation of the EPOSTL in different Turkish educational settings (Alagözlü & Önal, 2016; Arıkan, 2016; Çakır & Balçıkanlı, 2012; Mirici, 2019; Mirici & Hergüner, 2015; Okumuş, 2014; Okumuş & Akalın, 2015; Seitova, 2018; Yümsek, 2014; Zorba & Arıkan, 2016) but no study is conducted to observe the implementation of the EPOSTL by taking into consideration the concept of language teacher self-efficacy (LTSE).

As an important concept and a reflective assessment tool in the field of language teacher education, the current study focuses on the implementation of the EPOSTL in a FLTE program with a special emphasis on LTSE beliefs. In this vein, the aims of the current study are: i) to look for a potential relationship between the use of the EPOSTL as a self-assessment tool by the prospective language teachers studying at a state university in Marmara Region and a change in their self-efficacy level throughout their practicum, and ii) to investigate their opinions about the implementation of the EPOSTL in their FLTE program.

In case a relationship is observed as an outcome of the current study, a number of pedagogical implications can be drawn including a wide-spread and nation-wide adoption of the EPOSTL by prospective language teachers through which more autonomous and self-efficient language teachers can be trained. By this way, the quality of language teacher education programs can be enhanced in general. Besides, engaging in such reflective practice may raise pre-service EFL teachers' awareness regarding being more resilient, flexible, professional, and problem solver language teachers. Pre-service language teachers can become their own agents of change over time when being immersed in the process of self-assessment through the EPOSTL.

Research Questions

The main research question of the study has been formulated as “Is there a relationship between pre-service EFL teachers’ development of self-efficacy beliefs and their use of the EPOSTL as a self-assessment tool?”

Based on this main research question, several sub research questions have been developed.

Sub Research Questions

1. What is the self-efficacy level of the participants in the experimental and control groups before the implementations?
2. Is there a significant difference between the participants’ self-efficacy level in the experimental and the control groups before the implementation?
3. What is the self-efficacy level of the participants in the experimental and control groups after the implementations?
4. Is there a significant difference between the participants’ self-efficacy level in the experimental and the control groups after the implementation?
5. Is there a significant difference between the participants’ self-efficacy level in the control group before and after the implementation?
6. Is there a significant difference between the participants’ self-efficacy level in the experimental group before and after the implementation?
7. Is there a significant difference within participants’ 1st, 2nd and 3rd use of their own EPOSTL?
8. What are the viewpoints of the participants in the experimental group about the use of the EPOSTL as a self-assessment tool?

Assumptions

In the scope of the current study, four assumptions have been made:

1. The samples taken for the present study are convenient in line with the research design.
2. All participants voluntarily take part in the current study as they sign the consent forms.
3. The data collection instruments are appropriate with regard to the purpose of the current study in terms of obtaining reliable results.
4. The participants completely understand questions they are asked within the scope of the current study since assistance is provided by the researcher in any phase of the study.

Limitations

As for the limitations, the data was restricted to the group of the current participants, which might affect generalizability. Besides, the data was collected in a limited period of time which may not be enough to observe a long-term change in the measured construct.

Definitions

Common European Framework of References (CEFR): An international framework aiming at ensuring transparency together with coherence in the field of language teaching and learning and has been one of the most referred documents since its launch (Council of Europe, 2001).

Continuous Professional Development (CPD): The ways of fostering further knowledge, competency, and experience related to one's area of expertise with professional activities

Descriptor: Refers to the self-appraisal statements in the self-assessment section of the EPOSTL in the current study

European Language Portfolio (ELP): A document allowing learners to record and reflect on their language learning and cultural experiences" (Kelly et al., 2004, p. 118)

European Profiling Grid: A document to provide language teachers with the required capabilities and competences that they need in their profession and support their professional development

European Profile of Language Teacher Education (EPLTE): A policy document created by (Kelly et al., 2004) that can be integrated into teacher training programs to train more qualified, competent and professionally developed language teachers

European Portfolio for Student Teachers of Languages (EPOSTL): A document designed for student teachers of languages through which they can evaluate their didactic knowledge and capabilities required to teach a foreign language, observe their progress in the field of language teaching, and keep track of their teaching experiences that they had in their LTE program (Newby, 2007)

Reflective Practice (RP): The ability to analyze an action systematically and to evaluate the strengths and weaknesses of the action in order to improve practice (Copland et al., 2009, p.18)

Self-assessment: Judgments that one makes about his/her own capabilities, knowledge or actions

Self-awareness: The state of being conscious of one's competences, knowledge and emotions

Self-efficacy (SE): People's judgements of their capabilities to organize and execute courses of action required to attain designated types of performance (Bandura, 1986)

Self-evaluation: the process of systematic monitoring, judging and assessing one's action for the purpose of revising or improving it

Self-reflection: The process of thinking about one's own emotions and actions

Social Cognitive Theory (SCT): The theory focusing on the alterations in human actions depending on personal, environmental, and behavioral factors (Bandura, 1986; Gist & Mitchell, 1992; Graham, 2022).

Teacher Self-efficacy (TSE): Teacher's beliefs in their capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context (Tschannen Moran & Woolfolk Hoy, 1998).

Chapter 2

Theoretical Basis of Research and Literature Review

Introduction

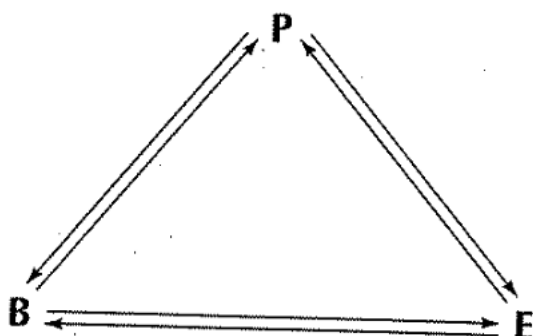
This chapter includes the theoretical background of the research areas examined in the scope of the current dissertation. Starting with Social Cognitive Theory, the fundamental aspects of the concept of self-efficacy are presented followed by the notions of teacher self-efficacy and language teacher self-efficacy. Then, European policy documents with a special emphasis on the EPOSTL are explained. Lastly, self-assessment through the EPOSTL in language teacher education programs is discussed.

Bandura's Social Cognitive Theory (1977)

In order to expand on the term self-efficacy, it is necessary to go into the basis of it, namely Social Cognitive Theory (SCT) proposed by Bandura in 1977. The theory focuses on the alterations in human actions depending on personal, environmental, and behavioral factors (Bandura, 1986; Gist & Mitchell, 1992; Graham, 2022). These three factors are involved in a triadic interaction which Bandura (1986) named as the "triadic reciprocal causation" (p. 2) which is shown in the following figure.

Figure 1

Triadic Reciprocal Causation (Bandura, 1986)



In Figure 1, B symbolizes behavior, P represents personal factors (e.g., affective, cognitive and biological) and E stands for environmental factors (Bandura, 1986). Pajares (2002) suggests that Bandura's SCT is not like previous behavioristic theories as it is not solely based on the idea that learning takes place through imitation. That is, individuals actively engage in the process of their own learning rather than being passive recipients of input as they are conscious of the impact of external/environmental factors on the development of their learning and behaviors in addition to internal factors (Bandura, 2001). Therefore, it can be stated that human agency is "at the heart of Bandura's SCT" (Graham, 2022, p. 187).

The concept of agency in SCT has three different modes including personal, proxy and collective agency (Bandura, 2002). People individually experience personal agency by exerting direct influence on themselves and the environment. When people have no or limited control over conditions in society - especially during institutional or formal practices – they need proxy agency which is exercised through the mediation of people who are capable of accessing resources to keep their well-being (Bandura, 2002). Lastly, collective agency is performed in the form of group actions for the sake of things which are only accomplishable via society's mutual effort, resources, capabilities and alliances rather than individual exertion of power (Bandura, 2002, pp.269-270).

There are four basic components of agency called intentionality, forethought, self-reactiveness, and self-reflectiveness, respectively (Bandura, 2001,2006). Bandura (2002)

argues that it is necessary for someone to have an intentional influence on his/her actions and life conditions to be called an agent. Forethought refers to people's prospective goals or motivations, and predictions regarding outcomes of future actions (Bandura, 2006, p.164). Whereas the ability to perform convenient demeanors and find appropriate ways to regulate them is named as self-reactiveness, self-reflectiveness is used for individuals' metacognitive ability to reflect on themselves and the extent to which their thoughts and actions are sufficient to function in a given context (Bandura, 2006, p.165).

With respect to the term "self-reflectiveness", Bandura (1997) points out that individuals simultaneously consider how to manage their environment and scrutinize whether their thinking skills, level of knowledge, behavioral strategies and capabilities are sufficient or not. In this regard, they are both object and agent since they are involved in the processes of self-reflection and self-influence, and they contribute to the formation of the concept of "self". Therefore, Bandura (1997) posits that human agency functions "generatively" and "proactively" rather than "reactively" during the formation of beliefs regarding self (p.6). In this vein, it is asserted that beliefs concerning personal efficacy constitute the core part of the concept of human agency (Bandura, 1997) since all other factors are based on people's belief in the power to produce desirable outcomes, which creates a sense of perseverance in face of challenges (Bandura, 2002, pp.270-271).

Theoretical Framework of the Term Self-efficacy

Having been defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p.3), the concept of self-efficacy has been extensively studied throughout decades. The term is based on the grounds of SCT which posits that beliefs of personal efficacy have a fundamental place in people's action, motivation, and thought (Bandura, 1997, 2001). The importance of the concept of self-efficacy is addressed in more detail by Bandura (2002) as follows:

Self-efficacy beliefs regulate human functioning through cognitive, motivational, affective, and decisional processes. They affect whether individuals think in self-enhancing or self-debilitating ways; how well they motivate themselves and persevere

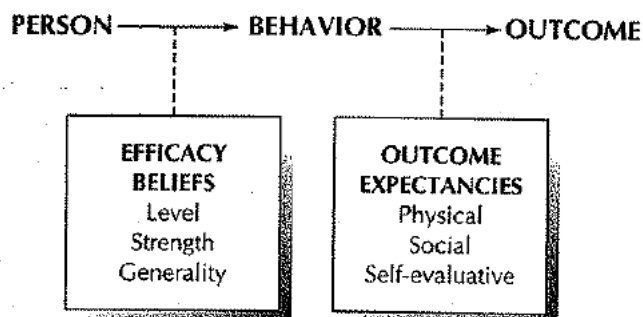
in the face of difficulties; the quality of their emotional life, and the choices they make at important decisional points which set the course of life paths (Bandura, 2002, p.270-271).

In other words, beliefs of self-efficacy have a considerable effect on human behaviors since individuals' sources of motivation, aspirations, life goals, and coping strategies when faced with setbacks are shaped through those beliefs (Bandura, 2006). Therefore, the more an individual believes in his/her ability to produce an outcome, the better he/she develops persistence and coping mechanisms (Bandura, 1977). In this vein, self-efficacy is closely related to individuals' judgements regarding their abilities to achieve tasks or fulfill requirements (Zimmerman, 1995). However, it should be noted that self-efficacy is not just about people's expectations regarding to be successful, instead, the significance of human agency within the concept of self-efficacy is the determinant factor in terms of being successful (Graham, 2022). Correspondingly, a high level of personal agency is directly proportional to having strong beliefs of self-efficacy which enables people to show persistence against failure and find ways to expand the scope of their achievements (Bandura, 1997). On the other hand, individuals whose self-efficacy beliefs are not powerful enough tend to avoid demanding tasks caused by a low adherence to their goals and aspirations (Bandura, 1994). In other words, if the perceived beliefs of self-efficacy are high, the likelihood of producing desired outcomes are also high, whereas people having lower levels of efficacy are not likely to show commitment towards an outcome (Bandura, 1977a) (as cited in Guillory-Anderson, 2020). In this regard, the development of self-efficacy beliefs is the "driving force" for people to remain loyal to their goals and deal with challenges to achieve those goals (Ekşi, 2012, p.95).

Figure 2

The Conditional Relationships between Efficacy Beliefs and Outcome Expectancies

(Bandura, 1997, p.22)



As can be observed in Figure 2, beliefs of self-efficacy and outcome expectancies, which are judgments regarding probable outcomes of performances, have a “joint influence” on each other (Bandura, 1997, pp. 21-22). Bandura (1997) states that there are three types of outcome expectations including “physical”, “social”, and “self-evaluative” (p.22). Regarding expectations, Bandura (1997) posits that positive ones act as “incentives” while negative ones as “disincentives” (p.22). The first category, positive and negative physical outcome expectations include physical pleasures and discomfort as they have a partial impact on human functioning (Bandura, 1997). The second type is *social* outcome expectancies that can be positive (e.g., *approval, recognition, interest, status conferral and monetary compensation*) and negative (e.g., *social rejection, disapproval, penalties, disapproval, deprivation of privileges, and censure*) (Bandura, 1997). The last category called self-evaluative refers to “the self-reactive regulation” of human functioning (Bandura, 1997, p.22). Basically, these self-evaluative outcome expectancies are observed when people tend to perform actions that give them the feeling of “self-satisfaction” and avoid the ones that give them “self-dissatisfaction” (Bandura, 1997, p.22).

The term self-efficacy differs from other self-related terms like self-concept and self-esteem. Self-concept is “a composite view of oneself that is presumed to be formed through direct experience and evaluations adopted from significant others” (Bandura, 1997, p. 10). Therefore, self-concept is related to individuals’ global self-images regarding their general

outlook which is why self-concept is not domain-specific unlike self-efficacy (Bandura, 1997, p. 11). On the other hand, beliefs of self-efficacy may vary even within the same domain of an activity, under different conditions and particular contexts. Likewise, the terms self-efficacy and self-esteem are frequently used interchangeably even though they do not refer to the same concepts (Bandura, 1997, p. 11). Bandura (1997) states that self-efficacy is related to a person's judgments regarding his/her own capability while self-esteem is related to "self-worth" (p.11). Bandura (1997) asserts that the relationship between self-efficacy and self-esteem is not correlational. In other words, one can have low levels of self-efficacy in a given task with no decline in his/her level of self-esteem since one's self-worth is not dependent on that task (Bandura, 1997). As self-efficacy has to do with judgments of capability, it has an impact on people's prospective goals and performances unlike self-esteem, which has nothing to do with future goals or performances (Mone et al., 1995) (as cited in Bandura, 1997).

Sources of Self-efficacy

Bandura (1997) points out that beliefs of self-efficacy are rooted in four main sources; mastery experiences, vicarious experiences, social (verbal) persuasion and physiological arousal (p.79). Firstly, mastery experiences refer to judgments regarding one's self-efficacy based on his/her performance in a given task (Labone, 2004). They are important as they reveal "the most authentic evidence" of success performed by individuals on a task (Bandura, 1997, p.80). Successes support the development of self-efficacy beliefs whereas failures weaken them especially when individuals experience failures before they develop a sufficient level of self-efficacy beliefs (Bandura, 1997). In other words, it can be stated mastery experiences are one of the biggest predictors of future success, so they are among the core determinants of the beliefs of self-efficacy. Bandura (1997) warns that these successes are expected to occur in spite of some sort of challenges or setbacks rather than just being "easy successes" to provide a consistent level of self-efficacy, which posits that emotional and cognitive processes are supposed to take place for the successes that are boosters of self-efficacy beliefs.

“Vicarious experiences” are the second source of self-efficacy beliefs. The term refers to the actions performed by someone who is taken as a model by a person. Bandura (1997) states that when individuals observe that someone having the same qualities or capabilities succeeds in a given task, they think that they can also be successful, which increases their level of self-efficacy. That is, the successes of the social model foster the observer’s sense of self-efficacy thanks to the similar experiences because the observer ultimately expects to achieve success just like the social model since the task is perceived as attainable. In the process of modeling, four processes are taken into consideration: attention, retention, production, and motivation (Bandura, 1977b,1986). Attentional process is the observer’s selection of a particular behavior in accordance with complexity, attainability, relevance, and utility of the behavior or the observer’s personal qualities including cognitive resources, preferences, and value judgments (Bandura,1986). Retention process refers to the recalling of the given behavior and its outcomes regarding whether the outcomes are appraised or punished, which is the determinant factor of the repetition of the behavior in future (Bandura, 1986). The production process is about the actual realization of the original behavior by the observer supported by constant feedback from others which is important for the shaping of the behavior for future enactments (Bandura, 1977b,1986). Lastly, the motivation process is concerned with the extent to which the observer performs the specific behavior in the first place which is affected by the degree of effectiveness of the behavior for the observer (Bandura, 1977b,1986, 2002).

The third source of self-efficacy is social or verbal persuasion which is the act of encouraging individuals to accomplish a given task or perform a particular behavior (McAlister et al., 2008). When individuals are persuaded by significant others through realistic and evaluative feedback regarding their capabilities (Bandura, 1997, p.101), they are more likely to achieve a certain task. Having realistic expectations is of importance since unrealistic ones have a high risk of resulting in failure which leads to a feeling of discouragement for individuals.

The fourth and last source of self-efficacy beliefs is physiological arousal. Bandura (1997) points out that the fourth major way of altering efficacy beliefs is to enhance physical

status, reduce stress levels and negative emotional proclivities, and correct misinterpretations of bodily states (p.106). Individuals' affective states based on their stress levels, mood, and anxiety might have an impact on their perceived level of self-efficacy (Bandura, 1977b). That is, people may find it difficult to develop beliefs of self-efficacy in times of trouble or stress. On the other hand, feeling stress-free, and being comfortable, and healthy can enhance individuals' level of self-efficacy and foster the possibility of their being successful because tiredness, physical pain and fatigue can also be influential for the completion of particular tasks (Ozer & Bandura, 1990). Briefly, it can be suggested that changes in behaviors are dependent on these four dimensions affecting the level of self-efficacy beliefs (Bandura, 1977b; Ozer & Bandura, 1990).

Teacher Self-efficacy

Drawing on Bandura's (1986) SCT through which self-efficacy beliefs are defined as "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performance" (p.391), the concept of teacher self-efficacy has a paramount importance in the field of education. One of the most referred definitions of the term teacher self-efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context (Tschannen Moran & Woolfolk Hoy, 1998). The term was also defined as teachers' judgments of their capabilities to reach aspired outcomes concerning classroom management, instructional methods, and student engagement and learning especially for the ones who might experience difficulties or motivation problems (Gibson & Dembo, 1984; Tschannen Moran & Woolfolk Hoy, 2001). Grounded in these definitions, having a positive effect on students' learning and achievement is crucial in the formation of teachers' beliefs of self-efficacy (Denzine et.al., 2005). Reciprocally, teachers' sense of self-efficacy plays a key role in the quality of teaching, the utility of methods, learners' participation, and their comprehension (Ucar et al., 2016). In terms of students' achievement, teacher self-efficacy has been found to be an influential concept in their achievement (Armor et al., 1976; Ashton & Webb, 1986;

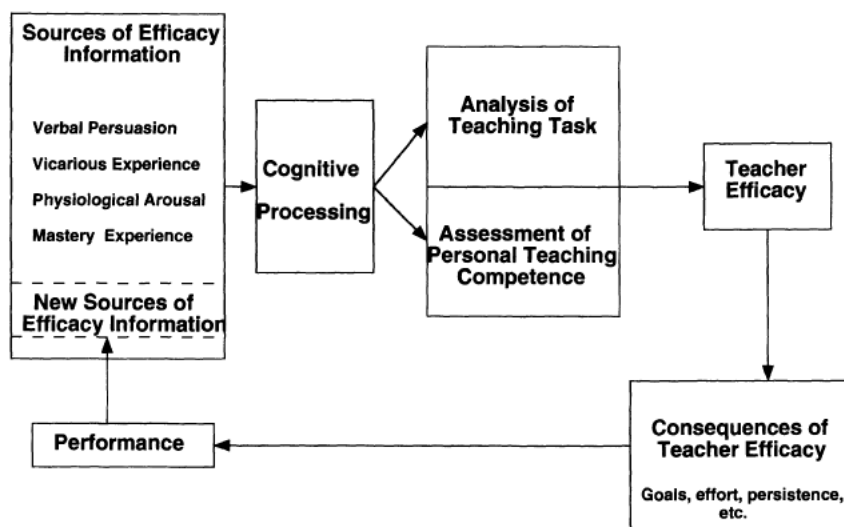
Klausmeier & Allen, 1978; Moore & Esselman, 1992; Ross, 1992), level of motivation (Midgley et al., 1989), and self-efficacy (Anderson et al., 1988). That is, teacher- self efficacy has an impact on not only actions performed by teachers in the class but also students' learning outcomes (Chacón, 2005; Henson, 2001). Overall, the concept has considerable importance for the sustainability of a good educational system (Gibson & Dembo, 1984; Schwab, 2019; Sharma et al., 2012).

Teachers' sense of self-efficacy has also been found to be influential in their classroom activities since teachers having higher levels of self-efficacy show more enthusiasm and commitment to the act of teaching (Allinder, 1994; Ashton, 1984; Coladarci, 1992; Guskey, 1984; Hall et al., 1992; Evans & Tribble, 1986; Trentham et al., 1985). Teachers whose level of efficacy is high are willing to try novel teaching ideas methods to better address the students' needs (Berman et al., 1977; Guskey, 1988; Stein & Wang, 1988). These beliefs are among the most important factors for teachers when they decide which activity to choose or how much effort should be made for a given task in order to reach the desired outcomes (Schunk et al., 2014). When faced with challenges, strong beliefs of self-efficacy help teachers show perseverance and resilience (Burley et al., 1991; Glickman & Tamashiro, 1982)

Teachers' level of self-efficacy can change depending on different situations. That is, their sense of self-efficacy may increase or decrease in particular subjects or under different conditions, that is why, teachers' sense of self-efficacy is context-specific and requires the consideration of particular teaching tasks and their contexts (Tschannen-Moran et al., 1998, p. 227). Thus, an "Integrated model of teacher efficacy" was proposed (Tschannen-Moran et al., 1998, p.228) which is shown in the following figure.

Figure 3

The Cyclical Nature of Teacher Efficacy (Tschannen-Moran et al., 1998, p. 228)



In Figure 3, it can be seen that all factors that have an impact on the formation of teacher efficacy beliefs are included in a multifaceted relationship, which is also called “the cyclical nature” of teacher efficacy (Tschannen-Moran et al., 1998, p.228). In terms of sources of efficacy information, teachers can gain insight regarding their teaching through verbal persuasion and be encouraged to show perseverance in face of setbacks in the classroom. Vicarious experiences are also of importance in teacher self-efficacy since modeling is an indispensable part of teacher education (Labone, 2004; Tschannen-Moran et al., 1998). Mastery experiences and related emotional outcomes are other significantly influential sources of teacher self-efficacy as the authentic teaching experience is the essential component of self-evaluation of a teachers’ teaching capabilities (Tschannen-Moran et al., 1998). Ultimately, it is pointed out that “moderate” levels of physical and mental arousal can be quite effective in terms of enhancement of attention and energy so that performance can be fostered (Tschannen-Moran et al., 1998, p.219). To activate these four sources of teacher efficacy, some fundamental cognitive processes take place, and teachers judge their personal teaching capability in accordance with the conditions of the given teaching task. In other words, teachers weigh their sense of self-efficacy which is their belief in their “capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular

context” (Tschannen-Moran et al., 1998, p. 222). Concerning this definition, the term “specific” is worth mentioning for the context-specific nature of teacher self-efficacy since teachers’ sense of self-efficacy can vary depending on the subjects that they are supposed to teach, the characteristics of students in the classroom, and the settings in which teaching and learning processes take place (Fu & Wang, 2021).

Measurement of Teacher Self-efficacy

Regarding the measurement of teacher self-efficacy, several scales have been developed by various scholars (e.g., RAND; Gibson & Dembo, 1984; Bandura, 1997; Tschannen-Moran & Hoy, 2001; Skaalvik & Skaalvik, 2007; Dellinger et al., 2008). Development of earlier teacher efficacy scales is based on the concept called “Locus of Control” by Rotter (1966), a theory of social learning (Tschannen-Moran et al., 1998). Teacher efficacy is described as the perceived capability of teachers to manage social situations occurring around themselves which is why it may change depending on teachers’ environment or interaction with others Rotter (1966).

The development of teacher efficacy scales is based on two different veins: Rotter’s theory of “Locus of Control” and Bandura’s Social Cognitive Theory. According to the former theory, teacher self-efficacy is about whether teachers’ control of flow of events is based on themselves or external environment (Tschannen-Moran et al., 1998). In this regard, teachers’ beliefs concerning the power of external environmental factors are called “general teacher efficacy” while their belief in their inner selves is named as “personal teacher efficacy” (Tschannen-Moran et al., 1998) (as cited in Ortaçtepe & Akyel, 2015, p.2). Being one of the first teacher self-efficacy scales based on the theory of “locus of control” by Rotter (1966), the scale developed by the RAND (Research and Development) Corporation dates back to the 1970s (Tschannen-Moran et al., 1998). This scale is founded on two items. Whereas the first item is related to the dimension of general teacher efficacy, the other item concerns personal teacher efficacy (Guskey, 1988).

Based on the RAND scale, Guskey (1981) proposed another scale by making teachers’ role more prominent. Including 30 items, this scale aims to reflect teachers’ role in students’

success (R+) and failure (R-). The respondents are supposed to evaluate statements in the scale by taking four factors into consideration (i.e., special teaching capability, the effort made while teaching, task difficulty and luck). (Tschannen & Hoy, 2001, p. 786). According to the reflections from this scale, teachers tend to associate their self-efficacy with students' success more rather than their failure.

In a similar manner, Rose and Meday (1981) proposed another scale designed in a quite close manner to Guskey's scale. The scale involves 28 items with two options regarding teachers' responsibility for students' success or failure. The implementation of this scale to some participant teachers showed that teachers with higher levels of self-efficacy have also higher scores compared to teachers with lower levels of self-efficacy.

Webb scale is another scale to observe teacher responsibility in student achievement (Ashton et al., 1982). Different from the previous scales, this scale has fewer items and is shaped in accordance with the respondent teachers' agreement or disagreement with the statements.

On the other hand, there are also other scales taking Bandura's Social Cognitive Theory (1977) into consideration. The main difference between the previous scales and the ones based on SCT is that the latter scales are more related to "outcome expectancies" as different from "efficacy expectancies". While efficacy expectancies simply mean people's judgments whether they can execute particular actions to achieve a task (Bandura, 1986), outcome expectancies are expectations which lead to a specific outcome and influence the desirability of the action (Atkinson, 1964; Feather, 1982; Vroom, 1964) (as cited in Bandura, 1986).

"The Ashton Vignettes" are one of the first attempts to come up with a teacher efficacy tool blending both theories proposed by Rotter and Bandura (Ashton et al., 1984). In these vignettes, teachers are supposed to evaluate their effectiveness while dealing with some situations that they can face in their classes.

The six-point Likert scale developed by Gibson and Dembo (1984) aims to measure personal and general teaching efficacy, but by including more items on context-specific

aspects. Being one of the most frequently used context-specific teacher efficacy scales, the scale has been implemented in several teaching contexts.

There is also a nine-point Likert scale called Teachers' Self-efficacy Scale (TSS) suggested by Bandura (1997) since he thinks that the other developed scales "are, in the most part, still cast in a general form rather than being tailored to domains of instructional functioning" (p.243). The scale includes seven categories (i.e., efficacy to influence decision making, efficacy to influence school resources, instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement and efficacy to create a positive school climate).

Ohio State Teacher Efficacy Scale (OSTES) or Teachers' Sense of Efficacy Scale (TSES) by Tschannen-Moran and Woolfolk Hoy (2001) is one of the most cited and used scales for the concept of teacher efficacy. The scale has two versions (i.e., long and short), both of which aim to measure three factors: Efficacy for Student Engagement, Efficacy for Instructional Strategies and Efficacy for Classroom Management (Tschannen-Moran & Woolfolk Hoy, 2001). This scale is originally based on what is called "Integrated model of teacher efficacy" (Tschannen-Moran et al., 1998, p.227). As the concept of teacher efficacy in this model means judgments concerning teaching competences that are shaped through some particular teaching tasks, context-specificity can be observed in each domain of the cyclical nature of teacher efficacy, which is also reflected in OSTES/TSES.

Lastly, the scale named as Teachers' Efficacy Beliefs System-Self (TEBS-Self) is one of the recent scales in the field (Dellinger et al., 2008). It is based on the idea of measuring teacher efficacy by including items related to pedagogical aspects of teaching like classroom management (Fu & Yang, 2021). A compilation of some well-known teacher efficacy scales is shown in the following table.

Table 1

Some Well-known Scales to Measure Teacher Self-Efficacy

Developer	Name	Year	Number of items	Sample item
RAND Corporation	The RAND Measurement	1970s	2	<i>When it comes right down to it, a</i>

				<i>teacher really cannot do much because most of a student's motivation and performance depends on his or her home environment</i>
Guskey	Responsibility for Student Achievement (RSA)	1981	30	<i>If a student does well in your class, would it probably be a. because that student had the natural ability to do well, or b. because of the encouragement you offered?</i>
Rose & Medway	Teacher Locus of Control	1981	28	<i>"If the students in your class perform better than they usually do on a test, would this happen a) because the students studied a lot for the test, or b) because you did a good job of teaching the subject area?"</i>
Ashton et al.	Webb Efficacy Scale	1982	7	<i>A teacher should not be expected to reach every child; some students are not going to make academic progress; b) Every child is reachable. It is teacher's obligation to see to it that every child makes academic progress.</i>
Ashton et al.	The Ashton Vignettes	1984	50	<i>Your school district has adopted a self-paced instructional program for remedial students in your area. How effective would you be in keeping a group of remedial students on task and engaged in meaningful learning while using these</i>

Gibson & Dembo	Teacher Efficacy Scale (TES)	1984	30	<i>materials?</i> <i>When a student gets a better grade than he usually gets, it is usually because I found better ways of teaching</i>
Bandura	Teacher Self-Efficacy Scale (TSS)	1997	30	<i>How much can you do to get students to believe they can do well in schoolwork?</i>
Tschannen-Moran & Hoy	Ohio State Teacher Efficacy Scale (OSTES) Teachers' Sense of Efficacy Scale (TSES)	2001	24 items for the long and 12 items for the short version	<i>How much can you influence the class size in your school?</i>
Dellinger, Bobbett, Olivier & Ellett	Teachers' Efficacy Beliefs System-Self (TEBS-Self)	2008	30	<i>Right now, in my present teaching situation, the strength of my personal beliefs in my capabilities to plan activities that accommodate the range of individual differences among my students</i>

(Adapted from Guskey, 1981; Tschannen-Moran et al., 2001; Fu & Yang, 2021)

The scale proposed by Tschannen-Moran and Hoy in 2001 is one of the most frequently adapted and implemented teacher efficacy measurements across countries and regarded as an advancement in the field (Henson, 2002; Labone, 2004). Various factor analyses and item appropriacy studies have been conducted to measure the validity of the scale (Klassen et al., 2009; Chang & Engelhard, 2016). With regard to the results of those studies, the validation of the TSES / OSTES has been ensured.

On the other hand, it is pointed out that scales focusing on the measurement of general teacher self-efficacy are not sufficient in terms of teachers' various efficacy levels in different subjects or with different profiles of students which is why they should be context-specific (Fu & Wang, 2021). For that reason, scales have been adapted to several contexts or developed from scratch. For example, Riggs and Enochs (1990) proposed the 25-item Science Teaching Efficacy Belief Instrument (STEBI) in accordance with the scale suggested by Gibson and Dembo (1984). The scale developed by Gibson and Dembo's (1984) has been adapted to

several different contexts such as science teaching (Bleicher, 2004; Roberts & Henson, 2000; Rubeck & Enochs, 1991;), special education (Coladarci & Breton, 1997; Meijer & Foster, 1988), and classroom management (Emmer, 1990). For math teaching, the scale “The Self-Efficacy for Teaching Mathematics Instrument” (SETMI) is developed by McGee and Wang (2014). Likewise, Kocabas et al. (2018) designed a teacher efficacy scale for K-12 theology courses and created the Teaching Engineering Self-Efficacy Scale was developed by Yoon et al. (2014) to observe K-12 teachers’ efficacy beliefs in teaching engineering courses. There have also been scales concentrating on the measurement of EFL teachers’ self-efficacy beliefs (Akbari & Abednia, 2009; Atay, 2007; Chacón, 2005; Eslami & Fatahi, 2008; Thompson, 2020; Üstünbaş, 2020) which are discussed in the following section.

Language Teacher Self Efficacy (LTSE)

Wyatt (2020) states that research on LTSE beliefs can be traced back to the 1970s when general teacher self-efficacy (TSE) studies started to emerge. Earlier works on TSE were not clearly conceptualized as many of them combined both Bandura’s SCT and Rotter’s (1966) locus of control, which creates confusion (Klassen et al., 2011; Wyatt, 2014). Upon the development of the TSES / OSTES by Tschannen-Moran and Woolfolk Hoy in 2001, the field of teacher efficacy started to be more in line with Bandura’s (1977) SCT, which paves the way for LTSE research. Correspondingly, studies concerning EFL teachers’ self-efficacy beliefs have accelerated in recent years (Hoang, 2018; Thompson, 2020; Wyatt, 2018a). Several scholars have adapted Tschannen-Moran and Woolfolk Hoy’s (2001) scale to ELT conditions (Akbari & Abednia, 2009; Atay, 2007; Chacon, 2005; Swanson, 2012)

In the last decade, studies conducted on the field of LTSE have shown that language teachers having higher levels of self-efficacy tend to engage in tasks or activities which are conducive to students’ language learning (Yada et al., 2022). Chacón (2005) points out that Venezuelan EFL teachers with a high level of self-efficacy make wise choices regarding methodological issues. Likewise, such teachers design more communication-oriented

activities with an emphasis on negotiation of meaning instead of solely focusing on explicit grammar instruction with no communicative aspect in the Iranian context (Eslami & Fatahi, 2008). In the Turkish context, Wyatt and Dikilitaş (2015) suggest that students' process of learning is supported to the utmost with the inclusion of EFL teachers having high beliefs of self-efficacy as they value contextualization and interaction when it comes to teaching grammar.

The task and domain-specific nature of the field of EFL (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2001; Wyatt, 2018b) requires context-specific measurement of EFL teachers' self-efficacy beliefs. Driven by this, Chacón (2005) developed English Teachers' Sense of Efficacy Scale (ETSES) that is a context-specific teacher-efficacy measurement of EFL teachers based on Tschannen-Moran and Woolfolk Hoy's (2001) TSES. ETSES involves five subcategories: i) teachers' perceived efficacy for engaging students in learning EFL, ii) teachers' perceived efficacy for managing EFL classes, iii) teachers' perceived efficacy for implementing instructional strategies to teach EFL, iv) teachers' self-reported English proficiency, and v) teachers' self-reported pedagogical strategies to teach English (communication and grammar-oriented) (Chacón, 2005, p.262).

Next, Atay (2007) made an adaptation of Tschannen-Moran and Woolfolk Hoy's (2001) long version of TSES to the context of pre-service EFL teachers for the purpose of assessing their self-efficacy during the practicum period. The original items in TSES were modified by adding some parts related to English language teaching. The adapted scale is a five-point Likert scale consisting of 24 items, which corresponds to eight items for each subscale or factors (i.e., Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management).

Akbari and Abednia (2009) made another adaptation called "Second Language Teaching Efficacy Scale" (SLTES), consisting of 24 items from the long form of TSES and 10 added items in relation to teachers of foreign languages.

Swanson (2012) developed Second/Foreign Language Teacher Efficacy Scale (S/FLTES) by adding some other items on Tschannen-Moran and Woolfolk Hoy's (2001) TSES. In addition to three components in TSES, two more dimensions were included as the results of factor analyses: Content knowledge and the facilitation of instruction (Swanson, 2012, p.8). Besides, the addition of items related to ELF teachers' self-efficacy beliefs regarding culture is among the modifications.

Followingly, Akbari and Tavassoli (2014) assert that EFL teachers' belief of self-efficacy function is a multidimensional concept including as it includes a sense of efficacy in language teaching in terms of skills, components, error correction and assessment. Within this vein, Akbari and Tavassoli (2014) developed a scenario-based, 32-item five-point Likert scale called "The ELT Teacher Efficacy Instrument" (ELTEI) consisting of seven different components: Efficacy in Classroom Management and Remedial Action, Efficacy in Classroom Assessment and Material Selection, Efficacy in Skill and Proficiency Adjustment, Efficacy in Teaching and Correcting Language Components, Efficacy in Age Adjustment, Efficacy in Social Adaptation and Core Efficacy (p.38), which is based on adapted items from Tschannen-Moran and Woolfolk Hoy's (2001) TSES.

As recently developed scales, Üstünbaş (2020) proposed scales of Pre-service Language Teachers' Efficacy Scale (PLTES) and Language Teachers' Efficacy Scale (LTES) to address both in-service and pre-service EFL teachers. The scales have multiple bases including Bandura's TSS (1997), Tschannen-Moran and Woolfolk Hoy's (2001) TSES, the Evaluation and Accreditation of Quality Language Services (EAQUALS) framework for language teacher training and development (2013) and the European Portfolio for Student Teachers of Languages (EPOSTL) (Newby et al., 2007). The following table shows some of the teacher efficacy scales specifically developed or adapted for the measurement of EFL teachers' sense of self-efficacy.

Table 2*Some Well-known Scales to Measure Language Teachers' Self-Efficacy*

Developer / Adapter	Name of the scale	Year	Number of items	Sample item
Chacón	English Teachers' Sense of Efficacy Scale (ETSES)	2005	16	<i>How much can you use a variety of assessment strategies in your English class?</i>
Atay	The Teacher Sense of Efficacy Scale	2007	24	<i>How well can you implement alternative teaching strategies in your English class?</i>
Akbari & Abednia	Second Language Teaching Efficacy Scale" (SLTES)	2009	34	<i>How much can you do to help your students value learning?</i>
Swanson	Second/Foreign Language Teacher Efficacy Scale (S/FLTES)	2012	14	<i>How much confidence do you have in ... Ability to write a personal letter to a pen pal in a foreign country in the language(s) you teach? [CK / Content knowledge]</i>

Akbari & Tavassoli	"The ELT Teacher Efficacy Instrument" (ELTEI)	2014	32	<i>Karl is not satisfied with the way he elicits self-correction from his students and he thinks he needs improvements in using better techniques to make his students correct their own errors. To what extent does Karl's feeling describe that of yours with respect to eliciting self-correction from your students?</i>
Üstünbaş	Pre-service Language Teachers' Efficacy Scale (PLTES) Language Teachers' Efficacy Scale (LTES)	2020	23	<i>How well do you believe you will be able to monitor classroom learning to identify learning needs and achievement? (PLTES)</i> <i>How well can you monitor classroom learning to identify learning needs and achievement? (LTES)</i>

As can be seen, domain-specific nature of the English language teaching necessitates the development or adaptations of existing scales to EFL contexts. Rather than designing a totally new scale, scholars tend to add more items or reword the existing items in order to align them with EFL settings. Due to the issues of validation, researchers generally preferred to utilize or adapt scales that have been validated world-wide, one of which is Tschannen-Moran and Woolfolk Hoy's (2001) TSES.

Recent Studies on LTSE Beliefs

As a pioneering study in LTSE beliefs, Chacón (2005) investigated 100 Venezuelan EFL teachers' self-efficacy beliefs depending on their English proficiency level. By adapting

the short version of Tschannen-Moran and Woolfolk Hoy's (2001) TSES and adding two more subscales (i.e., self-reported proficiency and pedagogical strategies) to it, Chacón (2005) stated that there is a positive correlation between the participants' perceived self-efficacy and their level of English proficiency.

Göker (2006) investigated the influence of peer-coaching on pre-service EFL teachers' development of self-efficacy beliefs and instructional capabilities. In this study in which Bandura's (1995) general self-efficacy scale was utilized, peer coaching was found to be conducive to the participants' development of sense of self-efficacy.

With the participation of 78 pre-service EFL teachers, Atay (2007) examined the participants' level of self-efficacy through "The Teacher Sense of Efficacy Scale", which is an adapted version of TSES by Atay. The scale includes three components: Efficacy in instructional strategies, classroom Management and student Engagement. Among these three aspects, instructional strategies and student engagement were the areas in which participants developed positive efficacy beliefs during practicum. Likewise, the results of the interviews with participants revealed that their self-awareness and observation of peers were among the essential sources of self-efficacy beliefs of participants (Atay, 2007).

As a replication of Chacón's (2005) study, Eslami and Fatahi (2008) conducted the same study with 50 Iranian EFL teachers working at high schools. They concluded that the participants' level of English proficiency in four language skills (i.e., speaking, reading, writing, listening) and their self-efficacy beliefs in the three components of the scale (i.e., students' engagement, instructional strategies, and classroom management) are positively correlated.

Chiang (2008) investigated the impact of teacher training courses based on fieldwork on 13 Taiwanese EFL teachers' beliefs of self-efficacy. The results indicated that the implementation of such courses increased teachers' level of reflectiveness, which was conducive to the enhancement of self-efficacy beliefs.

Rastegar and Memarpour (2009) examined the relationship between emotional intelligence (EI) and Iranian EFL teachers' beliefs of self-efficacy in relation to their age, gender and experience of teaching with the use of Tschannen-Moran and Woolfolk Hoy's (2001) TSES as the data collection instrument. They concluded that there is a significant relationship between EI and perceived self-efficacy whereas teachers having different demographic backgrounds regarding their age, gender, and experience did not significantly differ.

Moafian and Ghanizadeh (2009) conducted a study to investigate whether there is a relationship between Iranian EFL teachers' self-efficacy beliefs and emotional intelligence (EI). The participants (N=89) were asked to complete TSES by Tschannen-Moran & Woolfolk Hoy (2001) and the results showed that there is a significant relationship between the two concepts especially when the predictors of EI (i.e., emotional self-awareness, interpersonal-relationship, and problem solving) were observed.

Er (2009) examined the potential impact of English competency, the quality of graduated high school and interaction with mentor teachers in the development of pre-service EFL teachers' (n=136) development of self-efficacy beliefs by using the adapted version of TSES by Çapa et al. (2005). The results of the study showed that participants' level of English proficiency and their interaction with their mentors had a significant impact on their self-efficacy beliefs.

Wyatt (2010) investigated how an EFL teacher's beliefs of self-efficacy concerning the use of groupworks developed. In this longitudinal and qualitative case study, the participants' growth of self-efficacy while working with young learners in relation to his practical competence, teaching strategies, and his own research abilities were uncovered. The results of this three-year study suggested that the development across these different factors varied but all of them were influential when the participant was shaping his sense of self-efficacy.

Regarding language skills, Chan et al. (2010) conducted a study to see how EFL teachers' self-efficacy in different language skills differ. To this end, 55 Chinese EFL teachers'

beliefs of self-efficacy were measured, and it was found out that sense of efficacy in speaking and writing were correlated whereas that of reading was not.

Akbari and Moradkhani (2010) examined the relationship between Iranian EFL teachers' (n=447) sense of self-efficacy and their teaching experience and academic degree. The results revealed that experienced teachers had higher levels of global efficacy, efficacy for student engagement, classroom management and instructional strategies in contrast to novice participants. Besides, it was concluded that having an academic degree in English did not positively correlate with higher levels of self-efficacy beliefs except for the aspect of student engagement.

Şahin and Atay (2010) analyzed the fluctuations in Turkish pre-service EFL teachers' level of self-efficacy both in their training period and induction program. The participants' answers (n=27) to TSES and in interviews showed that strategies regarding instruction had the highest influence on the development of self-efficacy beliefs and these beliefs were observed to gradually increase in the training period while they had a slight decrease towards the end of the induction program.

As a study conducted in the Turkish context, Inceçay and Dollar (2012) investigated pre-service EFL teachers' beliefs of self-efficacy with regard to their readiness and management skills in the classroom. The data was collected from the participants (n=36) through Tschannen-Moran and Woolfolk Hoy's (2001) TSES and the results revealed that the concepts of classroom management and sense of self-efficacy were significantly correlated.

Another study focusing on pre-service EFL teachers' practicum period is conducted by Yüksel (2014) in which the change in the participants' (n=40) levels of self-efficacy through their school experience and teaching practice courses was examined. In the school experience course, participants had the chance to observe a mentor while in a teaching practice course they performed actual teaching. In the study in which the adapted version of TSES by Çapa et

al. (2005) was used, it was concluded that participants' level of self-efficacy started to decrease in their observation period while it increased during their teaching practice course.

In a similar manner, Külekçi (2011) and Olson and Jimenez-Silva (2008) investigated the influence of the practicum period on pre-service EFL teachers' self-efficacy development. They concluded that the practicum period led to a general increase in pre-service EFL teachers' level of self-efficacy thanks to an active inclusion in authentic teaching practices. Practicum period can provide pre-service language teachers with an increase in their self-awareness a professional development since they are immersed in contexts in which they can connect their theoretical knowledge with actual practice (Cabaroglu & Roberts, 2000; Kaplan et al., 2007; Brantley-Dias & Calandra, 2007; Chiang, 2008; Oga-Baldwin, 2011). Tavi (2014) asserted that pre-service language teachers can compare their previous experiences with the upcoming teaching practices, which is one of the influential ways of increasing beliefs of teacher self-efficacy.

Cabaroglu (2014) investigated the impact of action research on the development of EFL teachers' self-efficacy beliefs through a 14-week long inquiry-oriented course. The course included multiple data collection tools (i.e., self-efficacy scales, reflective journals) and it concluded that it helped the participants foster their self-efficacy beliefs with regard to their capabilities of problem-solving and autonomous learning.

Merç (2015) examined the relationship between pre-service EFL teachers' (n=117) speaking anxiety and their level of self-efficacy depending on some demographic factors such as gender and school context. The results revealed that low levels of speaking anxiety were proportioned with low levels of self-efficacy beliefs while the other demographic variables had no effect in the development of these beliefs.

In their study conducted with 20 Chinese foreign language teachers, Chen and Yeung (2015) explored the kind of factors that are effective in the development of participants' sense of self-efficacy. Three fundamental categories emerged which are factors related to teachers

(proficiency of language and teaching experience), factors related to students (classroom management) and factors related to context (environment and culture) respectively.

Phan and Locke (2015) examined sources of self-efficacy beliefs of Vietnamese EFL teachers (n=8). The participants pointed out that the most influential sources are social persuasion, vicarious experiences, and physiological/affective states, respectively.

Regarding the relationship between EFL teachers' level of language proficiency and self-efficacy, Choi and Lee (2016) conducted a study. Based on participants' answers (n=176) to self-efficacy surveys and their statements on their self-reports, it was concluded that level of language proficiency was a highly effective factor in their development of self-efficacy beliefs.

Phan (2016) examined the effect of contextual variables (i.e., practices of leadership and collegiality) and changes in context (i.e., profile of students) on Vietnamese EFL teachers' development of self-efficacy beliefs. It was found out that the level of self-efficacy beliefs depends on the quality of context in which EFL teachers work and any possible changes regarding context can lead to an inclination or a decline in the development of self-efficacy beliefs.

Alagözlü (2016) investigated the relationship between pre-service EFL teachers' sense of efficacy, which is an important component as a self-concept, and their level of language proficiency. An adapted version of TSES and Chacón's (2005) scale of self-reported proficiency were utilized as the data collection from 153 participants. The results showed that higher levels of self-efficacy and language proficiency were positively correlated.

Zonoubi et al. (2016) conducted a study on the effect of a one-year long involvement into a professional learning community (PLC) on 10 experienced and novice EFL teachers' self-efficacy beliefs. It was concluded that attending such a learning community had improved experienced teachers' self-efficacy beliefs in terms of applying innovative teaching strategies

and level of language proficiency while novice teachers' self-efficacy beliefs regarding their classroom management skills, autonomy and level of language proficiency enhanced.

In a similar vein, Ercan-Demirel (2017) explored Turkish pre-service EFL teachers' (n=208) self-efficacy beliefs depending on their age and gender. In the study in which the adapted version of TSES (Çapa et al., 2005) was utilized, gender was not found to cause any difference except for the category of student engagement, which was observed to be higher for the female participants.

As for the factors related to the development of EFL teachers' self-efficacy beliefs, Ma and Cavanagh (2018) suggested that demographic factors including subjects, level grades, extracurricular experiences, and programs of teacher education and experience were found to be influential in terms of the development of self-efficacy beliefs. Participants' (n=90) level of self-efficacy was found to be low mainly due to the mismatch between theoretical courses in their teacher education program and actual practicum period along with insufficient experience, personal characteristics and the interaction between teachers and students.

Sevimel and Subaşı (2018) studied on the factors that are influential on the development of the Turkish pre-service EFL teachers' beliefs of self-efficacy. Based on the data collected from 113 pre-service EFL teachers, four different categories of factors emerged: undergraduate education, practicum, proficiency of language and affective factors.

Dolgun and Caner (2019) compared the perceived self-efficacy beliefs of pre-service and in-service EFL teachers in the Turkish context. The adapted version of TSES (Çapa et al., 2005) was administered to 180 participants and it was concluded that there were no substantial differences between the results of the two groups. However, in-service teachers felt more efficacious in issues related to classroom management while pre-service teachers were found to have higher levels of self-efficacy in student engagement when compared to in-service teachers.

Üstünbaş (2020) examined the relationship between both pre-service (N=96) and in-service (n=53) EFL teachers' self-efficacy and metacognitive awareness by using the scales that she developed: Pre-service Language Teachers' Efficacy Scale (PLTES) and Language Teachers' Efficacy Scale (LTES). The results of the study revealed a positive relationship between beliefs of self-efficacy and metacognitive awareness while factors such as gender, experience and success did not cause a difference between the two groups. For pre-service teachers, practicum period and training programs were found to be effective in terms of self-efficacy beliefs, student motivation was reported as the main factor in the formation of in-service teachers' beliefs of self-efficacy.

Balcı et al. (2019) examined pre-service EFL teachers' (n=291) self-efficacy beliefs. They concluded that pre-service EFL teachers' assumed level of self-efficacy is higher with respect to components of general construct of teacher self-efficacy including efficacy in instructional strategies, classroom management, and student engagement. It was also found out that pre-service teachers' grade level is also important in terms of their level of self-efficacy since juniors were found to have relatively higher levels of self-efficacy when compared to sophomores, especially in student engagement.

Altay (2023) carried out a study on pre-service EFL teachers' (n=151) levels of self-efficacy in accordance with some other variables including gender, undergraduate department, CGPA and practicum experience. With respect to the study, it was concluded that pre-service EFL teachers' level of self-efficacy was high in sub-components of the construct of teacher self-efficacy with respect to instructional strategies, classroom management and student engagement. Moreover, significant relationships were detected between participants' level of self-efficacy and their gender, undergraduate department, CGPA and experiences in practicum.

As can be seen, LTSE studies have been conducted focusing on both pre-service and in-service EFL teachers though there are less studies focusing on pre-service EFL teacher

context (Wyatt, 2018b). Sources of EFL teachers' self-efficacy beliefs, the relationship between these beliefs and other variables such as demographic background or other teacher qualities, their impact on learner outcomes and how these beliefs change over time have been the main themes of LTSE research in the last decade (Hoang, 2018). For experimental and quasi-experimental studies related to this field, participation in professional development programs (Karimi, 2011), training programs (Atay, 2007; Phan, 2016; Phan & Locke, 2015; Rashidi & Moghadam, 2014; Yüksel, 2014; Wyatt, 2010, 2013; Zonoubi et al., 2017), group discussions (Chiang, 2008), peer coaching process (Goker, 2006), action research projects (Cabaroglu, 2014) have been utilized as the method of intervention. Different from the previously mentioned studies, the use of The European Portfolio for Student Teachers of Languages (EPOSTL) was implemented as for the intervention of the current study.

Conceptualizing the EPOSTL in Language Teacher Education (LTE) in Europe

In this section, the history of EPOSTL and its connection to the other European language policy documents including the CEFR, the ELP, the EPLTE, and the EPG are dealt with.

European language teacher education policies have been shaped by the activities of the Council of Europe (CoE) since its foundation in 1949. The organization has a key role in terms of Under the guidance of CoE, corporations like the Language Policy Program in Strasbourg and the European Center for Modern Languages (ECML) in Graz (Austria) have been very influential in terms of establishment of language learning and teaching policies across Europe. The function of the Language Policy Program in Strasbourg is to create policies and guidelines for the enhancement of plurilingualism, linguistic diversity and instruments for the purpose of planning language standards and policies. Founded in 1994, the ECML is a partial agreement of the CoE which has been signed by 33 of the 47 member states of CoE. The activities of ECML are supplementary to the ones designed in Strasbourg. Its activities are complementary to those developed in Strasbourg which has been stated as “the Centre has

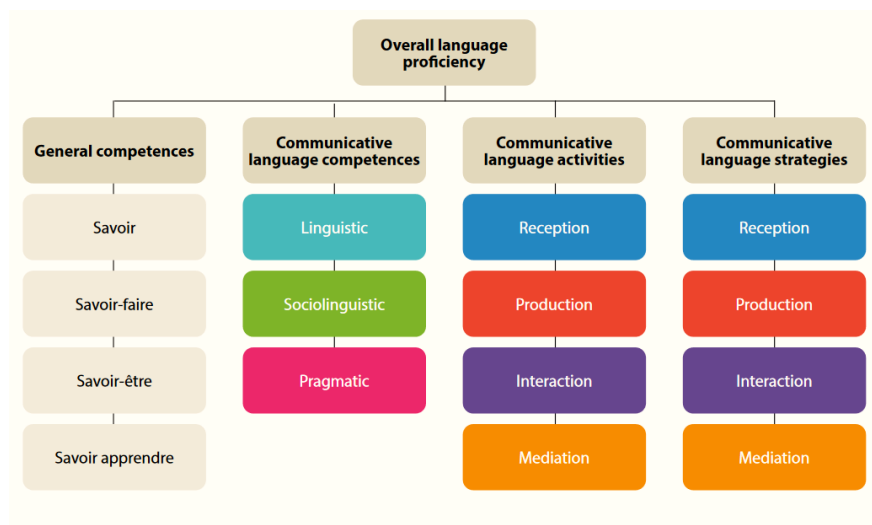
as its mission the implementation of language policies and the promotion of innovative approaches to the learning and teaching of modern languages” (Council of Europe, 2004).

A number of policy documents have been published as a result of the cooperation between the Language Policy Program and the ECML. To begin with, the Common European Framework of Reference for Languages (CEFR) is one of the outcomes of this cooperation. Officially published in 2001, the CEFR aims at ensuring transparency together with coherence in the field of language teaching and learning and has been one of the most referred documents since its launch (CoE, 2001). What learners need to perform and what capabilities they should have to use a foreign language for communicative purposes are defined comprehensively in the CEFR (CoE, 2001). Regarding the field of language teacher education, standardized knowledge and guidelines considering language teaching process, syllabus design, curriculum development, publication of textbooks, production of assessment materials, and implementation of teacher training programs are included within the framework of the CEFR (Heyworth, 2006). Concerning both teaching and learning of languages, the aim of the CoE is to reach a broad alliance among its members in terms of performing common educational and cultural practices with regard to language learning and teaching.

Language proficiency levels are categorized under three main language competency levels, each of which has two sub-band levels, constituting six levels in total. A1 (breakthrough) and A2 (waystage), levels are designed for basic users, B1 (threshold) – B2 (vantage) for independent users and C1 (effective operational proficiency) – C2 (mastery) for proficient users which are all operationalized through descriptive “Can-do” statements, called “Descriptors” (The CEFR, 2020). These descriptors are collected under four fundamental categories, which provides an overall level of language proficiency at the end so that a mutual and descriptive metalanguage to refer to level of language proficiency is ensured. The four categories constituting overall language proficiency are illustrated in the following figure.

Figure 4

The Structure of the CEFR Descriptive Scheme (The CEFR, 2020)



Under the title of general competences, *savoir* (declarative knowledge), *savoir-faire* (skills and know-how), *savoir-être* (existential competence) and *savoir apprendre* (ability to learn) are presented. Declarative knowledge refers to academic, theoretical or world knowledge that learners acquire. Skills or know-how is about procedural / practical knowledge to carry out tasks effectively. Existential competence refers to personal characteristics, traits and attitudes towards self and others. Lastly, ability to learn means to observe and gain novel experiences and to support new knowledge with the existing one (Van Deusen-Scholl & Hornberger, 2008)

With regard to the notion of communicative language competence, linguistic, sociolinguistic and pragmatic competences are encompassed. Linguistic competence deals with the idea of language as a system consisting of syntactic, lexical, phonological, and morphological elements and how to organize and access these elements (The CoE, 2001). Sociolinguistic competence is about language users' interactions within society by taking social conventions into consideration such as politeness rules, norms, social factors. Pragmatic competence deals with the functional use of language by using different registers or speech acts (The CEFR, 2020).

Instead of the traditional four language skills (listening, speaking, reading, writing), communicative language activities and strategies are provided within the context of the CEFR. Since the design of the CEFR is based on “real-life” language use, being a proficient language user requires authentic interactions through which meaning is co-constructed or negotiated. In other words, “the learner” becomes “the language user” who holds the power to manage his/her interactions in social contexts (The CEFR, 2020). That is why communicative tasks and strategies are determined in line with the four modes (i.e., reception, production, interaction, and mediation) in the CEFR, which takes the issue to the basic principles of the CEFR.

Learner autonomy is one of the main principles of the CEFR. The CEFR defines the language learner or user as “social agent”, acting in the social world and exerting agency in the learning process” (The CEFR, 2020, p.29). This agency fosters language users’ autonomy and engagement in the process of language learning as well as teaching and course planning which creates a paradigm shift in the field of English language teaching (ELT). The emphasis on the notion of learner agency within the context of the CEFR can also enhance learners’ level of self-efficacy as agency is one of the determinants of success which ultimately supports learners’ sense of self-efficacy (Graham, 2022). Therefore, the CEFR adopts a learner-centered approach concentrating on what learners can do (Mirici, 2006), which is conducive to the development of learners’ self-efficacy beliefs as those beliefs depend on what they believe they are capable of doing.

Language is regarded as a means of communication instead of an academic subject to study, which basically explains the second important principle of the CEFR: its action-oriented nature (The CEFR, 2020). The CEFR is action-oriented since it suggests syllabuses including authentic language tasks based on needs analysis rather than the ones focusing on fixed grammar structures or notions. Therefore, overall language proficiency in the CEFR is conveyed through “can-do” statements that highlight real communicative needs or situations (The CEFR, 2020).

Plurilingualism is the other important aspect highlighted within the context of the CEFR. Regarding this, it is stated in the CEFR that “the main aim is facilitating quality in language

education and promoting a Europe of open-minded plurilingual citizens” (The CEFR, 2020, p.28). Based on this statement, it can be argued that fostering intercultural awareness is targeted by the CEFR which sustains an atmosphere of mutual understanding among the members of the society.

Apart from the CEFR, there are also other policy documents designed by the Language Policy Program and the ECML: the European Language Portfolio (ELP) (Council of Europe, 2004), the European Profile for Language Teacher Education (EPLTE) (Kelly et al., 2004), the European Profiling Grid (EPG) (North & Mateva, 2005) and the European Portfolio for Student Teachers of Languages (EPOSTL) (Newby et al., 2006).

The EPLTE is a policy document created by Kelly et al. in 2004 at the University of Southampton, UK. The document proposes a toolkit comprising 40 items based on four main sections (i.e., structure, knowledge and understanding, strategies and skills, and values), that can be integrated into teacher training programs to train more qualified, competent and professionally developed language teachers. Therefore, the EPLTE is designed for policy makers, language teacher trainers or curriculum developers to review existing teacher training programs or design novel ones (Kelly et al., 2004; Newby, 2012a)

The EPG is a project supported by the European Commission (North et al., 2013). The purpose of this document is to provide language teachers with the required capabilities and competences that they need in their profession and support their professional development. The document includes four different parts (North, 2009; Rossner, 2013b) which are teacher qualifications (teaching experience and practical skills), key competences (methodological and theoretical knowledge including lesson planning/ classroom management/ assessment literacy) and enabling competencies (intercultural competence, digital skills, and language awareness) and professionalism (attending to professional development activities). All of these areas in the EPG are based on can-do statements for language teachers to evaluate their professional practices (North, 2009)

The ELP is “...a document allowing learners to record and reflect on their language learning and cultural experiences” (Kelly et al., 2004, p. 118). As for the starting point of the

ELP, Mirici (2008) states the discrepancy between foreign language teaching practices in Europe and the need for sustaining communication among European people with different cultural and linguistic backgrounds formed the basis for the ELP. The three-faceted document includes parts called language passport, language biography, and dossier. Regarding the three parts, Kelly et al. 2004 state that language passport involves the portfolio holders' formal and informal language learning experiences (i.e., examination results), qualifications and assessment of current language proficiency. Language biography functions as the presentation of language learning targets, keeping track of the owner's progress, and reflecting on significant language learning or intercultural experiences. The part called Dossier is a storage of portfolio holders' studies or tasks representing their progress in the process of language learning. Overall, the ELP enables language learners to observe and reflect on their own life-long language learning journey, gain awareness regarding cultural diversity and plurilingualism by engaging in self-assessment and learner autonomy (CoE, 2004).

The EPOSTL

As being the basis of the current dissertation, the EPOSTL has been examined in detail in the following sections. In this section, the history and aims of the EPOSTL together with its content and organization have been dealt with.

The History of the EPOSTL

To enhance the qualities of language teacher education in Europe (Newby, 2012a) and coming up with a standard, qualified and unified teacher education for foreign language teachers in Europe (Heyworth, 2013; Mehlmauer-Larcher, 2009) the EPOSTL was launched in 2005 by the teacher educators of the ECML, namely David Newby from Austria, Kristine Soghikyan from Armenia, Rebecca Allan and Barry Jones from the UK, Hanna Komorowska from Poland, and Anne-Brit Fenner from Norway (Newby et al., 2011). Through the EPOSTL, issues of transparency and comparability of teacher training programs across Europe can be sustained as a result of standardization (Mehlmauer-Larcher, 2012, p. 186). To develop the

EPOSTL as a portfolio can be utilized in the context of foreign language teacher education, they worked for two years by referring to the existing policy documents of the CoE (i.e., the CEFR, ELP and EPLTE) (Burkert & Schwienhorst, 2008; Newby, 2012a). Stakeholders from 34 members of the ECML reviewed and modified the first version of the EPOSTL in two workshops held in Graz in line with the targets of determining the key competences within the context of the European LTE, creating descriptors for didactic competences in the European LTE and enabling student teachers to engage in reflection on their knowledge and skills (Newby, 2007). Finally, the authors came up with the latest version published in English, French in 2007, and German in 2008 (Newby, 2012a) by taking other stakeholders' (i.e., teacher educators and prospective teachers) ideas and suggestions into consideration. Subsequently, the EPOSTL has been translated into fifteen other languages including English, French, German, Hungarian, Spanish, Polish, Italian, Lithuanian, Greek, Croatian, Russian, Arabic, Romanian, Japanese, and Persian (Newby et al., 2011b). Çakır and Balçıkanlı (2012) indicate that the EPOSTL becomes a "benchmarking tool" (p. 12) since it fosters the comparability of elements found in various language teacher education programs in Europe.

The Aims of the EPOSTL

Newby (2007) states that the EPOSTL is a document designed for student teachers of languages through which they can evaluate their didactic knowledge and capabilities required to teach a foreign language, observe their progress in the field of language teaching, and keep track of their teaching experiences that they had in their LTE program. In this regard, as indicated in the User's Guide part of the document, the main aims of the EPOSTL are:

1. "to encourage students to reflect on the competences a teacher strives to attain and on the underlying knowledge which feeds these competences
2. to help prepare students for their future profession in a variety of teaching contexts
3. to promote discussion between students and between students and their teacher educators and mentors
4. to facilitate self-assessment of students' developing competence

5. to help students develop awareness of their strengths and weaknesses related to teaching
6. to provide an instrument which helps chart progress
7. to serve as the springboard for discussions, topics for term papers, research projects etc.;
8. to provide support during teaching practice and assist in discussions with mentors; this will help mentors to provide systematic feedback” (Newby et al.,2007, pp.83-84).

Besides, Newby (2012b) points out that principles of good practice, especially emphasized within the action-oriented nature of the CEFR, are also completely in line with the aims of the EPOSTL. These principles are as follows:

1. fostering teacher autonomy
2. supporting a reflective mode of teacher education (TE)
3. underpinning of rationales and approaches to learning and teaching
4. making the scope and aims of TE transparent
5. helping to make competences explicit
6. providing a tool for self-assessment
7. supporting coherence in teaching practice (p.210)

In the light of the aims, it can be stated that the EPOSTL is designed for student teachers of languages to foster their professional growth by encouraging them to engage in self-reflection and self-assessment, and thus autonomous learning (Newby et al., 2007). Newby (2012) states that through self-reflection on didactic teaching skills, student teachers of languages can have the opportunity to observe their teaching process and progress in the long run, which can help them master their teaching skills ultimately (Bagarić, 2011). Furthermore, in-service teachers can also benefit from the use of the EPOSTL for their professional growth even though it is specially designed for student teachers with the purpose of serving as a ‘competence-based’ self-assessment tool (Çakır & Balçıkanlı, 2012; Ingvarsdóttir, 2011; Mirici & Hergüner, 2015; Newby, 2012b; Newby et al., 2011a).

The Content of the EPOSTL

The EPOSTL consists of seven sections called introduction, personal statement, self-assessment, dossier, glossary of terms, index, and users' guide respectively.

The introduction part starts with the definition of the EPOSTL followed by main aims, contents, information and categorization of descriptors in the self-assessment part and the scales illustrated in the self-assessment part.

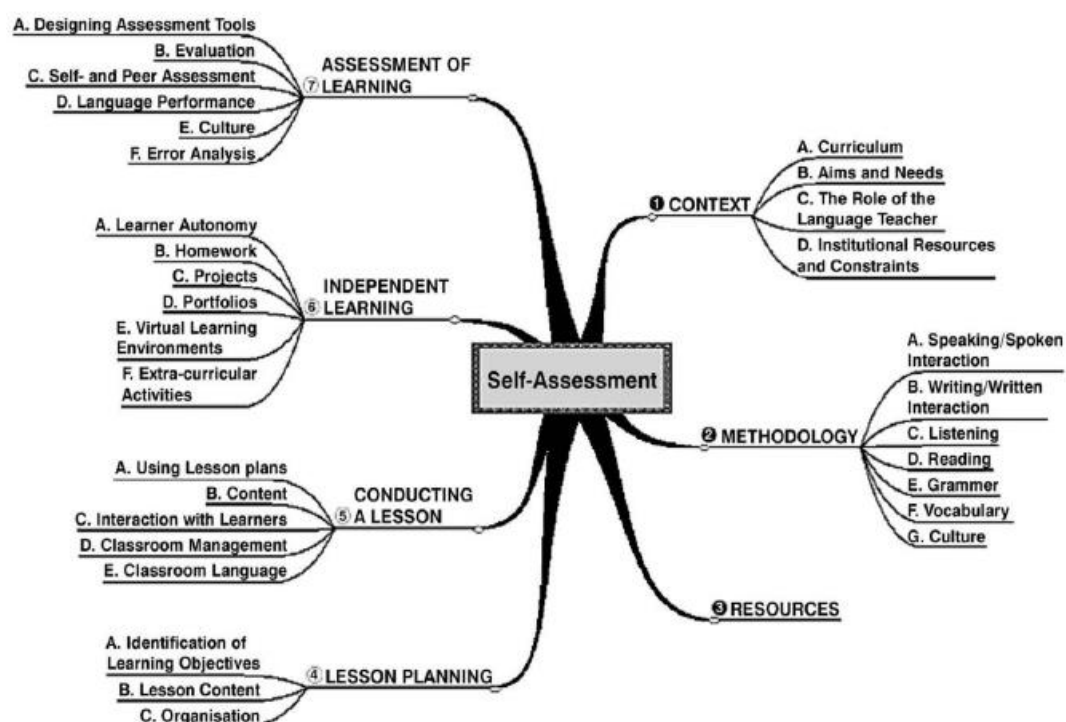
The personal statement section includes several questions which dispatches pre-service language teachers to think about and reflect on their beliefs and presumptions concerning language teaching. In the beginning of the section, portfolio holders are supposed to provide information regarding their previous schooling experiences and teachers such as what they have learned, and positive and negative experiences supported by concrete examples. Based on their previous learning experiences, whether their future teachings will be affected or not is also asked (EPOSTL, 2007, p.10). Therefore, this section has a consciousness-raising function on users of the EPOSTL by encouraging them to reflect on and approach their earlier learning experiences critically based on the ways that their previous teachers teach (Newby et al., 2011b). After raising awareness regarding their previous learning experiences, the users are encouraged to increase their consciousness about the prospective teaching activities that they plan to implement in the future. In the next part of the section, the users are given the opportunity to express their expectations regarding their teacher education programs and what is expected from them during this process of training. This part emphasizes the fact that the users should be accountable for their own personal learning and professional development provided by their teacher education program. Lastly, the users are expected to rate three particular teaching skills (i.e., "cooperating with others", "good organizational skills" and "being able to explain grammar") and also, they are supposed to come up with extra teaching skills to rate (EPOSTL, 2007, p.11). At the end of the section of personal statement, a one-page part called reflection in which the reason why both personal (to think autonomously)

and dialogic (to broaden horizons) reflections should be integrated into teaching and what kind of points need to be taken into consideration while engaging in those reflections is added (EPOSTL, 2007, p.12). It is highlighted that reflection means more than answering questions such as the ones about the importance of a teaching skill, the justification of users' answers in a "principled, reasoned and informed" way is the ultimate goal of reflection (EPOSTL, 2007, p.12). Therefore, this type of reflection is "rigorous, demanding and challenging and not a mere matter of sitting down and chatting about practice" (Mirici & Hergüner, 2015, p.2).

The self-assessment part including 195 "can-do" statements, called descriptors, is about fundamental didactic competences that prospective language teachers are supposed to have with regard to language instruction and teachership. Newby et al. (2007) state that descriptors can be regarded as "...a set of core competences which language teachers should strive to attain" (p.5). Moreover, the descriptors can "bridge" between the theoretical pedagogic issues presented through can-do statements and how these issues reveal themselves with regard to competences (CoE, 2007, p.5). These descriptors have been developed by the ECML members and teacher trainers from 33 different countries (Newby et al., 2007). The descriptors are gathered under seven main domains which are "Context", "Methodology", "Resources", "Lesson Planning", "Conducting a Lesson", "Independent Learning", and "Assessment of Learning". Under these seven domains, there are also several sub-categories belonging to each domain. Although each domain has its own descriptors, some descriptors such as the ones about learner autonomy can be observed in more than one domain, which emphasizes the significance of the notion of learner autonomy within the framework of the EPOSTL (Mirici & Demirbaş, 2013). An illustration of the domains and sub-categories is shown in the following figure.

Figure 5

The Categorization of Self-assessment Descriptors in the EPOSTL (Newby et al., 2007)



As can be seen in Figure 5, each domain has its sub-domains which include several descriptors. The descriptors are presented with a bar, through which users can have the chance to engage in self-assessment by filling the bars at certain intervals of time. Therefore, the descriptors should not be regarded as checklists by users (Burkert & Schwienhorst, 2008). Indeed, descriptors allow portfolio holders to see their progress during practicum and reflect on their strengths and weaknesses. Besides, Mirici and Demirbaş (2013) point out that all the bars are not supposed to be filled at the end of the practicum period since becoming a competent language teacher requires life-long learning which is a continuous process.

The general overview of the first domain named as “**Context**” is about the factors that have an influence on the social and educational context where language teachers work. There are descriptors concerning the implementation of the local curricula and the use of international materials, limitations regarding administrative issues, learners’ needs, and the role of language teachers other than teaching such as value learning and interaction with parents.

The following domain called “**Methodology**” deals with the practical application of teaching procedures based on theory of language learning, teaching, use and integration of cultural elements. The descriptors focus on aspects of language such as vocabulary instruction, grammar and pronunciation which may need specific procedures. It should be noted that these aspects can reveal themselves through practical usage of languages which necessitates a communicative approach. The teaching of four language skills (i.e., reading, listening, speaking, and writing) is emphasized within the formulation of the descriptors of this section. Especially regarding productive skills (i.e., speaking and writing), an integrated approach is generally useful which can be maintained through the use of related teaching principles and procedures such as communicative approach and task-based learning and the choice is left to the portfolio holders depending on the principles that they prefer.

The section “**Resources**” is mainly about the nature of teaching sources or materials that language teachers can select while deciding on the activities, tasks, or themes to be worked on. The descriptors focus on the role of local teaching resources or institutional materials in the process of language teaching. Besides, when taking into account learners' needs, interests, ages, language proficiency levels and affective factors are influential in terms of teachers' selection of language teaching materials.

Lesson Planning is the fourth part of the section of self-assessment. The descriptors are about language teachers' didactic choices regarding learning objectives, material selection and use, activity preference, all of which are required by the curriculum or learner groups, that is why language teachers are supposed to be aware of the ways of integrating curricular requirements into learning objectives in a transparent way so that learners can figure out those objectives. Therefore, learning objectives are found to be crucial in terms of material choice as planning additional learning tasks can be of vital importance because of the fact that following a textbook may not address all learners' special needs. In brief, the descriptors in this section aim at raising portfolio holders' awareness regarding lesson planning by emphasizing the role of knowledge of theory, methodology, resources, activity choice and learners' needs.

Conducting a Lesson is the fifth domain of the self-assessment section of the EPOSTL. The descriptors of this domain firstly refer to language teachers' skills with regard to implementing lesson plans in a reasonable way and related issues such whether learners' needs, background knowledge, and learning styles are taken into account or not while choosing activities to be completed. Then, the interaction between teachers and students by referring to factors like preferring activities that increase learners' motivation is also addressed. Besides, issues related to classroom management, the use of course materials, and digital tools are included in the formulation of the descriptors. Lastly, the timing and purpose of teachers' target and native language use in class and the ways teachers promote learners' use of target language are dealt with within the scope of this domain.

Independent Learning which is the part to give learners a chance to take charge of aspects of their own learning processes to reach their full potential (Newby et al., 2007, p.44) is the sixth domain. Therefore, the issue of learner autonomy, which is regarded as "an integral part of learning foreign languages" (Newby et al., 2007, p.44), is emphasized within the framework of this domain. That is to say, the descriptors of this domain are generally about lesson structure including deciding on teaching objectives, tasks, outcomes, and types of assessment which can guide learners to make their own choices and engage in self-evaluation and reflection. In this sense, learners' use of portfolios can be encouraged by language teachers so that not only learners but also teachers can see progress regarding learning and teaching taking place within the classroom. As the last part of this domain, descriptors concerning language teachers' knowledge of Information and Communications Technology (ICT) and computer-assisted communication to plan both cooperative and individual learning tasks are handled.

Assessment of Learning is the last domain. In this domain, the descriptors are concerned with the ways teachers assess learning outcomes. In other words, issues like what, when, how to assess these outcomes and how to interpret the results of assessment to enhance learning and improve teaching are focused on the descriptors (Newby et al, 2007). Moreover, portfolio holders can have the chance to evaluate their assessment literacy skills

including test design in which factors like validity, reliability, practicality, and the threat of washback effect should be considered. Regarding continuous ways of assessment to see learners' overall improvement and foster their self-evaluation skills, portfolios such as ELP are useful tools, which is one of the points addressed in the descriptors.

Following the section of self-assessment, **Dossier** is another section of the EPOSTL. The main function of this section is to provide portfolio holders with concrete evidence of their teaching process records supplied by related documents such as lesson plans, lesson transcripts to see teachers and students' language use, observation notes, videos to see the conduction of task cycle and learners' participation, reflections reports, action research, evaluations done by others (i.e., peers, mentos, supervisors) after conducting lessons (Newby et al., 2007, p. 60-61) so that they can have the opportunity to make self-evaluation regarding their teaching skills based on those elements. For each type of evidence, portfolio holders are provided with a grid in which they can present information such as document number, date, description of evidence, and personal comments related to that, through which student teachers can easily and clearly remember that evidence even when they wish to review after a long time (EPOSTL, 2007, p.62). In a way, the dossier can function as the evidence of "can-do" statements that portfolio holders filled in the previous section, the self-assessment. In this way, it can be stated that the Dossier is like a bridge between the descriptors and pre-service language teachers' actual practices. Portfolio holders can keep track of their progress by analyzing and evaluating the documents that they put on the Dossier and make modifications or adaptations when necessary. Other than individual use, the Dossier can be used externally as a collection of teaching experiences to be presented to inform other stakeholders including tutors, employers, supervisors, and mentors. Portfolio holders are free to organize and design their Dossier in accordance with their wishes, interests and needs and can reflect on why they choose to put specific evidence in the Dossier in terms of determining their strengths and weaknesses. When evidence is collected regarding a certain aspect of teaching over time, portfolio holders can fill in related can-do statements and see their progress in that given aspect (Newby et al., 2007, p.59) and do the same for the aspects that need improvement. Such self-

reflection enables student teachers to take sound steps in the beginning of their teaching career.

Glossary of Terms is the section in which a number of terms related to the field of language teaching used within the context of the EPOSTL are described.

Index is the section of the exact locations of the terminological expressions used in the descriptors are shown within a grid so that portfolio holders can easily find the meaning of those terms.

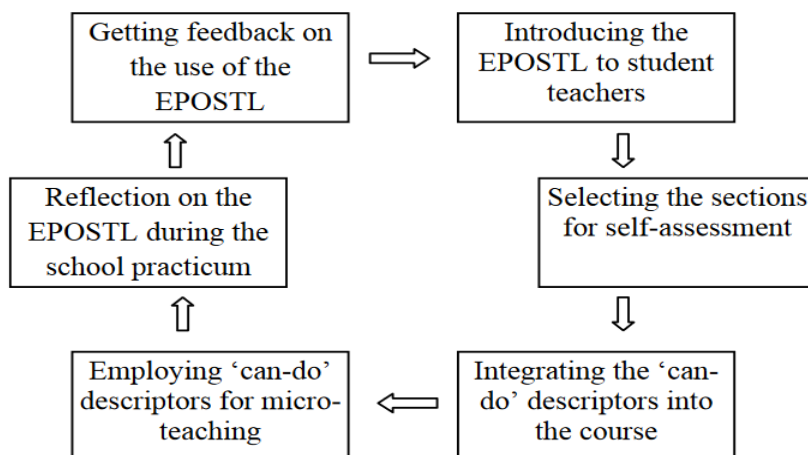
User's Guide is provided for the effective use of the EPOSTL by student teachers. Portfolio holders can find information related to the main aims and contents of the EPOSTL, and the use of the descriptors in the domain of self-assessment in this given section.

Implementation of the EPOSTL

The primary area in which the EPOSTL is designed to be used is pre-service language teacher education programs (Newby et al., 2007). Namely, practicum has been the period at which the EPOSTL is mostly implemented in pre-service teacher education (Çakır & Balçıkınlı, 2012). In addition to this common usage of the EPOSTL as a self-assessment tool during pre-service EFL teachers' practicum period, the document can be integrated into several courses offered throughout pre-service EFL teacher education programs. The following figure illustrates one of the implementations of the EPOSTL in pre-service EFL teacher education courses and micro-teaching tasks.

Figure 6

Integration of the EPOSTL into English Language Methodology Courses (Orlova, 2011, p.28).



In the first phase called introducing the EPOSTL to student teachers, the portfolio holders are supposed to give answers to the questions found in the personal statement section of the EPOSTL and engage in a whole-class discussion focusing on the ones that they find more significant or interesting.

Next, teachers choose a specific section of the EPOSTL that is chosen in accordance with the content of the course that they offer. For instance, if the course is about task design and lesson planning, the section called “Lesson Planning” in the EPOSTL can be focused.

Thirdly, student teachers are given the chance to be immersed in the “can-do” descriptors in the chosen section. To this end, student teachers should be provided with the basic theoretical knowledge concerning the meaning of can-do descriptors to understand them fully.

Followingly, student teachers prepare micro-teaching activities designed to teach their peers by considering can-do descriptors of one of the parts that they choose in the Methodology section of the EPOSTL. They need to decide which skills they should practice within the scope of the can-do descriptors. After determining these skills, student teachers are expected to find, design or choose appropriate materials and tasks for their peer-teaching.

When they carry out their peer-teachings, they are video-recorded. At the end of the teaching session, student teachers ask their peers about their opinions regarding which skills are targeted during the peer-teaching session.

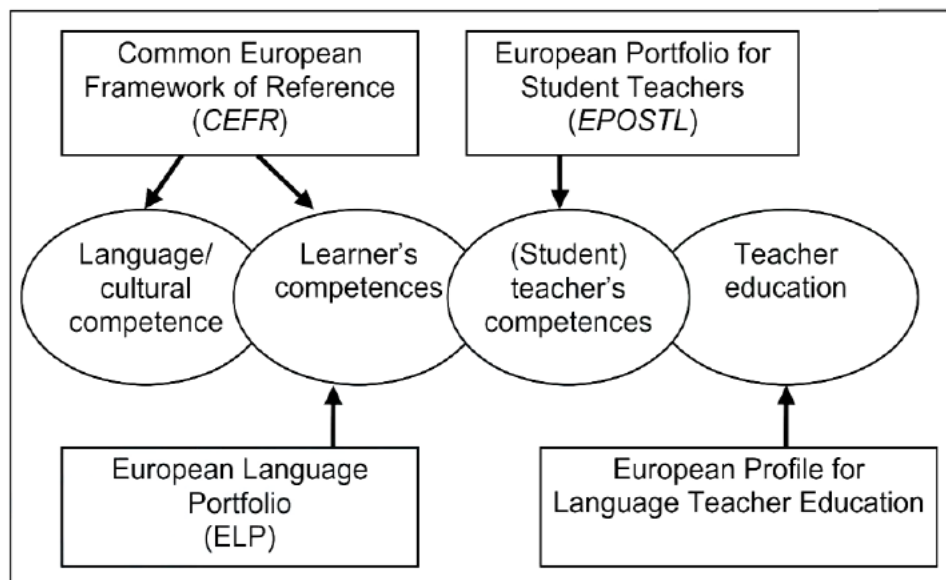
Then, student teachers are supposed to watch video recordings alone and with a friend and reflect on strong and weak aspects of their own teaching.

As for the last step, they watch the video with an expert, basically the teacher trainer and critically reflect on the parts that need to be improved, which is useful feedback for student teachers' professional development.

By integrating the EPOSTL into practicum and methodology courses in pre-service EFL Teacher Education (EFLTE) programs, unified and standardized EFLTE programs can be obtained across Europe teachers (Mehlmauer-Larcher, 2009; Newby 2012a). Together with other European language policy documents, the main aim of the EPOSTL is to foster the quality of language teacher education programs and ensure comparability and transparency of those programs with the help of standardization (Heyworth 2013, p.15; Mehlmauer-Larcher 2012b, 186). By this way, different contents of European language teacher education programs' curricula can be compared which would be very helpful in terms of curriculum design (Grenfell, 2012). Ultimately, it can be stated that the EPOSTL acts as a tool for unifying and standardizing the European language education system just like other European language policy documents. The following figure illustrates fundamental European language policy documents together with their areas and competences. It should be noticed that the EPG was launched later which is why it is not shown in the figure.

Figure 7

Fundamental European Language Policy Documents and Their Target Areas and Competences (Newby, 2012a, p.14)



As can be seen, the CEFR and the ELP mostly address language learners and their competences. Functions of the EPLTE and the EPOSTL are quite parallel, but the former one is designed for language teacher educators whereas the latter is for student teachers. All these documents include can-do descriptors concerning specific competences of the target group.

As for the focus of the current dissertation, the EPOSTL has a multifunctional reflective role within the scope of language teacher education. Based upon an autonomous approach, student teachers can have the chance to reflect on the role of language teachers, materials, teaching methods, assessment processes, teaching practice, and lesson planning with no interruption by any kind of external factor. Therefore, pre-service EFL teachers can observe, monitor, and evaluate their own teaching practice thanks to the EPOSTL. The following section is allocated for the place of the EPOSTL in language teacher education with a special focus on promoting the notion of self-assessment.

Self-assessment and the EPOSTL in Language Teacher Education

The use of portfolios in language classrooms has dramatically increased, especially after the wide-spread adoption of the Common European Framework of Reference for Languages around Europe (The CEFR, 2001). Portfolios as self-assessment tools in teacher education are seen as a reflection of constructivist approach of teacher learning in which student teachers construct their own knowledge by means of reflecting, analyzing, understanding, and applying in accordance with their own personal development (Velikova, 2013). Through processes of reflection and analysis with the use of portfolios, student teachers can contribute to their own teacher development which they may not acquire in their initial education (Zeichner & Wray, 2001).

Portfolios have started to be intensively used in language teaching, but not in the field of language teacher education, which necessitates the design of the EPOSTL in order student teachers of languages to engage in reflection concerning their teaching with regard to the methodological aspects of teaching, the curriculum, planning and conducting lessons, assessment and evaluation and teacher autonomy. In this vein, the EPOSTL has been designed with the aim of unifying and standardizing European language teacher education with a special emphasis on the notion of self-assessment. By using the EPOSTL, student teachers can discover their own teaching journey by self-assessing themselves through can-do descriptors. The current section deals with the ways the EPOSTL encourages student teachers to engage in self-assessment.

Practicum is an important period that enables student teachers to gain experience and shape their teaching philosophy. It also provides student teachers with the necessary time to observe experts, try new teaching methods, go through challenges, and learn from them. In each of these phases, reflection has a paramount place and is among the fundamental components of language teacher education programs (Mansvelder-Longayroux et al., 2007). In this vein, there is a common trend towards reflective approaches in teacher education (Mehlmauer-Larcher, 2012) since reflexivity enables language teachers to be more competent

in making classroom decisions by enhancing their autonomy (Akbari 2007; Burton, 2009; Schauber, 2015). At this point, the introduction of the EPOSTL supports reflective approaches in language teaching as a self-assessment tool for student teachers. The concept of self-assessment aligns learning with assessment which turns assessment of learning into assessment for learning (Fleming & Little, 2010). Correspondingly, the self-assessment function of the EPOSTL is a process-based, formative, and qualitative approach to assessment in language teacher education which encompasses individual learning and development as a product (Komorowska, 2012). The EPOSTL paves the way for student teachers to make reflections through which they can engage in self-assessment so that they can make changes or modifications in their teachings when necessary (Avalos, 2011).

The EPOSTL as a tool of self-assessment can be used in various aspects of language teacher education including courses, seminars, and feedback sessions with mentors and supervisors before and after micro and macro-teaching experiences during practicum (Fenner, 2011). When it comes to the use of the EPOSTL as a self-assessment tool in the university courses, Akbari (2007) claims that the use of the EPOSTL as a “prospective” reflection tool (p. 192) can be prolific especially when it is integrated into the process of lesson planning in addition to its actual use as a self-assessment tool after micro-teaching experiences (Schauber, 2015). By this way, student teachers can assess various parts of the EPOSTL and prepare and organize their teachings accordingly as opposed to making reflections based on theoretical knowledge that they grasp within the context of their methodology courses. Therefore, the EPOSTL can be a good way for student teachers to make authentic assessments concerning their teaching experiences (Fish, 2001; Newby, 2012b). Fenner (2011) states that the issue of reflection generally centers upon didactic knowledge in ELT courses as actual teaching experiences are quite limited. Parallely, student teachers can only make informed guesses regarding how the concepts in descriptors may reveal themselves in prospective teaching scenarios (Fenner, 2011). At this point, “focused dialogue” between the mentor/teacher educator and student teachers is of significance to boost the efficacy of the use of the EPOSTL as a self-assessment tool in LTE programs (Newby, 2012b, p.17). This is

because some of the descriptors may be found vague by student teachers, and they may need constant support from their mentors and supervisors to support their understanding. Likewise, the process of reflection does not necessarily be limited to the concepts in descriptors in the EPOSTL as supervisors/mentors and student teachers are always free to co-construct their knowledge concerning what descriptors mean for them and how they can be implemented in their specific context and come up with further discussions based on these issues (Newby, 2012b). In this respect, the EPOSTL descriptors act as a framework for student teachers, mentors and teacher educators to discuss and reflect on specific objectives and be involved in a meaningful dialogue by using common terminological expressions of the document (Dhiorbháin, 2019). Engaging in self-assessment and reflection on experience are accretive processes requiring time and effort which is why the support of teacher educators is crucial (Newby et al., 2011). Therefore, when teacher educators and mentors are also supposed to take part in the process of the use of the EPOSTL and actively integrate the document in accordance with the agenda of the courses, more fruitful results can be reached since teacher educators can raise their awareness regarding their students' level of progress and needs which is why teacher educators should be 'reflective' in terms of initiation and participation in a fruitful dialogue with student teachers and mentors' (Komorowska, 2012).

The function of the EPOSTL to promote learner autonomy should be handled cautiously and student teachers should be constantly guided by their teacher educators even when they are encouraged to be autonomous. It is evident that the use of the EPOSTL supports student teachers' learner autonomy in FLTE programs as it activates reflective thinking as a self-assessment tool and enables them to plan and monitor their learning and evaluate their progress (Benson & Huang, 2008; Little, 2009) and this is desirable since student teachers are expected to support their prospective students' autonomous learning (Little et al., 2007).

The implementation of the EPOSTL as a self-assessment tool in seminars and feedback sessions with mentors before or after micro-teaching sessions can also be promising. Mehlmauer-Larcher (2012a) states this type of use of the EPOSTL centers upon "constant questioning, rethinking, reconsidering, and continuous evaluation and re-evaluation of one's

teaching practice and the underlying concepts and assumptions which teaching enactments are based on” (pp. 181–182). In other words, a “Retrospective Reflection-on-action” takes place (Akbari, 2007, p.197). This kind of a reflection allows student teachers to discover their own unique identity as a teacher rather than just observing and imitating what the mentor teacher performs so that they avoid the risk of falling into repetition concerning the way they teach (Fenner, 2012). In this regard, the inclusion of self-reflection into FLTE is of importance due to its key role in pre-service teachers’ development of teacher identity (Tunaz & Sarıçoban, 2023). When student teachers engage in the processes of self-reflection and self-assessment in their FLTE, they can have a “knowledge-for-practice” approach (Cochran-Smith & Lytle, 1999) which means that they can observe their strengths and weaknesses and even negotiate them with their mentors and supervisors and attain reasoned knowledge which can be utilized in prospective teaching experiences.

There have also been some criticisms regarding the self-assessment part of the EPOSTL. First of all, it was claimed that student teachers’ level of progress cannot be exactly determined through the bar with an arrow pointing to the right through which portfolio holders state their progress in didactic teaching competences by painting and recording the date (Burkert & Schwienhorst, 2008). On the other hand, Newby et al. (2007) clearly stated that the EPOSTL was designed not to have any “showcase function” (p.5), but to promote reflection and mutual dialogue between the student teachers and mentors or teacher educators. Moreover, it is difficult to accurately quantify didactic competences and, such an approach would be found “threatening” by student teachers as didactic competences are developed over time and progress is not something that can be measured fully quantitatively (Newby, 2012b). Furthermore, the transparency of the process of self-assessment can be sustained through the EPOSTL since evidence of progress in teaching may be monitored over time through the shades in the bars. Besides, this allows teacher educators to observe and evaluate student teachers’ developmental stages and professional needs in terms of being a language teacher (Komorowska, 2012).

The issue of learner autonomy is critically approached with reference to the “can-do” statements by Burkert and Schwienhorst (2008) regarding the prominence of the EPOSTL as a fundamental supporter of student teachers’ learner autonomy. They claim that “I can” statements may sometimes be “misinterpreted as teacher actions that lead to predictable learning outcomes, or teacher actions that might infringe on the learner’s autonomy” (p.246) since teachers are presented as the biggest source of input and learning in some of the descriptors. However, the ideal level of learner autonomy is reached when language teacher educators decide when to provide support and when to avoid interruption to give student teachers to make their own choices. (Burkert & Schwienhorst, 2008). Nonetheless, can-do descriptors can accommodate student teachers with useful guidelines regarding teaching skills by presenting the steps should be taken in teaching when they are interpreted as “I can. . .but I may not need to” since teacher actions in the descriptors need to be adaptable considering the issue of learner autonomy (Burkert & Schwienhorst, 2008, p.246). Newby et al. (2011a) also address this issue by stating that the EPOSTL is not prescriptive in its nature. Indeed, the EPOSTL is based on a “communicative approach and a cognitive, constructivist view of language and learning praising the concept of learner autonomy” (Newby, 2007, p.31). However, the EPOSTL cannot anticipate unexpected developments in teaching which is why the EPOSTL is generally based on foreseeable and potential teaching situations. This highlights the role of teacher educators while implementing the EPOSTL in FLTE. Teacher educators should always be there for student teachers as descriptors may be misinterpreted due to their subjective nature, which would totally reverse the process of reflection. Moreover, teacher educators need to be competent at the teaching methods that student teachers utilize without which it is not possible for teacher educators or mentors to provide the necessary support that student teachers need. Therefore, mutual awareness is desirable in the use of the EPOSTL in FLTE.

Recent Studies on the EPOSTL

A general overview of the existing body of literature regarding the practical use of the EPOSTL in FLTE programs shows that the EPOSTL is commonly welcomed by and got positive reactions from pre-service EFL teachers, mentors, and supervisors especially because it serves as a practical and standardized framework for teaching practices (Çakır & Balçıklı, 2012; Ingvarsdóttir, 2011) and provides an overall, transparent and unified approach to foreign language teaching (Çakır & Balçıklı, 2012; Orlova 2011; Velikova, 2013). Çakır and Balçıklı (2012) reported that descriptors in the EPOSTL encourage student teachers to reflect on their experiences which creates a connection between theoretical aspects of language education and actual classroom practices. In a way, the use of the EPOSTL as a self-assessment tool acts as a bridge between theory and practice for student teachers of foreign languages so that they can base their teaching experiences on a theoretical basis and enhance their understanding (Mehlmauer-Larcher 2012a, 2012b; Seitova, 2017) with the help of reflection process during lesson planning and implementation (Fenner, 2011). Several scholars suggested that the use of the EPOSTL in LTE settings not only supports student teachers' professional development but also helps them determine their strengths and weaknesses concerning their theoretical content knowledge and practical teaching skills (Çakır & Balçıklı, 2012; Fenner, 2011; Hoxha & Tafani, 2015; Mehlmauer-Larcher, 2012a, 2012b; Orlova, 2011; Velikova, 2013). Nonetheless, Newby (2012a) states that research on the integration of the EPOSTL into language teacher education programs is still in its infancy due to the shortage of studies investigating the issues beyond the steps of its implementation. There have been only a few attempts to study the concrete results of the implementation of the EPOSTL in several contexts (Çakır & Balçıklı, 2012; Mehlmauer-Larcher, 2011; Straková, 2010). One of those studies is a longitudinal project conducted by Mehlmauer-Larcher between the years of 2007 and 2011 in which the implementation of the EPOSTL at the CELT (Centre for English Language Teaching) was examined. In that study, the use of the EPOSTL was divided into phases as a part of a methodology course in which student teachers experience

their first teaching practices at schools. Before starting teaching practice, student teachers familiarized themselves with the descriptors which are fundamentals of the process of self-reflection. As the next step, the EPOSTL was implemented during student teachers' practicum period and discussions in which student teachers reflected on their experiences on the EPOSTL and shared their opinions were held. Qualitative data regarding the participants' challenges concerning the use of the EPOSTL and their opinion about the scope of the document were collected through semi-structured interviews. The general results of the study showed that the EPOSTL was found to be a practical tool of reflection as it provided student teachers with a structured framework to reflect on their experiences, competencies, and professional development.

Balçıkkanlı (2009) put forward that the EPOSTL is a promoter of teacher autonomy in EFL classes as it is primarily achieved through teachers' reflection on their role, teaching strategies, classroom activities, designing lessons, and task execution. Within this regard, Balçıkkanlı (2009) posits that integration of the EPOSTL into FLTE programs is helpful in terms of allowing EFL teachers to reflect on designing classroom activities, monitoring them, and evaluating their own experiences based on theoretical knowledge that have, which would eventually foster their professional development and make them be prepared for various teaching contexts. Balçıkkanlı (2009) claims that student teachers of foreign languages can raise their awareness regarding their competences thanks to the mutual dialogue between themselves and their mentors when the EPOSTL is integrated into LTE programs. This study is one of the earliest studies about the EPOSTL conducted in the Turkish context which is why it is of significance in terms of improving FLTE programs in Turkey.

Similarly, Ogeyik (2009) conducted a study in the Turkish context by investigating 57 student teachers' micro-teaching experiences within the scope of a "The EPOSTL-based" curriculum. In this study the data of which were collected through a questionnaire developed by the researcher, it was found out that student teachers had some concerns with regard to the quality of their teacher training programs in terms of fostering their skills in developing self-confidence while teaching, designing course materials and instructing.

Another study regarding the integration of the EPOSTL into FLTE was conducted by Mehlmauer-Larcher in 2009. In the study, the EPOSTL was implemented multiple times within the scope of a methodology course while student teachers were teaching in actual classes as a part of their practicum. The EPOSTL was regarded as a document that enhances learner and teacher autonomy, self-reflection and assessment skills concerning their teaching competences. Besides, Mehlmauer-Larcher (2009) asserts that the EPOSTL provides student teachers with the chance of getting immediate and meaningful feedback so that they can raise awareness regarding their teaching. As for the results of the study, it was concluded that the EPOSTL was beneficial for student teachers in terms of engaging in reflection-on-action and reflection-for-action as they could refer to the document at any time they wished and plan their further teachings accordingly (Mehlmauer-Larcher, 2009). Moreover, the document acts as a compact and well-organized guide for student teachers to review required teaching competences in EFL classes which then contributes to the enhancement of professional development. Overall, it was suggested that the document was a promising one to be used in LTE settings for the purpose of planning and organizing lessons and curricula and could yield prolific results concerning student teachers' self-reflection and professional improvement.

A modified version of the EPOSTL, called the J-POSTL, was created by Jimbo et al. in 2009 to be implemented in Japanese settings. A need for such a modification was felt due to Japanese educational reform which aimed to enhance teachers' professional development through a reflection-based language teacher education system (Jimbo et al., 2009). In this sense, the descriptors in the EPOSTL were found to be comprehensive since they present the fundamental competencies that a foreign language teacher should have. Jimbo et al. (2009) modified the E-POSTL and turned it to the J-POSTL as it was regarded as an effective connector between theory and practice allowing student teachers to reflect on their experiences. Besides, the document provides student teachers with the chance to take responsibility for their own teaching through reflection which is an essential component of autonomy. Although methods like journals and stimulated recall interviews are utilized to promote reflective practice in LTE in Japan, there is not systematicity, which necessitates the

spread of the use of the EPOSTL in the form of the J-POSTL, the version adapted for the Japanese context (Jimbo et al., 2009). With the regard their study, 178 pre-service and in-service EFL teachers participated in the first piloting. After the first phase, the number of descriptors decreased to 74. Following this, a second piloting took place, and 14 more descriptors were removed as per the responses of 33 novice in-service EFL teachers. The study is of importance in terms of proving the adaptability and flexibility of the EPOSTL in accordance with different contexts and settings to foster teacher development.

Straková (2010) conducted a study in which she integrated the EPOSTL into an English Language and Literature undergraduate program to see whether it boosts trainees' reflective practices during teaching and eventually supports their professional development when they detect their teaching weaknesses by themselves. Therefore, it was hypothesized that the document can be useful when it is regarded as a component of daily teaching practice with an adequate amount of time allocated. According to Straková (2010), even though several rubrics and grids are used in the LTE program that the study was conducted, they were not comprehensive enough to allow student teachers to make effective self-reflections. In this regard, the study was conducted in two different phases to see whether short and long-term usage of the EPOSTL made a difference. Therefore, the participants' use of the EPOSTL for a two-week teaching practice and reflection on their practices were investigated in the first place. Followingly, feedback regarding their perceptions of the process was collected through questionnaires and group interviews. As for the long-term use of the EPOSTL, the participants were given the chance of working with mentors in small groups and designing lessons collaboratively in the seminars and workshops. Questionnaires and group interviews were used again in the second stage to see the participants' reactions and attitudes. When it comes to the results of the study, Straková (2010) concluded that the short-term use of the EPOSTL gave the participants the opportunity to have guidance in terms of engaging in self-reflection of their own teaching practices, but they stated that they could not fully explore the potential of the document in such a short period of time. On the other hand, the long-term use of the EPOSTL (i.e., working with mentors in seminars while using the EPOSTL) was found to be

more beneficial for the participants in terms of developing their self-reflection skills, connecting their theoretical knowledge to the practical one. In brief, it was concluded in Straková s (2010) study that the EPOSTL can be a practical tool for teacher trainees to improve their teaching competences and reflective skills in different teaching contexts.

Urbaniak (2010) investigated the use of the EPOSTL by student teachers in three different teacher training institutions located in Poland. After the participants utilized the EPOSTL for a year, their opinions and attitudes towards this implementation were analyzed. Urbaniak (2010) concluded that the participants regarded the EPOSTL as a valuable document in terms of presenting necessary teaching skills for student teachers and encouraging them to make self-reflection. Besides, an important outcome of the study was that most of the participants asserted that the EPOSTL should be integrated into FLTE programs from the very beginning till the end and experts should comprehensively explain the document to student teachers and ensure its continuous use by student teachers.

A longitudinal study regarding the implementation of the EPOSTL in a FLTE program was conducted by Ingvarsdóttir (2011). Rather than using the EPOSTL only in methodology courses, it was decided to use it in a wider context including mentors in practicum schools within the framework of the study. 15 senior ELT students took part in the first piloting of the study and student teachers' comprehension of the descriptors was the most emphasized aspect in this part. Initially, the participants were introduced to the EPOSTL. While doing this, the participants were supposed to read the descriptors and make predictions regarding to what extent they are proficient in the aspects involved in them. Then, the issue of reading comprehension was supported by interactive lessons, discussions and a workshop. After this introduction, the participants started their practicum and teaching. After this period, student teachers came together with their mentors and academic supervisors to discuss their reading comprehension of the descriptors which they did on their own beforehand. As for the last step, the participants went on discussing their self-evaluation process with the university lecturer so that their comprehension of the "learning-to-teach portfolios" is reinforced (Ingvarsdóttir, 2011, p.66). Regarding the first piloting, the participants stated that the EPOSTL was beneficial in

terms of enhancing their learning through the content of the descriptors though they primarily approached the document with suspicion. Besides, it was reported that the inclusion of all partners (i.e., students, mentors and university lecturers) decreased the effectiveness of the EPOSTL from the perspective of student teachers. Therefore, in the second piloting, more time was allocated for the use of the EPOSTL by student teachers and they were given more chance to be engaged in self-reflection by this way.

Dooly (2011) conducted an online dialogical telecollaboration project with the participation of 20 students from the USA and Spain. Before the main project began, the participants were requested to self-evaluate themselves through the EPOSTL to see their competences and aspects to be improved. After the participants got familiar with each other through VoiceThread, an online tool, they started to discuss several issues including course materials, content, and designing lessons in small groups in the scope of an online forum as the first step of the project. Then, a particular teaching sequence was uploaded to a wiki and shown to the participants to make them see, comment on or edit which was followed by a subsequent online discussion concerning the edits. Afterwards, an online meeting was held to allow the participants to convey their feedback to their peers and other teachers and to share their own teaching sequences with the group. As for the second part of the project, the participants were introduced to a social networking application called Second Life to get to know each other better. They used the tool to design lessons and teaching tasks and give feedback to each other. In this second part of the project, they had the chance to observe more and more teaching activities and share their opinions in a wider context. In brief, Dooly's (2011) study is of significance in terms of the utility of the EPOSTL even in different countries to promote student teachers' reflective practices with the help of online facilities.

Another study regarding the implementation of the EPOSTL was conducted by Fenner (2011), but it was utilized in a post-graduate program as opposed to the other studies. Fenner's (2011) study was completed through three different phases: University lectures, seminars to support the participants' competence at lesson planning and during teaching practice so that the participants can reflect on several stages of their profession to enhance their development.

Apart from student teachers, the EPOSTL was intended to be explored by mentors in order to improve their mentoring skills and consolidate the connections between practicum schools and universities. As for the first context in which the study was conducted, the EPOSTL was implemented in university lectures to let the participants concentrate on their reading of self-appraisal descriptors and state their expectations of teaching. Then, they added that in seminars by immersing in critical reflection on the process of lesson planning and activity design. Lastly, they had the chance to see their strong and weak sides through teaching practice in which mentors were included by using the EPOSTL and provided the participant teachers with feedback concerning the field of English language teaching. Fenner (2011) stated that the study focused on a connection between theory and practice as participant teachers discussed and reflected on theoretical parts in university lectures and seminars while mentors were also included in the study in the last phase, which made it a valuable contribution to literature.

Jones (2011) investigated the use of the EPOSTL by student teachers in a dual teacher training program in Britain (Faculty Education Faculty of Cambridge) and France (the Institut Universitaire de Formation des Maîtres, IUFM). The EPOSTL was initially presented as a compilation of teaching competences rather than a grading tool. Within the scope of the study, the participants' opinions and attitudes towards different parts of the EPOSTL were reported. The most remarkable comment by a considerable number of participants in Jones's study (2011) was that the EPOSTL was a structured, well-organized, and comprehensive tool to design, execute, and evaluate teaching. Besides, it was also stated that the EPOSTL was not only a self-assessment tool, but also a training tool concerning desirable teaching competences. It should also be noted that some participants stated that some of the descriptors should have been formulated more clearly to avoid ambiguity and the reflection process could be done with the inclusion of another colleague or mentor.

As another usage of the EPOSTL in a methodological course, Nihlén carried out a study in 2011. In the first phase, after a series of lectures and seminars concerning the CEFR and ELP, the author introduced and explained the EPOSTL in a methodology course to more than

a hundred student teachers of English studying at a university in Sweden and they worked on the document for a year. In the second phase, Nihlén (2010) focused on the Dossier part by investigating the evidence that the participants collected during their practicum and why they preferred to include them in their portfolio. Just like Fenner's study (2011), the author tried to focus on the connection between theory and practice through mentors' use of the EPOSTL so that the link between practicum schools and universities could be fostered. Thus, mentors were also given the opportunity to utilize the document. The EPOSTL was presented to mentors by student teachers and a few of them participated in the seminar held by the university regarding the issues in the use of the EPOSTL. Their general opinion revealed that they regarded the EPOSTL as a document for in-service EFL teachers, not pre-service ones. However, before introducing the document to the mentors, the essential role of the EPOSTL as a self-reflection tool was primarily studied. Throughout Nihlén's (2010) study, all participant student teachers engaged in self-evaluation in terms of their competences at teaching English skills and negotiation with their peers. Then, they filled all components of the methodology section of the EPOSTL before they started their second term on teaching practice and this was the period in which student teachers were included in dialogic interactions with their peers and mentors regarding lesson design, using lesson materials, assessment and scoring. At the end of the study, participants stated their reflections in terms of the use of the EPOSTL. Some of the participants pointed out that they found the document time consuming, and the format of the self-assessment part was not very user-friendly whereas most of the participants stated that it was an awareness-raising tool for them thanks to its reflective function.

Bagarić's (2011) study is also based on the integration of the EPOSTL into a course in a post-graduate program in teaching English and German in Croatia to explore the ways of using the EPOSTL in assessment and improvement-related issues in a teacher training program. In the scope of the study, it was aimed to improve 25 participants' (i.e., 14 German and 11 English teachers) teaching skills and evaluate their skills based on their current and desired level of competence and raise their awareness concerning their development by engaging in self-evaluation. At the end of a term in which the EPOSTL was utilized, the

participants' opinions were collected. It was revealed that the document was a convenient tool to be used for assessment purposes and can be utilized to improve the quality of teacher training programs as well (Bagarić, 2011).

Çakır and Balçıkanlı (2012) conducted an experimental study on the attitudes of student teachers towards the integration of the EPOSTL into LTE in terms of supporting teacher autonomy. They state that while the concept of learner autonomy is generally emphasized in the literature, when it comes to teacher autonomy, there are different interpretations. Furthermore, these two concepts are sometimes used interchangeably. However, the authors emphasize that the two terms are different, but interdependent since teachers having no autonomy cannot foster their students' learner autonomy as it is necessary for teachers to evaluate their own teaching to gain insight concerning their efficacy which can be achieved through having high levels of teacher autonomy. In the scope of the study, Çakır and Balçıkanlı (2012) worked with 25 junior ELT students and four teacher trainers. After the EPOSTL was introduced to the participants of study, their perceptions about the document were recorded. Then, the participants used the EPOSTL for three months in micro-teaching within the framework of their methodology courses and assessed their own teaching through self-descriptors of the EPOSTL. At the last part of study, interviews were held to see the general attitudes of student teachers and their teacher trainees towards the implementation of the EPOSTL into their LTE program. The results of Çakır and Balçıkanlı's study (2012) showed that most of them were in favor of using the EPOSTL in their undergraduate program as it was conducive to the process of self-reflection, but the appropriate time to integrate the document into LTE programs can be the second year, not the first one.

Another comprehensive implementation model of the EPOSTL was done by Velikova (2013) in ELT methodology course and two courses on teaching practice followed by an extensive semi-structured interview with the participants. With regard to this study, it was aimed to enable student teachers to inquire about their teaching, critically evaluate their teaching beliefs and raise their awareness of their teaching and learning by using the EPOSTL. In the methodology course, student teachers were introduced to the EPOSTL in a detailed way and

requested to utilize it throughout the course so that their fundamental beliefs and expectations towards their teaching practice could be revealed. At the end of this introduction phase, it was discovered that some of the student teachers were afraid of observing their own progress and weaknesses attained by the interviews held at the end of the process. Following this first phase in which it was aimed to help student teachers to develop meaningful and reasonable teaching beliefs, the second phase was initiated to allow student teachers to reflect on their actual teaching practices. Pursuant to the second phase, student teachers were requested to collect evidence of their teaching for the Dossier part. Lastly, the participants were expected to conduct action research targeting a specific part of the EPOSTL. Overall, the results of Velikova's (2013) study showed that the EPOSTL was regarded as a practical and efficient document to enhance professional development, self-reflective practices, and self-awareness of student teachers as the document highlights the goals of the LTE programs and required teaching skills.

The study conducted by Mirici and Hergüner (2015) highlights several pragmatic suggestions in terms of the effective use of the EPOSTL in English and German language teaching departments. Thirty third grade students from each department took part in the study in the academic year of 2012-2013. They were given an EPOSTL-based self-evaluation checklist to reflect on their accomplishments in some methodology courses including Teaching Language Skills and Approaches in Teaching English/German as a Foreign Language. Mirici and Hergüner (2015) concluded that the use of the EPOSTL was conducive to improving student teachers' metacognitive awareness in terms of becoming autonomous learners and observing their own learning capabilities that was an essential part of a foreign language teacher's identity when following the principles of the CEFR and ELP.

After the adaptation of the J-POSTL by Jimbo et al. (2009), Kiyota (2015) investigated the practical use of the J-POSTL in terms of encouraging student teachers to think and reflect on their own instructional skills. In this respect, an instructional course was observed and analyzed in light of the aspects including comprehending essential foreign language teaching skills with the help of the J-POSTL and evaluating learners' attitudes and beliefs about their

own foreign language teaching skills through collaborative discussions. At the end of the study, it was reported that the J-POSTL was found to be quite useful in terms of promotion of learners' instructional skills in EFL settings.

J-POSTL has been studied by Takagi (2015) as well. In that study, prospective foreign language teachers' engagement in self-reflection through the can-do statements was investigated in a methodology course. The results have shown that for the participants (n=76), the use of the J-POSTL was found to be conducive to enhancing the participants' self-reflection regarding their own learning, determining their capabilities, and finding out deficiencies in their teaching. The desire to improve those deficiencies was also stated by the participants within the scope of the study.

Hoxha and Tafani (2015) carried out a study based on 38 students' attitudes towards the implementation of the EPOSTL in a university in Albania. Until 2015, the EPOSTL was already being used for six years in the institution. In this scope, two questionnaires were utilized to collect prospective teachers' opinions about the EPOSTL and reflections on the usefulness and practicality of the EPOSTL during their teaching experiences. As per the results of both questionnaires, the authors concluded that most of the participants had some difficulties in the implementation phase and needed some help from their peers, mentors, or supervisors. The results of the second survey revealed that student teachers got used to the EPOSTL when they used it on a regular basis and found it very effective. However, it should be noted that the participants believed that their mentors needed further information regarding the EPOSTL.

Shauber (2015) investigated the integration of the EPOSTL into a two-year EFL teacher training program at a university in Switzerland. Shauber (2015) focused on the role of the EPOSTL in six different components of the LTE program: i) methodology courses/tasks, ii) designing lessons and writing objectives, iii) 3) peer/mentor observations and writing reports, iv) sharing feedback following observations, v) making individual reflection and vi) getting to know the assessment criteria for certification. The EPOSTL was started to be used in the institution in 2008 and has been effectively used since then, especially in those six aspects. In the first year, students got familiar with the EPOSTL, and they actually started to use the

document in their second year. While using the EPOSTL, every single student teacher was paired up with a mentor so that the dialogic interaction could be sustained. Student teachers discussed and shared their opinions about the use of the EPOSTL with their mentors just like a form of guided reflection and they gradually started to use the EPOSTL on their own, in line with the concept of the zone of proximal development. Regarding the nature of the descriptor, the author stated that they were found to be vague from time to time by both mentors and student teachers. Besides, some of them were regarded to be too general which might cause the absence of some important contextual aspects. The number of descriptors were distributed unevenly among different parts of the EPOSTL. Furthermore, the fact that student teachers showed their progress by painting bars could not be suitable for the nature of formative assessment as it was not objective. Lastly, it could be hard for student teachers to concentrate on all descriptors in a limited amount of time. Apart from these criticisms, Shauber (2015) concluded that the EPOSTL was a useful document connecting theory with practice and provided student teachers with a fixed and organized guideline of foreign language teacher competences.

Okumuş and Akalın (2015) carried out a study to investigate student teachers' opinions towards the significance of the EPOSTL in terms of increasing the productivity in their methodology courses in which linking theory to practice is fundamental. In the scope of the study, student teachers were asked to use the EPOSTL for 16 weeks. At the end of the methodology course, interviews were held with eight of them and the aim of using the EPOSTL was explained to them. Then, student teachers started microteaching in the scope of their practicum. At the end of their micro teachings, student teachers attended stimulated recall sessions for a month held by the researcher. This was the phase when student teachers finalized filling the bars of the self-assessment descriptors of the EPOSTL. Finally, Okumuş and Akalın (2015) held interviews with the student teachers to gain insights about their attitudes towards the use of the EPOSTL in their methodology course. The participants stated that they benefited from the document a lot since it contributed to their reflective skills when they engaged in self-assessment.

Alagözülü and Önal (2016) investigated 75 Turkish in-service EFL teachers' attitudes towards self-assessment descriptors of the EPOSTL especially in terms of the order of importance to which they attach. The results of the study showed that the participants found the descriptors 'very important' since the overall ratio of rating has been found to be %83.

Arikan (2016) explored the potential use of the EPOSTL in LTE programs together with potential difficulties that might be encountered. Based on a thorough review of the existing body of literature, the researcher discussed the practical use of the EPOSTL in the Turkish context. The load of the descriptors and physical constraints are reported to be the issues to be taken into consideration during the implementation of the document.

Zorba and Arikan (2016) investigated eight pre-service EFL teachers' perceptions on the EPOSTL descriptors including cultural elements. To do this, the descriptors based on cultural aspects of language education (n=11) have been chosen and given to the participants in order to be rated. The results of the study revealed that pre-service EFL teachers experienced difficulty in choosing course materials related to "otherness" and "stereotypes" and assessing language learners with regard to appropriateness in target-culture settings.

Bergil and Sariçoban (2017) discovered prospective EFL teachers' levels of self-efficacy through the descriptors in the EPOSTL descriptors which are the reflections of competency levels of the participants. To this end, the researchers turned 195 descriptors of the EPOSTL into a 5-point Likert-type format and implemented it to 38 pre-service EFL teachers. They asserted that the EPOSTL could be utilized to reveal pre-service EFL teachers' beliefs of self-efficacy as the document clearly showed their competency level which they accepted as the reflection of the participants' self-efficacy beliefs. They also stated that the EPOSTL could act as an instrument of reflection which revealed deep insights regarding not only pre-service EFL teachers' competencies or self-efficacy beliefs but also the courses they took in the scope of their undergraduate FLTE program in general.

Seitova (2018) explored the effect of the EPOSTL on the self-evaluation of pre-service EFL teachers in Kazakhstan. The study, in which 71 senior pre-service EFL teachers

participated, was an experimental study with a control group based on pretest posttest design. The participants in the experimental group used the EPOSTL in a questionnaire form two times and several other data collection methods were included such as peer observations, reflective journals, and interviews. Seitova (2018) concluded that the EPOSTL had a positive impact on the pre-service EFL teachers' self-evaluation processes. Most of the participants confirmed that the EPOSTL was a comprehensive tool, and it is beneficial for their processes of self-assessment and reflection by allowing them to monitor their development of teaching knowledge, skills and competences, and closing the gap between their theoretical knowledge and practical performance.

Mirici (2019) conducted a study based on an Erasmus+ Project called "Effective Use of the EPOSTL by Student Teachers of English-EFUESTE " to investigate the effectiveness of the use of the EPOSTL by participant prospective foreign language teachers. Universities from various countries (i.e., Turkey, Latvia, Slovakia, Poland and Croatia) among which Turkey was the host country. The project was conducted between 2014 and 2016, and the data was collected through a questionnaire and participants' own reports. It was concluded that participants' engagement in the process of self-assessment through the EPOSTL descriptors had an enormous impact on their professional development. One of the most significant outcomes of the study was the need for the design of a more use- friendly version of the EPOSTL, named as the E-EPOSTL as a digital version of the document (Mirici, 2019).

Chapter 3

Methodology

This chapter deals with research design determined in line with the requirements of the research questions. In this vein, an interventionist experimental study with a control group based on mixed methods research design has been chosen as the most suitable research design for the current study and described in detail. In this part of the thesis settings and participants of the study are also introduced. Followingly, the process of data collection has been discussed with special emphasis on the data collection instruments. Lastly, the data analysis process in which the kind of analysis techniques and tests utilized are presented.

Type of Research

The current study is an interventionist experimental study with a control group (Mackey & Gass, 2012) using mix-method research design with both quantitative and qualitative data. Studies conducted through an interventionist approach have a number of advantages in comparison with the ones based on a non-interventionist approach (Mackey & Gass, 2012, p.61). Initially, researchers can have higher levels of control over the conditions and implementation of the study such as duration, testing instruments or scales, or the kind of intervention and may try to minimize the impact of interfering variables (Mackey & Gass, 2012). However, it needs to be noticed that the implementation of any kind of intervention in classroom settings may cause participants to behave artificially or researchers can have great difficulty in controlling conditions or interfering variables no matter how hard they try since classrooms can be quite unstable, all of which should be kept in mind while conducting interventionist experimental studies (Mackey & Gass, 2012, p.61-62).

In terms of pretest and posttest design, four steps were implemented. Tests may be executed prior to the experiment (i.e., pre-test) and following the completion of the experiment (i.e., post-test) (Somekh & Lewin, 2005). In this regard, four steps were applied: i) administering a pretest to measure their level of self-efficacy, ii) applying the intervention to the experimental

group (i.e., the EPOSTL), iii) carrying out a posttest and iv) implementing statistical tests to see any possible relation.

Within the framework of the current study, both quantitative and qualitative data was collected, which necessitated the implementation of a mixed-method design. In mixed-method research design, collecting or analyzing both qualitative and quantitative through integrating them is essential. Recent studies have shown that the combination of two methods can yield promising results and create new paths for social science research (Dörnyei, 2007). Mixed-method design is preferred by scholars in terms of gaining a full and deep understanding of the research topic, comparing results acquired from the other type of data for confirmation or 'triangulation', which is crucial in terms of maintaining the validity of the study (Sandelowski, 2001) and reaching a wider scope of audience especially when some of them are not familiar with one of the methods (Dörnyei, 2007). Quantitative and qualitative methods are generally used for measuring the same research phenomenon but from different aspects, which is why researchers assume that these two methods are complementary to each other, the results of which can present a full picture of the research topics when they come together like the completion of a jigsaw puzzle (Erzberger & Kelle, 2003). By this way, the weaknesses of one of the methods can also be minimized, boosting the validity of studies (Johnson & Onwuegbuzie, 2004, pp.14-15). While mixing methods, multiple data collection tools need to be chosen wisely, which is called 'principled mixing', in order not to come up with overlapping results (Johnson & Turner, 2003).

As for the type of mixed-method research design, a sequential explanatory design (Creswell et al., 2003) was adopted which is based on the implementation of a questionnaire survey with a follow-up interview. This type is especially useful when it is predicted that data collected through quantitative surveys is not sufficient to reveal deeper insights from the research phenomenon. The follow-up interviews in this research design type allow researchers to obtain further details regarding the pattern of phenomenon observed through the questionnaire (Dörnyei, 2007). Moreover, the sequential and respective use of quantitative and qualitative methods has a "development function" enabling researchers to create follow-up

items (i.e., semi-structured interview questions) based on the result acquired from the questionnaire which makes the study more valid (Dörnyei, 2007, p.165).

Briefly, it can be stated that research results obtained through a range of different data collection tools including both qualitative and quantitative ones have a higher level of validation when compared to the ones based on a single tool (Erzberger & Kelle, 2003).

Research Population and Participants

The current study was conducted at the department of English Language Teaching (ELT) of one of the state universities in Marmara Region in Turkey. Together with the inclusion of a departmental preparatory year, a four or five-year (for those who cannot pass the English proficiency exam) program is offered to pre-service EFL teachers in the department. Students of the ELT department are offered this preparatory year which is specially designed for them rather than the training provided by the School of Foreign Languages, which offers an English preparatory program for any other departments. Successful completion of the preparatory program in the ELT department equals to having B2 or above level of English proficiency. Throughout their education, pre-service EFL teachers in the department are provided with a wide range of departmental and selective courses related to content, occupation, and general culture and the passing mark of these courses is 60 out of 100. In the fourth grade, student teachers are supposed to attend their practicum which lasts two semesters corresponding to 24 weeks. In each term, they are supposed to visit their assigned schools for six hours on a weekly basis. In each term, student teachers are required to engage in at least two macro-teachings observed by their mentors and supervisors at the university. At the end of each macro-teaching experience, student teachers are given feedback both by their mentors and supervisors, which is beneficial for them in terms of their improvement and shaping their teaching philosophy.

With reference to the current dissertation, 58 senior pre-service EFL teachers studying at the department of English Language Teaching (ELT) participated in the study. All participants are pre-service EFL teachers studying at the researcher's institution. As for the

method of sampling, a mixture of convenience and random sampling was preferred as Mackey and Gass (2012) argue that combination of random sampling and forms of rational or purposeful sampling can be effective when investigating a specific research focus (p.81). Therefore, whereas the population was reached conveniently, the participants of experimental and control groups were drawn randomly from the whole population, which is in accordance with the principles of experimental research that require random assignment of groups (Mackey & Gass, p.151). In L2 research, Dörnyei (2007) states that the most prevalent type of sampling is convenience sampling in which participants are chosen based on the purpose of the research when they meet specific criteria such as physical proximity, availability, accessibility and willingness to participate (pp.98-99). As the most salient example of convenience sampling, students studying at the institution in which the researcher works or conducts the study can be mentioned. All participants shared the same undergraduate educational background, and they were all student teachers who were about to start their practicum period. Besides, they follow the same procedure for their practicum by visiting their assigned schools, observing classes and engaging in the process of micro-teaching. Before the participants were randomly separated into the experimental and control groups as required by the experimental research design, it is crucial for researchers to make sure that all participants come from the same population (Tabachnick & Fidell, 2014). Therefore, both experimental and control group's level of self-efficacy were compared, and no significant difference was found between their self-efficacy levels, which ensured the implementation of the experimental design. Besides, Dörnyei (2007) states that it is always better for researchers to use a control group in their studies as 'one group pretest posttest designs' are vulnerable to interferences by confounding variables such as maturation, Hawthorne effect or Practice Effect whose impacts can be minimized through the inclusion of a control group into the study. Regarding the sample size, the number of students in the experimental (n=31) and control (n=27) groups seem acceptable as Borg and Gall (1979) stated that causal- comparative and experimental methodologies should be done with a sample size of more than fifteen participants (as cited in Cohen et al., 2018, p.204).

Within the framework of the current study, one of the reasons why the current study was conducted at the given institution and with these particular group of students is the fact that all of the participants are not familiar with the EPOSTL as neither the document has been used nor there has been any kind of training regarding the content and the use of the EPOSTL in the ELT department of the institution so far. Besides, participant pre-service EFL teachers in this study have a wide range of GPA scores or academic achievement levels due to varieties in their background, and affective or cognitive factors, which are desirable in terms of observing patterns regarding their levels of self-efficacy beliefs and GPA scores after a comprehensive implementation of the EPOSTL during their practicum.

Within the framework of the current study, participants were initially informed about the context and requirements of the study and only volunteers were included. Participants were informed regarding the ethical approval of the Ethics Commission of Hacettepe University. The ethical approval was provided by the Hacettepe University Ethics Commission on 23rd of November (Registration number: E-66777842-300-00003203804). Besides, the researcher acquainted the participants with their rights including withdrawal from the study regardless of the phase and the guarantee of confidentiality of their information which would only be used for research purposes. The data collection procedure and the analysis of the collected data was explained in detail. Once all these points were mentioned, volunteers were given consent forms to sign to become participants of the study. Demographic information of the participants in the current study is presented in the following table.

Table 3

Demographic Information regarding the Participants of the Current Study

Group	Number	Gender (female)	Gender (male)
Experimental	31	16	15
Control	27	18	9
Total	58	34	24

It can be seen that the majority of the participants are females, but the gender variable was not investigated within the scope of the current study.

Data Collection

Once the ethical approval from the Ethics Commission of Hacettepe University was obtained, the procedure of data collection commenced. The data of the current study were collected in the spring semester of 2023-2024 academic year. The data collection period of the study lasted for 14 weeks, which corresponds to a semester.

The quantitative data was attained through Tschannen-Moran and Woolfolk Hoy's (2001) TSES adapted by Atay (2007) to the EFL context in the form pretest and posttest. The pretest was administered to participants in both experimental and control groups at the beginning of the semester and the post-test was administered at the end of the semester.

During the practicum period, participants in the experimental group used the EPOSTL and assessed their teaching every four weeks by filling the bars next to the descriptors of each domain in the self-assessment section of the EPOSTL. When they made self-assessments by using the EPOSTL, they were also expected to write reflective journals in terms of their experiences while using the EPOSTL such as the ways the document helped them find their way in their teaching or contributed to their professional development, whether the EPOSTL changed anything in their assumed teacher identity and self-image as a teacher and whether there was any point which was hard to understand or follow in the document, and what their attitudes towards the document were.

Recorded semi-structured interviews were conducted in scope of the collection of the qualitative data of the current study. In this sense, a set of questions were formulated in the light of the opinions of three experts in the field of English Language Teaching (ELT). After participants were informed that their answer would be recorded but kept strictly confidential, the volunteer ones were given the consent forms.

Instruments

Teachers' Sense of Efficacy Scale (TSES)

There are several reasons why the adapted version of TSES (Tschannen-Moran & Woolfolk Hoy, 2001) adapted by Atay (2007) was preferred within the scope of the current study. Firstly, this scale has been used or adapted by many scholars in order to study language teacher self-efficacy (LTSE) beliefs. In fact, Wyatt (2018a) states that more than two thirds of the studies focusing on teachers' sense of self-efficacy conducted till 2018 included quantitative aspects which were measured by either short or long form of TSES (Tschannen-Moran and Woolfolk Hoy, 2001). Regarding English Language Teaching (ELT), TSES is one of the most adapted scales in accordance with EFL settings. As a well-known adaptation, Chacón (2005) designed English Teachers' Sense of Efficacy Scale (ETSES) based on the short version of TSES. Likewise, Atay (2007) has made such an adaptation referring to the long version of the scale.

Besides, original scales (i.e., long, and short) have been subjected to several statistical tests in order to ensure their validity and reliability. Regarding validity, both long and short versions underwent factor analyses, as a result of which three factors emerged: i) Efficacy for student engagement, ii) Efficacy for instructional strategies, and iii) Efficacy for classroom management as the fundamentals of effective teaching. In terms of validity, Tschannen-Moran and Woolfolk Hoy (2001) reported that the ratios of reliability are 0.94 and 0.90 for the long and short scales respectively, which indicates that both scales can be utilized for the measurement of self-efficacy beliefs. Furthermore, the issue of construct validity of both scales has been dealt with. In this vein, both scales have been compared to the RAND measurement (Armor et al., 1976) and Hoy and Woolfolk's (1993) Teacher Efficacy Scale (TES) which is an adaptation of the scale designed by Gibson and Dembo (1984). As a result of these processes, it was found that there are positive correlations between the newly designed scales and the old ones.

Regarding the five-point Likert scale by Atay (2007), the adaptation has been made from the long version of TSES with three subscales (i.e., factors) and eight items for each. The reason why the long version was preferred is that the range of tasks and activities to measure teachers' own self-efficacy beliefs and competences is quite wide. That is, these beliefs can be measured more comprehensively with the use of the long version of the scale. Atay (2007) adopted the scale by adding "English Class" or substituting 'English' or 'Learning English' for 'schoolwork' in items 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 17, 18 and 19 (Atay, 2007, p. 207).

With regard to reliability of the adapted version, a ratio of 0.936 has been obtained for the general scale and 0.817, 0.857, and 0.861 for sub-scales or factors (i.e., efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management)

The EPOSTL

The EPOSTL which was explained in detail in the previous sections has five sections. The first section is the *introduction* part beginning with the fundamental definition of the EPOSTL. It also includes main aims, contents, knowledge and classification of descriptors and scales illustrated in the self-assessment section.

The second section is the *Personal Statement* which aims to encourage student teachers to deeply think and reflect their ideas regarding their teaching beliefs and philosophy through various questions. In this section, portfolio holders are expected to give information about their previous schooling and teachers by stating what they learned, and whether their learning experiences were positive or negative. Based on these, whether their prospective teachings have a risk of being affected or not is also requested (EPOSTL, 2007, p.10).

The part in which 195 self-appraisal descriptors are found is the *Self-assessment*. These descriptors are about basic teaching competences that student teachers of languages are expected to have. Because these descriptors lay on theoretical parts of the field of language teaching, they act as a bridge between theory and practice (CoE, 2007).

The fourth section is the *Dossier* whose basic aim is to give student teachers the chance to keep track of their professional progress through concrete evidence of their teaching such as lesson plans, transcripts, videos, observation reports, reflection reports, action research, peer, or mentor evaluations (Newby et al., 2007) so that they can engage in the process of self-assessment concerning their teaching competences.

The *Glossary of Terms* is the fifth section in which several terms related to the field of language teaching mentioned in the scope of the EPOSTL are explained.

In the *Index*, the page numbers and context of the terms used within the descriptors are presented in a grid so that portfolio holders can comprehend the meaning of those terms without problem.

The last section, known as *User's Guide*, is included for productive use of the EPOSTL by student teachers. They can read about the main aims, contents, and the descriptors of the EPOSTL in this section.

Reflective journals

The participants were expected to write reflective reports on a monthly basis. The practicum period lasted for 12 weeks and three reflective reports from each participant from the experimental group were collected at the end. In these reflective reports, the participants were supposed to indicate their experience regarding the use of the EPOSTL during their practicum including the challenges they faced while using it, negative and positive aspects of it, and any recommendations that they would make. The prompts given to the participants in their reflective reports are as follows:

- Did the EPOSTL help you find your strengths and weaknesses in teaching? If so, how? If not, why?
- How is your general experience while using the EPOSTL?
- Did the EPOSTL contribute to your professional development? If so, how? If not, why?
- Are there any parts that you find problematic in the document?
- Do you have any further recommendations?

Semi-structured Interviews

Quantitative data collected through the implementation of the scale as pre-test and post-tests were triangulated by semi-structured interviews to gain detailed and deeper insights into the research phenomenon. In accordance with the findings of the current study, participants' experiences during their use of the EPOSTL were focused on which would be helpful in terms of highlighting any possible relationship between the use of the EPOSTL and a change in the participants' level of self-efficacy beliefs. Out of 31 participants in the experimental group, eight pre-service EFL teachers volunteered to take part in the semi-structured interviews. Guest et al. (2020) point out that typically 6 or 7 interviews can present the majority of themes (approximately 80% of the themes) in the data collected from a homogenous sample, which implies that the number of participants in the semi-structured interviews seems reasonable. The interview questions were prepared based upon the opinions of at least 3 experts in the field of English language teaching. Besides, the first draft of the questions was posed to a group of participants as a piloting process and some changes in wording were made and the questions were fine-tuned again in light of the opinions of field experts. The final version of the semi-structured interview questions are as follows:

1. What is your general opinion about self-assessment via the EPOSTL?
2. To what extent have you found it helpful for your teaching? (e.g., in terms of components like lesson planning, classroom management, teaching methods etc.)
3. To what extent did it contribute to your professional development?
4. Which parts of the EPOSTL affected your awareness of teaching (e.g., classroom management, time management, instructional strategies and so on.)?
5. In which parts of the self-assessment section of the EPOSTL did you make more progress? Why?
6. In which parts of the self-assessment section of the EPOSTL did you make less progress? Why?

A general overview of the research questions and the related data collection instruments is presented in the following table.

Table 4

Data Collection Instruments

Research Questions	Data Collection Instrument
Sub question 1	The Scale TSES
Sub question 2	The EPOSTL and The Scale TSES
Sub question 3	The Scale TSES
Sub question 4	The EPOSTL and The Scale TSES
Sub question 5	The EPOSTL and The Scale TSES
Sub question 6	The EPOSTL and The Scale TSES
Sub question 7	The EPOSTL
Sub question 8	Reflective Reports and Semi-structured Interviews

As can be seen, several data collection instruments were utilized in the scope of the current study to investigate the research questions.

Data Analysis

To analyze the quantitative data collected within the scope of the current study, several statistical analyses were run through the software SPSS 29. Before the statistical tests were conducted, a process of data cleaning was carried out to exclude data with extreme values in order to maximize reliability of the results. After the data cleaning process, data belonging to three participants in the control group were excluded and the final number of participants in the control group was reduced to 27. The following table shows the range of statistical tests and qualitative data analysis methods planned to be used to measure the scope of each research question of the current study.

Table 5

Data Analysis

Research Questions	Data Analysis Procedure
Sub question 1	Descriptive Statistics (SPSS 29)
Sub question 2	Independent Sample T-test (SPSS 29)
Sub question 3	Descriptive Statistics (SPSS 29)
Sub question 4	Independent Sample T-test (SPSS 29)
Sub question 5	Paired Samples T-test (SPSS 29)
Sub question 6	Paired Samples T-test (SPSS 29)
Sub question 7	Repeated Measures ANOVA (SPSS 29)
Sub question 8	Thematic Analysis (MAXQDA 20)

For the qualitative part of the data, interview transcripts, and reflective reports were analyzed. All the findings acquired through these qualitative data collection methods were subjected to a qualitative thematic analysis through the software MAXQDA 20. Regarding the opinions, beliefs, and attitudes of the participants towards the content and the use of the EPOSTL were transcribed in the first place. Data reduction was conducted when necessary. Then, the transcribed data was subjected to the coding processes. Coding is a method to reduce the amount of data into manageable parts for the sake of analysis (Ellis & Barkhuizen, 2005, p.253). As for Barkhuizen, Benson and Chik (2014) coding is based on three steps: i) repeatedly reading of the data, ii) coding and categorizing the data extracts, iii) recognizing the thematic headings. Correspondingly, Dörnyei (2007) asserts that there are two subsequent coding processes which are initial and second level coding (p.251-252). In initial-level coding, the transcribed and reduced data are read and emerging patterns at first glance are coded. At this point, only prevalent and notable patterns are coded, and no keyword search is conducted. Following this, the coded data is re-read at least three times, and unrecognized patterns are also found with the help of keyword search in the scope of second level coding, which corresponds to the first step of Barkhuizen, Benson and Chik's coding model (2014).

Data Reliability and Validity

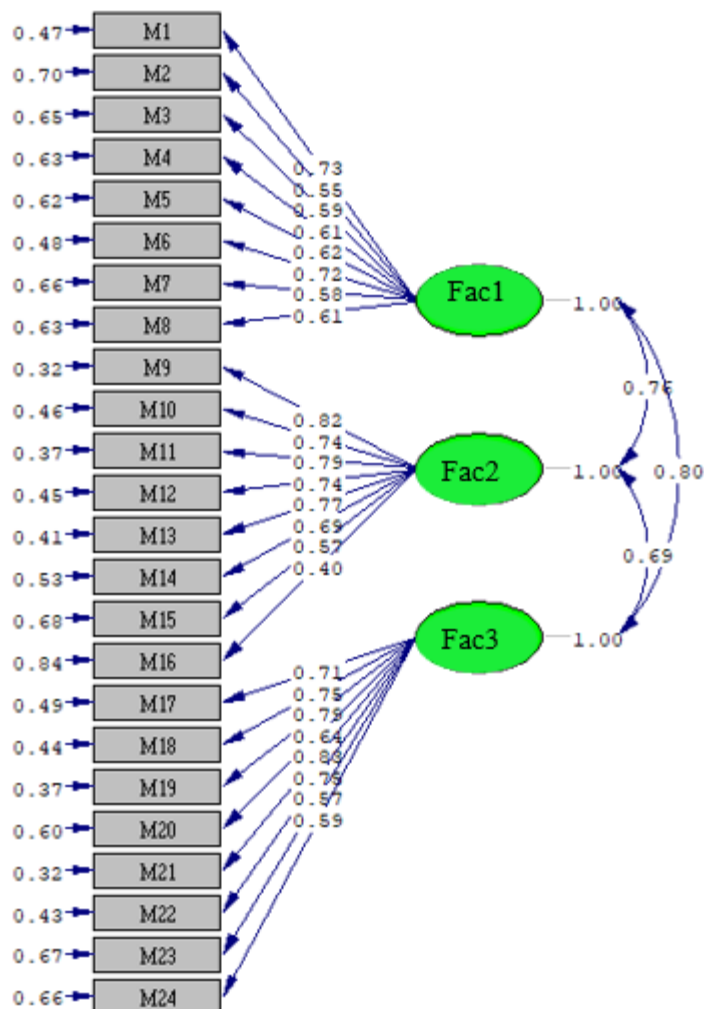
Within the scope of the current study, two previously developed and widely used instruments (i.e., the TSES and the EPOSTL) were utilized. Implementing or adapting a previously developed instrument, reliability and validity of which are ensured is more favorable than developing a novel one (Seliger & Shohamy, 1989). Validity and reliability are important components of academic studies as a credible interpretation of the results can be sustained when these two concepts are ensured (Johnson & Christensen, 2008). With regard to reliability, which is also referred to as dependability (Lincoln & Guba, 1985, p.316) of the study, it can be stated that the reliability of the scales used in the context of the current study has been proven. As for both long and short versions of the scale TSES, a number of statistical tests have been conducted to ensure their validity and reliability. To ensure validity, the original scale underwent several factor analyses by the developers and three factors were attained: i) efficacy for student engagement, ii) efficacy for instructional strategies, and iii) efficacy for classroom management as the essential parts of an effective teaching experience.

As for the reliability of TSES, Tschannen-Moran and Woolfolk Hoy (2001) stated that the ratios of reliability are 0.94 for the long and 0.90 for the short scale respectively, which means that both scales can be utilized for the measurement of self-efficacy beliefs as the ratios .90 and above 0.90 are accepted as excellent (George & Mallery, 2003). As for the validity, Seliger and Shohamy (1989) assert that validity refers to the extent to which the procedure of data collection measures what it is intended to measure. In this vein, the construct validity of both long and short scales has been compared to the RAND measurement (Armor et al., 1976) and Hoy and Woolfolk's (1993) Teacher Efficacy Scale (TES). It was concluded that the newly developed scales and the previous ones are positively correlated. Concerning Atay's (2007) adapted version, the adaptation is based on the long version of TSES with three factors, each of which has eight items. As for the reliability of Atay's scale, the Cronbach Alpha value has been 0.936 for the general scale and 0.817, 0.857, and 0.861 for the factors. Moreover, with regard to the current study, the Cronbach Alpha statistics for the general scale was found to

be 0.937. The ratios for the sub scales were 0.833, 0.878 and 0.882, respectively. The obtained ratios imply that the internal consistency of TSES is ensured as ratios higher than 0.8 are more than acceptable (Cortina, 1993). As for the construct validity of the adapted version on the sample of the current study, a confirmatory factor analysis (CFA) was conducted.

Figure 8

Confirmatory Factor Analysis Path Diagram for TSES



As for the results of the CFA, model fit indices are as follows: $\chi^2/df = 1,44$, RMSEA=0,08, SRMR=0,097, NNFI=0,92, CFI=0,93, IFI=0,93. It can be stated that all values for the investigated model fit indices are in between acceptable to excellent (Gürbüz & Şahin,

2018; Schermelleh-Engel et al., 2003). Therefore, in the current study, construct validity of the data acquired through TSES is ensured with regard to the values of model fit indices.

The reliability and the validity of the descriptors in the EPOSTL was handled well by the project team in the Centre for Modern Languages. Newby (2012) states that the EPOSTL underwent two different piloting processes, the first of which was addressed to student teachers of foreign languages whereas the second workshop was intended for the teacher educators. The participants in the piloting processes belonged to several different geographical and cultural backgrounds, ensuring the heterogeneity of the sample which is a great contributor to the reliability of the study (Büyüköztürk et al., 2010). Drawing on the feedback obtained through the piloting processes, some modifications and reductions were applied to the descriptors in order to maximize their transparency and comprehensibility (Newby, 2012) and the number of items decreased to 195. Furthermore, the Cronbach Alpha statistics of the EPOSTL implementations in the current study are EPOSTL 0.917 for the first, 0.951 for the second, and 0.957 for the last EPOSTL implementation as for the reliability of the instrument, which shows that it is a reliable tool to be used in the current study (George & Mallery, 2003).

With regard to interview questions, it can be stated that the questions were formulated under the supervision of three experts from the field who got their PhD degrees from the field of English language teaching. After the questions were formulated, they were asked to eight students from the experimental group as the piloting process. As a result of this, some further modifications were made in terms of wording of the questions for the purpose of maximizing their comprehensibility to ensure reliability.

With respect to the analyses of qualitative data (i.e., the transcript of the semi-structured interviews and reflective reports), the interrater reliability was calculated to keep reliability of the study at its optimal level. Especially in qualitative or mixed-method studies, assurance of interrater reliability should be considered (Berg, 2002; Friedman, 2012; Mackey & Gass, 2005; Loewen & Philp, 2012). As an external coder, who has got her B.A. and M.A. degrees in the field of foreign language education and has been pursuing her PhD in the same field has been requested to re-analyze and re-code the transcriptions of semi-structured interviews and

reflective reports. Loewen and Philp (2012, p.68) assert that 15-20% of the overall data should be assigned to the external rater to reach a credible result. Correspondingly, the external coder was assigned with randomly selected 24 codes of semi-structured interviews (20% of the total 121 codes) and 25 codes of reflective reports (20% of the total 129 codes). Concerning the reflective reports, the external rater and researcher reached consensus on 24 codes. Only one code, "Not enough competence in cultural integration", was decided to be removed at the end of the negotiation process. As for the semi-structured interviews, the external rater and researcher reached consensus on 23 codes. The external rater suggested that two codes under the categories of "Sections in which participants made more progress" and "Ways in which the EPOSTL is helpful for teaching" should have been coded under "Parts of the EPOSTL that affected awareness of teaching". As a result of the negotiation between the external rater and researcher. These two codes were re-coded under Parts of the EPOSTL that affected awareness of teaching". Overall, the percentage of interrater reliability is 95% for reflective reports and 92% for semi-structured interviews. These percentages are more than acceptable because Mackey and Gass (2005) state that percentages above 75% are regarded as "good", the ones above 90% are ideal (p.244).

When it comes to the external validity or transferability of the results of the study, it can be stated that transferability of the results is limited in the scope of the current study as Lincoln and Guba (1985) suggests that naturalistic studies can only present an in-depth portrayal of the research phenomenon rather than ensuring generalizability. In this regard, a detailed observation was done, and analysis was conducted based on the data obtained from 58 participants. The results of this study can be used for transferability purposes by other researchers by comparing the results of their studies with the ones of the current one.

Summary

This chapter dealt with the methodological aspect of the study including research design, settings and participants, data collection instruments, process of data analysis and validity and reliability concerns. Based on a mixed method design, the sequential explanatory experimental design was preferred to seek the answers to the research questions of the study.

The scale TSES was implemented in the form of pre and post-test to participant student teachers in both experimental and control groups. On the other hand, the EPOSTL was applied to the participants in the experimental group for an academic term. The participants in the experimental group also wrote reflective reports and a group of them attended the semi-structured interviews, which were subjected to thematic analysis, at the end of the study in order to obtain detailed data regarding their point of views regarding the use of the EPOSTL as a self-assessment tool in their undergraduate education.

Chapter 4

Findings, Comments and Discussion

Introduction

This chapter reveals the findings of the analyses of quantitative and qualitative data in order to seek the answers to research questions. Within this regard, a number of statistical tests were conducted for quantitative data, collected for the research questions 1-7, descriptive statistics were presented together with independent and Paired Samples T-tests conducted through the software SPSS 29. For the last research question, which was based on qualitative data, a thematic analysis was done through the software MAXQDA 20. Prevalent and notable patterns were coded under different themes. These themes were presented in detail through visuals and excerpts from participants' own comments.

Findings of Research Question 1

The first research question elicits information on the self-efficacy level of the participants in the experimental and control groups before the implementations. In this regard, descriptive statistics of both group's pre-test results were presented in the following tables. The tables include statistics both for sub factors and overall pretests. Each sub-factor of the pretest consists of eight items. Factor I, "Efficacy for Instructional Strategies", includes items regarding the implementation of teaching strategies, question formation, adjusting lessons, monitoring students' comprehension, and using various assessment strategies in class. Factor II, "Efficacy for Classroom Management", deals with items about controlling students' disruptive behavior, sustaining classroom rules, and handling defiant students. Lastly, Factor III, "Efficacy for Student Engagement", is based on items about boosting students' self-confidence and motivation, teaching them value learning, and enhancing their critical thinking and creativity.

Table 6*Descriptive Statistics of the Experimental Group's Pretest*

						Skewness	Kurtosis		
	<i>N</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>	<i>Statistic</i>	<i>Std. Error</i>	<i>Statistic</i>	<i>Std. Error</i>
Experimental Group Pretest Factor 1	31	9.00	32.00	23.0645	5.75	-.662	.421	-.252	.821
					578				
Experimental Group Pretest Factor 2	31	11.00	35.00	24.2903	6.17	-.476	.421	.041	.821
					086				
Experimental Group Pretest Factor 3	31	13.00	37.00	24.3226	6.40	-.261	.421	-.663	.821
					514				
Overall	31	33.00	103.00	71.6774	16.1	-.723	.421	.402	.821
					729				
Valid (N) listwise	31								

As can be seen, Factor III (Efficacy for student engagement) has the highest mean ratio when compared to Factor II (Efficacy for classroom management) and Factor I (Efficacy for instructional strategies) in experimental groups' pretest results. This means that participants in the experimental group felt most efficient in student engagement and least efficient in instructional strategies (e.g., Factor I), which is followed by Factor II, efficacy for classroom management. The overall mean statistics of the experimental group is $M=71.67$ / $SD=16.17$. The overall skewness (-.723) and kurtosis (.402) statistics of the experimental group are the indicatives of normal distribution as the values are in between -2 and +2 (George & Mallery, 2010).

Table 7*Descriptive Statistics of the Control Group's Pretest*

						Skewness	Kurtosis			
	<i>N</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>	<i>Statistic</i>	<i>Std. Error</i>	<i>Statistic</i>	<i>Std. Error</i>	
Control Group Pretest Factor 1	27	16.00	31.00	24.0370	4.87	-.011	.448	-.1570	.872	
					917					
Control Group Pretest Factor 2	27	12.00	37.00	23.2222	6.30	.305	.448	-.344	.872	
					817					
Control Group Pretest Factor 3	27	16.00	38.00	25.5926	6.03	-.304	.448	-.425	.872	
					362					
Overall	27	44.00	104.00	72.8519	15.8	.076	.448	-.650	.872	
					567					
Valid (N) listwise	27									

The control group has a slightly higher mean ratio in their pretests which equals to 72.85 when compared to the experimental group. As opposed to the experimental group, Factor II has the lowest mean ratio in the control group's pretest results followed by Factor I and III. This implies that participants in the control group feel themselves the least efficient in classroom management, which is in line with the result of the experimental group as their lowest mean score was for Factor II. On the other hand, Factor III is the one in which the control group feels themselves most efficient. This is again a similar pattern with the experimental group since their mean scores for Factor III are also the highest one. Lastly, the overall mean for the pre-test of the control group is $M=72.85$. As for the Skewness (.076) and Kurtosis (-.650) values of the overall pretest of control group, the values are in between -2 and +2 which means that the control group's pretest results are normally distributed (George & Mallery, 2010).

Findings of Research Question 2

The second research question gauges whether there is a significant difference between the participants' self-efficacy level in the experimental and the control groups before the

implementation. In order to find out whether a parametric or non-parametric test is preferred, a test of normality was conducted to see the normality of pretests of both groups.

Table 8

Test of Normality for Pretests

		Shapiro-Wilk		
		<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
Factor I	Experimental Group	.949	31	.144
	Control Group	.102	27	.011
Factor II	Experimental Group	.943	31	.097
	Control Group	.986	27	.872
Factor III	Experimental Group	.960	31	.300
	Control Group	.982	27	.486

As for the test of normality, the Shapiro-Wilk test was preferred as the number of participants was less than 50 in each group (experimental=31 and control=27). When investigating based on separate factors, it can be seen that Factor I and III for the control group are normally distributed, but Factor I is not. However, when the overall results are taken into consideration, it can be observed that pretest results of both groups are normally distributed as p value is .063 for the experimental group and .680 for the control group ($p > .05$). Besides, the Skewness (-.011) and Kurtosis (-1.570) statistics of Factor I in the pretests of the control group show a normal distribution as the values are in between +2 and -2 which is an acceptable range according to George and Mallery (2010). Based on this, an Independent Sample T-test was conducted to find out whether there is a significant difference between the participants' self-efficacy level in the experimental and the control groups before the EPOSTL implementation.

Table 9

Independent Samples T-test for Pretests

	Experimental Group		Control Group		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Factor I	23.0645	5.75578	24.0370	4.87917	-.688	.494

<hr/>						
"Efficacy for Instructional Strategies"						
<hr/>						
Factor II	24.2903	6.17086	23.2222	6.30817	.651	.518
"Efficacy for Classroom Management"						
<hr/>						
Factor III	24.3226	6.40514	25.5926	6.03362	.653	.442
"Efficacy for Student Engagement"						
<hr/>						
Overall	71.6774	16.17279	72.8519	15.56797	-.281	.780
<hr/>						

As can be seen, Independent Samples T-test suggested that there is no statistically significant difference with regard to sub-factors of TSES between pretest results of the experimental and control groups as the values are .494 for Factor I, .518 for Factor II and .442 for Factor III respectively ($p > .05$). The p value for the Independent Samples T-test for overall pretest (i.e., total of all factors) is .780. When all the factors are dealt with separately, it can be concluded that there is no statistically significant difference between participants' pretest results in the experimental and control groups which supports the random selection of the participants in the experimental and control groups (Tabachnick & Fidell, 2014). In short, it can be concluded that both groups are the same before the EPOSTL implementations which is a prerequisite for experimental studies.

Findings of Research Question 3

The third research question aims to find out participants' self-efficacy level after the implementations. In this respect, descriptive statistics of both group's posttest results were presented in the following tables based on both separate factors and overall results.

Table 10

Descriptive Statistics of the Experimental Group's Posttest

<hr/>	
Skewness	Kurtosis
<hr/>	

	<i>N</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>	<i>Statistic</i>	<i>Std. Error</i>	<i>Statistic</i>	<i>Std. Error</i>
Experimental Group Posttest Factor 1	31	19.00	39.00	29.8387	5.97	-.249	.421	-1.136	.821
					270				
Experimental Group Posttest Factor 2	31	14.00	40.00	30.5806	6.46	-.813	.421	.367	.821
					413				
Experimental Group Posttest Factor 3	31	16.00	40.00	29.5161	6.08	-.280	.421	-.579	.821
					206				
Overall	31	50.00	119.00	89.9355	17.3	-.576	.421	-.240	.821
					665				
Valid (N) listwise	31								

It is seen that the overall mean statistic of the experimental group's posttest is 89.93. The table demonstrates an increase in the experimental groups' mean statistics when compared to their pretest results. As for the posttest results of the experimental group, it can be stated that all mean scores for each factor increased and the situation in the pretest changed as the ranking of the mean statistics are Factor II > Factor I > Factor III in posttest results, which implies a reverse change. In the posttest, it can be seen that the participants in the experimental group started to see themselves as most efficient in Factor II, Efficacy for Classroom Management, which was the second most rated one in the pretest. Thus, it can be stated that the experimental group's classroom management self-efficacy beliefs increased mostly when compared to other factors after three EPOSTL implementations. On the other hand, Factor I had the lowest mean ratio in the pretest while it is the second highest rated one in the posttests. Therefore, it can be stated there is also an increase in the experimental group's beliefs of their efficacy in instructional strategies in their posttests after they used the EPOSTL as a self-assessment tool for a semester. When compared to the results of the control group,

the increase seems higher in the posttest results of the experimental group, which is shown in the following table.

Table 11

Descriptive Statistics of the Control Group's Posttest

						Skewness	Kurtosis			
	<i>N</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>	<i>Statistic</i>	<i>Std. Error</i>	<i>Statistic</i>	<i>Std. Error</i>	
Control Group Posttest Factor 1	27	22.00	32.00	27.5185	5.97	-.398	.448	-.862	.872	
					270					
Control Group Posttest Factor 2	27	23.00	29.00	25.5926	3.85	.241	.448	-.795	.872	
					566					
Control Group Posttest Factor 3	27	17.00	35.00	27.2593	4.47	-.637	.448	.151	.872	
					723					
Overall	27	64.00	94.00	80.3704	8.02	-.414	.448	-.278	.872	
					950					
Valid (N) listwise	27									

As for the control group, it can be stated that the mean value is lower ($M=80.37 / SD=8.02$) when compared to that of the experimental group. The table demonstrates an increase in the control group's mean statistics when compared to their pretest results. As for the ranking of factors, the order changed to Factor I > Factor III > Factor II, in their posttest. It can be stated that Factor I, Efficacy for Instructional Strategies, got a slightly higher point in the posttests when compared to Factor III, which had the highest mean score in the pretests.

Findings of Research Question 4

The fourth research question sought a significant difference between the participants' self-efficacy level in the experimental and the control groups after the implementation. To see

whether a parametric or non-parametric test is preferred, a test of normality and test of homogeneity of variance were conducted to see the normality and homogeneity of posttests of both groups.

Table 12

Test of Normality for Posttests

		Shapiro-Wilk		
		<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
Factor I	Experimental Group	.939	31	.103
	Control Group	.963	27	.087
Factor II	Experimental Group	.942	31	.095
	Control Group	.980	27	.130
Factor III	Experimental Group	.980	31	.809
	Control Group	.959	27	.165

As for the results of the test of normality, the Shapiro-Wilk test was preferred as the number of participants was less than 50 in each group (experimental group=31 and control group=27). The results indicate that the posttest results of both groups are normally distributed ($p = >.05$) Likewise, an overall test of normality (without separate factors) also confirmed that posttest results of the experimental and control group are normally distributed ($p = .283$ for the experimental group and $.427$ for the control group). In this vein, an Independent Samples T-test was conducted to investigate whether there is a significant difference between the participants' self-efficacy level in the experimental and the control groups after the EPOSTL implementation.

Table 13

Independent Samples T-test for Posttests

	Experimental Group		Control Group		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Factor I	29.8387	5.97270	27.5185	5.97270		.062
"Efficacy for Instructional Strategies"						

Factor II	30.5806	6.46413	25.5926	3.85566	.000
"Efficacy for Classroom Management"					
Factor III	29.5161	6.08206	27.2593	4.47723	.118
"Efficacy for Student Engagement"					
Overall	89.9355	17.36651	80.3704	8.02950	.009

The p values for Factors I, II and III are .062, .000 and .118 respectively. Besides, the overall p value is .009, which states a statistically significant difference with an effect size of .707, implying a moderate effect (Cohen,1988). However, there is no statistically significant difference between posttest results of the experimental and control groups with regard to their scores on Factor I and Factor III ($p > .05$). Therefore, the statistically significant difference only belongs to Factor II, Efficacy for Classroom Management ($p < .05$) with an effect size of .937 implying a strong effect (Cohen, 1988). Although an increase was observed in both groups' posttest results in terms of mean statistics of Factor I and III when compared to their pretest results; however, it is concluded that the increase is not statistically significant except for Factor II.

Findings of Research Question 5

The fifth research question was designed to ascertain whether there is a significant difference between the participants' self-efficacy level in the control group before and after the implementation. As within-group differences are focused, a Paired Samples T-test was conducted.

Table 14

Paired Samples T-test for the Control Group's Pretest and Posttest Results

	Pretest	Posttest
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	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Factor I "Efficacy for Instructional Strategies"	24.0370	4.87917	27.5185	5.97270	-2.942	.007
Factor II "Efficacy for Classroom Management"	23.2222	6.30817	25.5926	3.85566	-1.883	.071
Factor III "Efficacy for Student Engagement"	25.5926	6.03362	27.2593	4.47723	-1.052	.302
Overall	72.8519	15.8567	80.3704	8.02950	-2.051	.051

As for separate factors, the *p* values are .007 for Factor I, .071 for Factor II and .302 for Factor III, respectively. Therefore, it can be concluded that there is no statistically significant difference among factors of pretest and posttest with regard to the result of the control group ($p > .05$) except for Factor I, Efficacy for Instructional Strategies. For Factor I, a statistically significant difference can be observed ($p < .05$). Cohen's *d* for the significance of Factor I is -.638 which implies a moderate effect size (Cohen, 1988). Such a difference may be linked to the control group's teaching experiences in their practicum schools as the control group also started to conduct micro-teachings in the semester when data collection took place just like the experimental group. However, no statistically significant difference was observed for the other factors (i.e., II and III). Likewise, the overall Paired Samples T-test for pretest and posttest of the control group do not show a statistically significant difference as the *p* value is .051 ($p > .05$). It can be stated that there is no statistically significant difference between control group's overall results of their pretests and posttests and with regard to Factors II and III.

Findings of Research Question 6

The sixth research question gauges whether there is a statistically significant difference between the participants' self-efficacy level in the experimental group before and after the implementation.

Table 15

Paired Samples T-test for the Experimental Group's Pretest and Posttest Results

	Pretest		Posttest		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Factor I "Efficacy for Instructional Strategies"	23.0645	5.75778	29.8387	5.97270	-4.374	.000	-.786
Factor II "Efficacy for Classroom Management"	24.2903	6.17086	30.5806	6.46413	-4.298	.000	-.772
Factor III "Efficacy for Student Engagement"	24.3226	6.40514	29.5161	6.08206	-3.193	.003	-.573
Overall	71.6774	16.1729	89.9355	17.3665	-4.194	.000	-.750

As indicated in Table 15, there is a statistically significant difference between pretest ($M= 71.67 / SD=16.17$) and posttest results of the experimental group ($M=89.93 / SD= 17.36$) as significance value is .000 ($p<.05$). The *p* values of the Factors I, II and III are .000, .000 and .003, respectively ($p<0.05$). The significance value for Paired Samples T-test of overall pretest and posttest indicates an effect size of -.750. The effect sizes of separate factors are as follows: -.786 for Factor I, -.772 for Factor II and -.573 for Factor III. With regard to Factor I and II, the effect sizes imply a stronger effect as it is closer to .80 whereas -.573 means a moderate effect (Cohen, 1988).

As there is no significant difference between pretest and posttest of the control group was found except for efficacy in instructional strategies (Factor I), the significant difference found in the experimental group's pretest and posttest results can be attributed to their EPOSTL use, especially in relation to Factors II and III. Since both groups showed a statistically significant difference in Factor I, explaining this increase through the use of the EPOSTL may not be possible. However, it can be asserted that a statistically significant increase was observed in the experimental group's self-efficacy beliefs regarding their efficacy in classroom management (Factor II) and student engagement (Factor III) that can be attributed to their use of the EPOSTL as a self-assessment tool for a semester.

Findings of Research Question 7

The seventh research question was designed to identify any difference within participants' 1st, 2nd and 3rd use of their own EPOSTL. Experimental group's scores for each sub-section of the self-assessment part in the EPOSTL were calculated and presented. The first sub-section "Context" includes descriptors regarding curriculum, aims and needs of students, the role of a language teacher and institutional resources and constraints. "Methodology" includes descriptors about speaking/spoken interaction, writing/written interaction, listening, reading, grammar, vocabulary and culture. "Resources" includes descriptors concerning coursebooks and materials. The fourth subsection "Lesson Planning" covers descriptors about identification of learning objectives, lessons content and lesson organization. "Conducting a Lesson" consists of descriptors focusing on using lesson plans, lesson content, interaction with learners, classroom management and classroom language. The fifth subsection "Independent Learning" includes descriptors about learner autonomy, homework, projects, portfolios, virtual learning environments, and extracurricular activities. The last subsection "Assessment of learning" involves descriptors concentrating on designing assessment tools, evaluation in class, self and peer assessment, language performance, culture (in assessment) and error analysis. In this regard, descriptive statistics for each EPOSTL implementation (T1 for Time 1, T2 for Time 2 and T3 for Time 3) are presented in the

following parts to detect any change within the experimental group's results for their EPOSTL use.

Table 16

Descriptive Statistics of the EPOSTL Time 1 (T1)

	N	Min.	Max.	M	SD	Skewness		Kurtosis	
						Statistic	Error	Statistic	Error
T1 Context	31	92	205	155.709	28.4419	-.190	.421	-.277	.821
T1 Methodology	31	207	525	368.6452	75.92608	-.076	.421	-.690	.821
T1 Resources	31	29	11	66.5161	18.10869	.314	.421	-.149	.821
T1 Conducting a Lesson	31	85	258	174.000	40.97967	-.089	.421	-.656	.821
T1 Independent Learning	31	82	230	155.096	41.52056	-.124	.421	-1.022	.821
T1 Lesson Planning	31	72	180	133.935	30.32374	-.250	.421	-1.002	.821
T1 Assessment	31	86	229	162.741	39.39456	-.449	.421	-.698	.821
Valid N (listwise)	31								

As for the first EPOSTL implementation, it can be pointed out that the highest mean statistic belongs to "Methodology" (M=368.64 / SD=75.92). On the other hand, the category "Resources" has the lowest mean statistics (M=66.51 / SD=18.10). Therefore, it can be stated that participants in the experimental group felt themselves most competent in methodological components of teaching including speaking/spoken interaction, writing/written interaction, listening, reading, grammar, vocabulary and culture. However, their competency in designing

and evaluating course materials is not strong when compared to other subsections. The overall ranking of the categories in the first EPOSTL implementation is as follows: Methodology > Conducting a Lesson > Independent Learning > Assessment > Context > Lesson Planning > Resources. The average mean score for T1 is 173,8064 (the average of all sub-sections).

Table 17

Descriptive Statistics of the EPOSTL Time 2 (T2)

	N	Min.	Max.	M	SD	Skewness		Kurtosis	
						Statistic	Error	Statistic	Error
T2 Context	31	79	217	159.8065	35.45271	-.655	.421	-.219	.821
T2 Methodology	31	224	534	380.6452	82.60934	-.363	.421	-.435	.821
T2 Resources	31	37	105	68.1290	16.96809	-.095	.421	-.363	.821
T2 Conducting a Lesson	31	60	205	138.9032	38.47454	-.424	.421	-.326	.821
T2 Independent Learning	31	86	246	175.4839	46.47140	-.357	.421	-.901	.821
T2 Lesson Planning	31	59	238	165.1613	46.23024	-.483	.421	-.427	.821
T2 Assessment	31	82	270	172.7419	45.12720	-.269	.421	-.137	.821
Valid N (listwise)	31								

In the second EPOSTL implementation, the category "Methodology" has the highest mean value again (M=380.64 / SD=82.60). A similar pattern with the first EPOSTL implementation is observable as the category "Resources" has the lowest mean statistics (M=68.12 / SD=16.96). However, there are changes in the ranking of the other categories. The overall ranking of the categories in the second EPOSTL implementation is as follows:

Methodology > Assessment > Independent Learning > Lesson Planning > Context > Conducting a Lesson > Resources. A radical change can be observed for the category “Conducting a Lesson” as it had the second highest mean score in T1 whereas it is the penultimate one in T2. This shows that pre-service EFL teachers went through a change in their belief in their lesson conducting towards the middle of their practicum period. The average mean score for T2 is 168,6958 (the average of all sub-sections).

Table 18

Descriptive Statistics of the EPOSTL Time 3 (T3)

	N	Min.	Max.	M	SD	Skewness		Kurtosis	
						Statistic	Error	Statistic	Error
T3 Context	31	100	230	169.3226	37.24459	-.371	.421	-.734	.821
T3 Methodology	31	227	567	416.0645	92.43446	-.270	.421	-.637	.821
T3 Resources	31	34	110	76.4839	18.62234	-.307	.421	-.384	.821
T3 Conducting a Lesson	31	70	218	158.4839	40.07815	-.497	.421	-.159	.821
T3 Independent Learning	31	86	264	196.3226	49.96358	-.701	.421	-.242	.821
T3 Lesson Planning	31	76	277	192.7742	49.39076	-.566	.421	-.028	.821
T3 Assessment	31	95	270	193.5484	49.82425	-.354	.421	-.965	.821
Valid N (listwise)	31								

It was found out that the category “Methodology” again has the highest main ratio in the third EPOSTL implementation (M=416.06 / SD=92.43). As a similar situation with the previous EPOSTL the category “Resources” has the lowest mean statistics (M=76.48 /

SD=18.62). The ultimate ranking of the categories in the last EPOSTL implementation is as follows: Methodology > Lesson Planning > Assessment > Independent Learning > Context > Conducting a Lesson > Resources. When mean statistics are examined from the 1st EPOSTL implementation to the last one, it can be stated that the statistics tended to incline from T1 (M=1216.64 / SD=244.36) to T2 (M=1260.87 / SD=295.92) but started to increase again from T2 to T3 (M=1403.00 / SD=328.02) regarding the average of all sub-sections. In order to see whether the increases from T2 to T3 and between T1 to T3 are statistically significant or not, a test of normality was conducted to see which statistical tests can be carried out.

Table 19

Test of Normality for the EPOSTL Implementations

	Shapiro-Wilk		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
EPOSTL T1	.950	31	.154
EPOSTL T2	.938	31	.074
EPOSTL T3	.966	31	.415

As all data for the EPOSTL implementations are normally distributed, a Repeated Measures ANOVA was conducted to see if the increase in mean statistics is statistically significant or not.

Table 20

Mauchly's Test of Sphericity

Within Subjects Effect W	Mauchly's	Approx. Chi- Square	Df	Sig.	Epsilon		
					Greenhou se- Geisser	Huynh- Feldt	Lower- bound
Factor1	.900	3.060	2	.217	.909	.964	.500

As a prerequisite for Repeated Measures ANOVA test, a sphericity test was conducted, and it was concluded that the sphericity is assumed ($p=.218$) ($p>.05$).

Table 21

Repeated Measures ANOVA for the EPOSTL Implementations

<i>Source</i>		<i>Type II Sum of Squares</i>		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Factor1	Sphericity Assumed	587808.667		2	293904.333	4.440	.016
Error (Factor1)	Sphericity Assumed	3971805.333		60	66196.756		

As the sphericity assumed, the significance value suggested that there is a statistically significant difference within the EPOSTL implementations. It should be noted that the increase is not a consistent one as it starts to increase very slightly from T1 to T2 but more sharply from T2 to T3. Overall, it can be pointed out that a definite increase can be mentioned since the overall mean score of T1 ($M=1216.64$ / $SD=244.36$) while the average mean score of T3 is 1403.00, which suggests that participants experienced a development in their competences from T1 to T3 during their self-assessment period through the EPOSTL. To see which implementations are different from each other, a Post hoc test, LSD test, was conducted. As a result of the LSD test, it was found out that the increase from T2 to T3 is statistically significant ($p=.013$). Therefore, it can be stated that the increase from the second (T2) to third (T3) EPOSTL implementation is statistically meaningful when compared to the ones between T1 to T2 or T1 to T3.

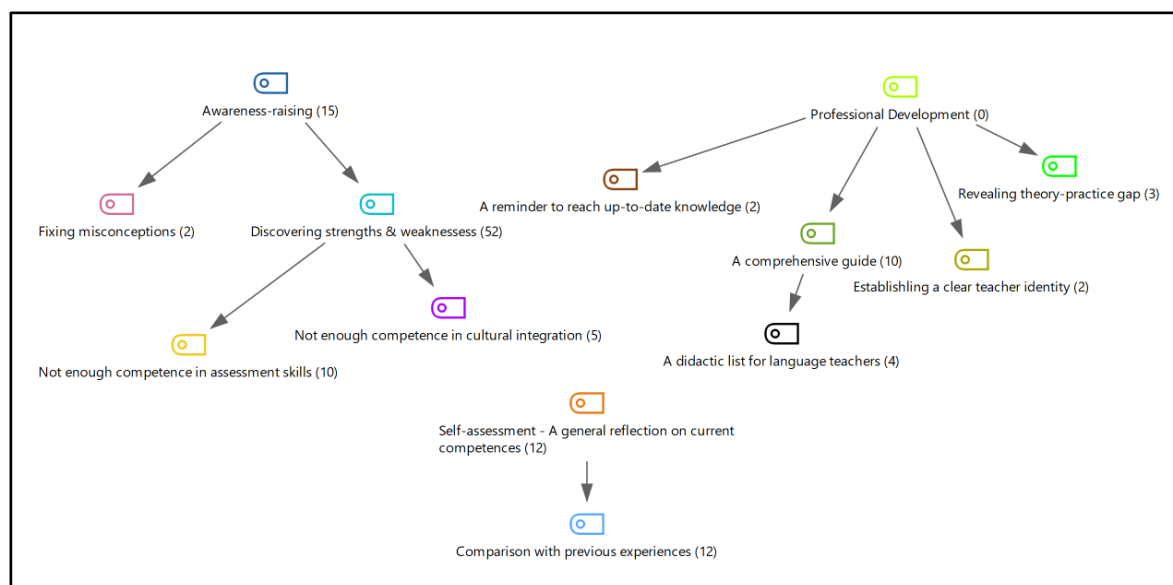
Findings of Research Question 8

The eighth research question is about viewpoints of the participants in the experimental group about the use of the EPOSTL as a self-assessment tool. Participants in the experimental group stated their personal viewpoints regarding their use of the EPOSTL as a self-assessment tool throughout three months via their reflective reports and in semi-structured interviews. A thematic analysis was conducted to analyze these data through MAXQDA 20. The analysis

presents the frequencies of the emerging themes with actual excerpts from participants' own comments. In their reflective reports, the participants were given prompts to write about, but they were not obliged to answer any predefined questions. They were given freedom of choice while writing their reflective reports. The prompts included points concerning the ways the EPOSTL help them find their strengths and weaknesses in teaching, their general experience while using the EPOSTL, whether the EPOSTL contributes to their professional development or not, and their suggestions, comments and recommendations on the EPOSTL itself. As for the semi structured interviews, the questions focused on participants' general opinion towards self-assessing themselves through the EPOSTL, its contribution to teaching components such as lesson planning, classroom management and so on, its contribution to their professional development, the parts that affected their awareness of teaching, the parts in which they made more and less progress and the reasons. There were also follow-up discussions in addition to the formulated interview questions, which all were included in the process of thematic analysis.

Findings of the Reflective Reports

In total, 93 reflective reports were collected from the participants in the experimental group on a monthly basis for three months. There was no word or length limitation for participants to obey while writing their reflective reports. Ultimately, the total word count of all reflective reports is 6733. The total number of codes is 129 (37 for the 1st, 41 for the second and 51 for the 3rd reflective reports). Out of 129 codes, three main themes (i.e., "Awareness-raising", "Professional Development" and "Self-assessment-A general reflection on current competences") emerged. Out of these three main themes, six sub-themes were obtained. Besides, there are specific codes under these sub-themes. An overall illustration of the themes, sub-themes and codes of reflective reports are shown in the following figure.

Figure 9*Themes, Sub-themes and Codes of Reflective Reports*

As can be seen, “Awareness-raising” was found to be the most frequently coded main theme. This main theme is generally about participants’ self-awareness processes which they reach through the EPOSTL. There were comments regarding participants’ general awareness raising experiences which were coded under the main theme. In addition to the general awareness raising comments, participants frequently touched upon awareness of their strengths and weaknesses. Among these strengths and weaknesses, there were some prevalent focuses which were coded separately as they stood out. Besides, some of them stated that they corrected some misconceptions about their own teaching which is a different form of awareness-raising process. The following extract is a comment from one of the participants about her own awareness-raising process through the EPOSTL.

Excerpt 1

“This implementation that we did for a semester was very helpful and helped us gain awareness about the criteria that we need to assess as pre-service EFL teachers. This portfolio enabled me to comprehend the teaching qualities that I should have, and areas of improvement.”

This comment was about the general awareness raising process regarding the tenets of authentic classroom teaching. Moreover, 40,3% of the total codes consisted of the comments stating that the EPOSTL helped the participants gain awareness of their specific strengths and weaknesses. Especially the issues of “Cultural Integration” and “Assessment” were mentioned remarkably in terms of areas of improvement.

Excerpt 2

“When I saw the number of descriptors about the socio-cultural aspects of teaching, I realized that I, indeed, ignored the concept of “culture” in my teachings. The EPOSTL made me realize the fact that I need to work on this.”

Cultural integration and assessment skills were one of the most frequently stated areas of improvement for participants. The participants pointed out that the considerable number of descriptors allocated to the issue of culture in the EPOSTL stirred them to take these issues into consideration more during their teaching. They stated that the presence of these descriptors made them grasp the importance of cultural integration in foreign language education of which they previously were not that much aware. Similarly, “Assessment” was the most emphasized weakness among the participants.

Excerpt 3

“Assessment is the part in which I felt most alienated as I had no chance to be involved in the process of assessment in my teachings.”

A considerable number of participants stated that they had no opportunity to engage in the process of assessment in their practicum period, which negatively affected their beliefs in their assessment competence.

Excerpt 4

“I think that EPOSTL is a very beneficial implementation. I recognized my lack of assessment competence through this portfolio. Indeed, I think that the training that we got on the issue of

assessment in our undergraduate program is not enough because I saw that I did not give high scores to the descriptors in the assessment part. “

Additionally, some of the participants asserted that they found their undergraduate training insufficient in terms of gaining efficacy in assessment competency.

Under the theme of “Awareness-raising” there is also a sub-theme titled “Fixing misconceptions”. Some of the participants stated that they changed some of their self-beliefs regarding their teaching performance and competences. One of them stated that she thought that she was bad at Information Communication Technologies (ICT) skills. However, she stated that her self-evaluation regarding these skills in the EPOSTL was not as low as she expected.

The other main theme “Professional Development” hosts four different sub-themes. This theme is about participants’ attitudes towards its contribution to their continuous professional development in addition to its self-assessment function. Each sub-theme focuses on a different aspect that is conducive to participants’ professional development. The most observed sub-theme in this theme is “A comprehensive guide”. Under this theme, the participants stated that the EPOSTL contributed to their professional development by functioning as a comprehensive guide and emphasizing the significant aspects of practical teaching.

Excerpt 5

“The EPOSTL provided me with an insight into what aspects of teaching English as a foreign language are deemed important.”

They indicated that the EPOSTL allowed them to see the necessary teaching criteria holistically under seven main categories together with several subcategories just like a handbook of teaching for pre-service EFL teachers. They stated that evaluating several aspects of foreign language teaching under different categories helped them remember their fundamental teacher training and supported their knowledgebase.

Under the sub-theme of “A comprehensive guide”, there were four participants stating that the EPOSTL functioned as a “Didactic list for language teachers”.

Excerpt 6

“...This portfolio can be counted as a reference book like a to-do-list for novice teachers.”

The participant pointed out that the EPOSTL is not only for pre-service years, but it can still be functional in their induction year when evaluated as a to-do-list or checklist by novice EFL teachers.

Under the main theme of “Professional Development”, participants indicated that the EPOSTL acted as a “A reminder to reach up-to-date knowledge”, especially in the area of ICT.

The other sub theme under “Professional Development” is “Revealing theory-practice gap”. Some participants emphasized their process of awareness regarding their competence in theoretical knowledge but paucity in practice through the EPOSTL.

Excerpt 7

“In this portfolio through which I evaluated myself, I realized that I am aware of the categories and sub-categories in the self-assessment part, but in practice, I have difficulty in applying these in the class even though I remember all of them. Especially in the methodology part, I know all the theoretical background, but I get stuck when it comes to practice. Through the EPOSTL, I realized this.”

The participant highlighted that he was familiar with the teaching categories that he saw in the EPOSTL but noticed that he had difficulty in applying these in the class.

Excerpt 8

“The EPOSTL taught me the necessity of integrating technology more into my lesson plans and reminded me to speed up to reach recent developments in ICT integration into foreign language classrooms.”

The participants asserted that when they realize a gap in their knowledge while scoring the descriptors, they immediately noticed that they needed to keep their knowledge fresh and up to date.

A worth mentioning but not very prevalent sub theme was “Establishing a clear teacher identity” under the main theme of “Professional Development”.

Excerpt 9

“I got to know myself better as a novel EFL teacher via the EPOSTL. As the time passed and I evaluated myself for the 3rd time, I realized that I got better. As a teacher, I noticed that being a teacher is not something one-shot. In fact, I need to struggle and challenge myself to improve my weak sides over a long period of time.”

It can be understood from Excerpt 9 that the participant came to the realization that becoming an effective teacher is a long and everlasting journey.

The last main theme extracted from the reflective report is “Self-assessment- A general reflection on current competences”. Under this theme, the participants reflected on their general personal self-assessment processes and their proficiency in teaching competences and performance in real class settings. This main theme consisted of comments about participants’ general current self-reflection processes. Besides, a considerable number of participants tended to compare their current beings with the previous ones in terms of teaching competences and performance.

Excerpt 10

“In the last time I filled in this portfolio, I felt that I was not confident enough in teaching grammar, but now I feel like I get better at this. This portfolio helped me see the clear difference between the first time and last time that I self-assessed myself”

In Excerpt 10, it can be seen that the participant compares her first self-assessment and the third one and reports the improvement in her grammar teaching competences.

Summary of the Findings from the Reflective Reports

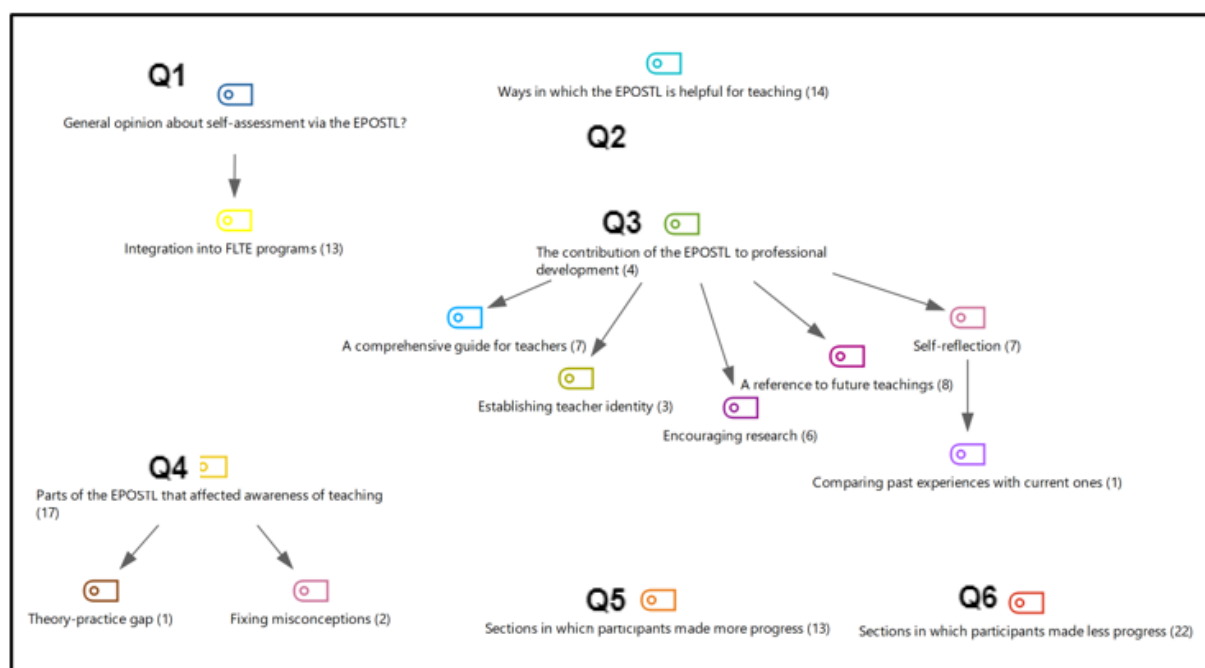
Ultimately, it can be concluded that the participants mostly emphasized the awareness-raising function of the EPOSTL to detect their strengths and weaknesses as a practical and beneficial implementation in their reflective reports. Regarding awareness-raising, there were participants stating that the EPOSTL helped them correct their misjudgments concerning their teaching abilities. As for their strengths, there were a bunch of different focuses that participants highlighted including their awareness of their strengths in instructional methodologies and material design. These comments did not gather under a prevalent main theme. However, “Assessment” and “Cultural Integration” were repeated considerably by the participants as their weaknesses which they noticed through the EPOSTL, which is why these were coded separately. Professional Development was another important main theme based on the comments by the participants. Under this theme, four sub themes emerged regarding the utility of the EPOSTL in terms of participants’ professional development. Lastly, participants touched upon their general self-assessment processes through the EPOSTL as another main theme. Some of them specifically compared their past competences with their current ones that they recognized via the EPOSTL. These were the themes that emerged for the reflective reports written by all participants in the experimental group.

Findings of the Semi-structured Interviews

The thematic analysis based on semi-structured interviews was conducted in line with the order of interview questions. In this vein, at least one main theme emerged for each question and sub themes were reached as well with the inclusion of follow up discussions related to the questions. In total, 121 segments were coded for all interview questions under different themes. The emergent themes were presented in line with each question separately. The overall emergence of the themes and sub themes is shown in the following figure.

Figure 10

Themes, Sub-themes and Codes of Semi-structured Interviews



As can be seen, there are six main themes for six interview questions. While there are no sub themes for questions 2,5 and 6, there are several sub themes for questions 1,3 and 4.

The first semi-structured interview question was about the participants' general opinion about self-assessment via the EPOSTL. Out of eight pre-service EFL teachers participated in the semi-structured interviews, all of them stated that they have a positive attitude towards using the EPOSTL as a self-assessment tool in their practicum period. The participants commented that they found self-assessment through the EPOSTL beneficial as it acted like a mirror in which they can see their past and current competences in a continuum.

Excerpt 11

“My experience is also positive, and I think in terms of self-assessment, this portfolio fosters reflective practice for us, through which we find a chance to evaluate our strengths and weaknesses. By this way, we can see what worked or what did not in our teaching and can make some solutions for the problems that we encounter. Accordingly, we can learn ways or draw new lessons from our past experiences.”

It can be understood from Excerpt 11 that the participant's general point of view regarding her experience with the EPOSTL is positive and useful. Generally, the answers to the first question were more or less similar to each other. Excerpt 11 can be exemplary as it is like a summary of all answers in general. As the sub theme, "Integration into FLE programs" was emphasized remarkably.

Generally, participants have the opinion that the EPOSTL should be integrated into FLE programs either in their practicum or within the context of particular undergraduate courses. Some participants stated that such an integration should be done earlier, like in the second or third year as it may be too late for them to be familiar with such a portfolio in their senior year. The EPOSTL can be introduced and used in peer teachings as a whole or section by section in some of their pedagogical content courses in the second or third year so that they can gain familiarity with the parts of teaching earlier and be more prepared to assess themselves in their practicum period as they stated.

Excerpt 12

"If I had the chance to see these descriptors in the EPOSTL beforehand, I would develop a clearer picture of myself as a language teacher because we do not have many opportunities to be involved in self-reflection in our undergraduate courses. I know the theoretical basis, but we can only see our real performance in our practicum and till that time, we have no idea about our performance. If we were given the chance to assess ourselves beforehand, we can be more conscious about ourselves, and practice can be easier in this way. Therefore, it should be integrated into the curriculum of undergraduate FLE programs"

The participant stated that she found self-assessment through the EPOSTL useful in terms of developing a clear image of herself as a novel language teacher. She thinks that the senior year may not be ideal in terms of discovering themselves through self-assessment and reflecting on this in their performances of teaching. Therefore, according to her, the EPOSTL should be introduced in previous years so that they can use it more consciously in their fourth grade.

Excerpt 13

“I strongly support the idea of introducing the EPOSTL to undergraduate students because we are in fourth grade, and we only encounter EPOSTL now. I wish it was earlier.”

Similarly, it can be concluded from Excerpt 13 that she supports the idea of the introduction of the EPOSTL in earlier years rather than the senior year in order to get to know themselves earlier as a pre-service teacher and make a more reliable self-assessment.

The second interview question is about the extent to which the participants found the EPOSTL helpful for their teaching. There is no sub theme for this question. The participants focused on different areas in terms of the practicality of the EPOSTL in their teachings such as increasing their self-efficacy, providing them with a systematic and structured framework of self-assessment, gaining awareness regarding strengths and weaknesses and discovering the complexities of foreign language teaching.

As for the focus of this dissertation, two participants stated that using the EPOSTL as a self-assessment tool increased their level of self-efficacy.

Excerpt 14

“I found it very useful because I realized so much efficacy in myself to progress my teaching.”

Excerpt 15

“Most importantly, it enhanced my efficacy in teaching.”

They stated that when they start to give higher points to the descriptors, their teacher self-efficacy level was also enhanced which confirms the findings of the quantitative analyses as a statistically significant increase was found between the experimental groups' pretest and post test results.

Two participants pointed out that the EPOSTL contributed to their teaching by providing them with a structured framework and systematicity in self-evaluation.

Excerpt 16

“I think it provides a structured framework, and it helps us evaluate different aspects of our teaching.”

Excerpt 17

“I found it highly beneficial for our teaching practices and lesson planning because it has something to do with systematically assessing ourselves and the areas for improvement.”

Excerpt 18

“It has significantly contributed to my own self-evaluation process by providing a comprehensive framework with different dimensions of teaching.”

In Excerpts 16, 17 and 18, it can be seen that the EPOSTL was found to be an organized, comprehensive and functional framework which enables participants to evaluate themselves thoroughly.

The EPOSTL was also stated as a model for the participants to make adaptations in their own classes.

Excerpt 19

“It helped me understand the complexities of teaching and the importance of learning and adaptation to develop my teaching strategy.”

The abundance of the descriptors in different dimensions of teaching made the participants notice that the act of foreign language teaching is actually a multifunctional area.

Another contribution of the EPOSTL into participants' teaching was to reinforce them to make some changes or adjustments in the way they teach.

Excerpt 20

“It helped me to change my strategies for maintaining a positive learning environment.”

In Extract 20, it can be observed that using the EPOSTL as a self-assessment tool has an action-provoking role for the participant to change her current teaching strategies for the better.

As a comprehensive and final remark for the second interview question, the following comment can be evaluated as a summary.

Excerpt 21

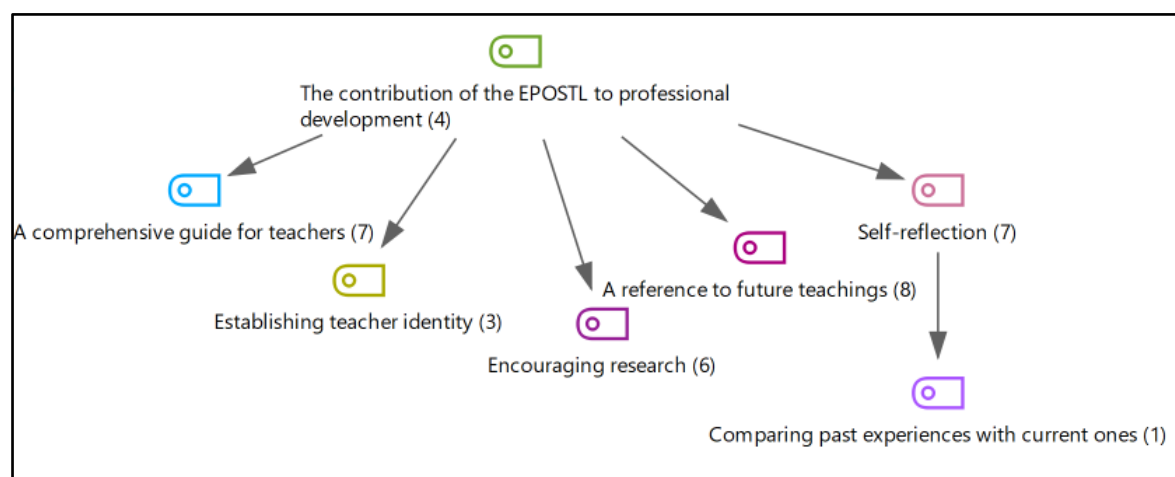
“As I said before, it was quite helpful for my teaching and especially in terms of understanding what I am doing in the classroom. Also, it makes me identify areas where I can improve my teaching skills like lesson planning and classroom management. It was really helpful.”

It can be concluded that the EPOSTL helped the participants monitor their own teaching performances in class and explore their strong and weak sides.

The third semi-structured interview question was about the extent to which the EPOSTL participants contributed to the participants' professional development (PD). For this question, five sub themes emerged. Some participants made a general comment stating that the EPOSTL helped them to increase their professional development by immersing them in a reflective process. In addition to these general comments, some specific comments were coded under different sub themes which is shown in the following figure.

Figure 11

The Sub Themes of the Main Theme "Professional Development"



As for the most-observed sub theme, "A reference for future teachings" is salient. The participants asserted that the EPOSTL can be regarded as a source of inspiration to plan novel and productive language teaching activities or adapt appropriate instructional strategies in pre-service EFL teachers' upcoming teachings. The following extracts are examples of this sub theme.

Excerpt 22

"This portfolio will be so useful to us for us to be a reference in our future teaching profession."

Excerpt 23

"There are many things in the EPOSTL that I can actually apply to my own teachings."

In Excerpt 22, the participant stated that she can refer to the sections of the EPOSTL

in her prospective teaching years. Correspondingly, in Excerpt 23, it can be seen that the participant evaluated the EPOSTL as a teaching-oriented kit through which teaching materials or strategies can be adapted to the participant's own settings.

Excerpt 24

"Every time I read the items in a section; a new bell rings in my mind. That is why I like it basically."

It can be understood from Excerpt 24 that the participant found the EPOSTL inspirational in terms of coming up with novel and feasible teaching ideas that she could use in her own teachings.

Excerpt 25

"After the EPOSTL, I start to try to find better ways to check if students are learning and how I can keep them interested and motivated."

Similarly, this participant also regarded the EPOSTL as inspirational since she managed to find better ways to monitor her students and sustain their motivation and interest.

Some participants stated that using the EPOSTL as a self-assessment tool encouraged them to carry out research for the parts, they were not familiar with.

The use of the EPOSTL as a comprehensive guide was also emphasized by some of the participants.

Excerpt 26

"I think that it is important for pre-service EFL teachers to comprehensively see these descriptors altogether to realize crucial parts of teaching profession"

The listing of descriptors one by one under consecutive aspects of teaching was found to be effective by some of the participants.

Excerpt 27

"I had not much idea about the descriptors in the curriculum part. I realized that I need to do more research about that aspect."

As can be seen, the participant recognized her knowledge-gap and felt the urge to improve herself by researching that aspect.

Besides, the functionality of the EPOSTL in terms of establishing a teacher identity was also emphasized by some of the participants.

Excerpt 28

“I only know theoretical information but if this document had been given to us earlier, we could have developed our own teaching philosophy as a EFL teacher and our teacher identity could have been stronger”

In Excerpt 28, it can be seen that the participant highlights the significance of the EPOSTL in shaping her teacher identity through the process of self-assessment.

The fourth semi-structured interview question is about the parts of the EPOSTL that affected the participants' awareness regarding their teaching in terms of components like material design, classroom management, lesson planning and so on. While most of the coding was done under the main theme, there are also two sub themes emerging from the main theme for this question which are “Theory-practice gap” and “Fixing misconceptions”.

In the scope of the fourth research question, the participants made comments regarding their general awareness raising processes regarding specific parts of their teachings.

Excerpt 29

“By assessing myself in these components, I have become more aware of managing diverse classroom dynamics.”

In Excerpt 29, the participant stated that she gained awareness regarding balancing classroom dynamics after she evaluated herself through the EPOSTL.

Excerpt 30

“I used to immediately start a new activity without referring to the previous one. I realized that I did not care about transition between tasks or did not allocate the necessary time for a task. I recognized this while assessing myself using the EPOSTL.”

In Excerpt 30, the participant stated that her transitions were not smooth, which she realized through the EPOSTL.

Apart from such general comments, some participants also focused on their theory practice gap and some misconceptions about their teaching which were also coded under the

same main theme.

Excerpt 31

“I was thinking that I was good at teaching writing skills or assessment of writing, but when I was evaluating myself, I realized that I did not know much”

It can be understood that the participant had some misconceptions about her own teaching which were realized through the EPOSTL.

The fifth semi-structured interview question is about the sections of the EPOSTL in which participants made more progress. Participants touched upon several aspects of teaching in which they thought they made progress while assessing themselves through the EPOSTL. Some of these aspects are classroom management, lesson planning, conducting lessons, speaking interaction, and assessing writing. The following extracts are participants' comments regarding the parts they made more progress which they realized through the EPOSTL.

Excerpt 32

“(Referring to the EPOSTL) It improved my awareness in areas such as classroom management and lesson planning.”

Excerpt 33

“I have made significant progress in lesson planning and teaching skills. Because the structure of the reflection prompted by this framework has made me develop more engaging lesson plans which are required to effectively address the diverse student needs”

Excerpt 34

“I have made significant progress in lesson planning and conducting lessons because these are the areas that I focused more on the EPOSTL. It helped me by providing clear teaching criteria and examples of good practices. They guided me in developing more coherent and effective lessons.”

In Excerpts 32, 33 and 34, it can be seen that participants focused on the aspects of classroom management and lesson planning as the parts they made more progress when compared to other aspects of teaching.

Excerpt 35

“I realized that I gave more points to myself in the speaking interaction section. I planned more student-centered speaking activities in which I was a facilitator which I realized while assessing myself through the EPOSTL due to the higher points that I gave.”

There were also other points mentioned by the participants such as the sections in which they made more progress including speaking interaction and assessing students' writing skills, which can be observed in Excerpt 35.

The sixth semi-structured interview question is about *the sections of the EPOSTL in which participants made less progress*. Participants mentioned areas like material design, assessment, cultural integration, curriculum, and assigning homework.

Excerpt 36

“In my opinion, I think material design and assessment are the most challenging areas as my progress has been slower there because of the limited resources and less practice. Especially the assessment part made me think about my own teaching.”

In Excerpt 36, it can be observed that the participants found the areas of material design addressing different language skills and assessment hard to improve when compared to other sections of the EPOSTL.

Excerpt 37

“I made less progress in making teaching materials because it's hard to come up with things that students will like and learn from.”

A similar pattern can be seen in Excerpt 37 since material design was regarded as a section in which less progress was made by the participant.

Excerpt 38

“Thanks to the descriptors, I realized that I can never ignore culture.”

Some participants also mentioned “Culture” as an aspect which should not be ignored but hard to include into the course contents as they stated that they tended to ignore or forget integration of cultural elements into the lesson plans they prepared, which they noticed during the process of self-assessment via the EPOSTL.

Summary of the Findings of the Semi-structured Interviews

Overall, it can be stated that the participant highlighted several functions of the EPOSTL as the answers to the semi-structured interview questions. As for the first question, they were supposed to state their general opinion towards the process of self-assessment through the EPOSTL. The participants indicated that their attitudes were quite positive towards this process, and they especially stated that such an implementation should be integrated into FLE programs on a national scale. The second question sought the benefits of the EPOSTL to the participants' teaching performances. They stated that the EPOSTL increased their self-efficacy, provided them with a systematic and structured framework of self-assessment, made them gain awareness regarding their strengths and weaknesses and explore the complexities of foreign language teaching. The third question was about the contribution of the EPOSTL to the participants' professional development in which several sub themes emerged. The sub themes are as follows: i) A comprehensive guide for teachers, ii) Establishing teacher identity, iii) Encouraging research, iv) A reference to future teachings, v) Self-reflection which also hosts the sub code "Comparing past experiences with the current ones". The fourth question deals with the parts of the EPOSTL that affect the participants' awareness of teaching. They pointed out that the EPOSTL helped them notice the gap in their theoretical knowledge base and practical performance. Besides, they stated they realized some misconceptions about their own teaching style which the EPOSTL helped them fix. Question five and six were about the sections of the EPOSTL in which the participants felt more and less progress while assessing themselves. They mentioned a variety of aspects of the EPOSTL as their strengths including classroom management, lesson planning, conducting lessons, speaking interaction, and assessing writing and weaknesses such as material design, assessment, cultural integration, curriculum, and assigning homework.

Comments on Findings

The findings of the study were reached through the statistical and thematic analyses of the data collected via TSES, the EPOSTL, reflective reports and semi-structured interviews and discussed in accordance with the order of research questions. As for the quantitative part

of the study, it can be stated that a significant increase was observed, both overall and based on separate factors, in the experimental group's level of self-efficacy after the period in which they assessed themselves through the EPOSTL. Such a statistically significant increase was not observed in the control group's posttests. When both groups' posttests were compared, no statistical difference was found. When the statistically significant increase in the experimental group's self-efficacy levels and the situation in the control group are taken into consideration, it can be asserted that pre-service EFL teachers' development of self-efficacy beliefs was reinforced after they used the EPOSTL as a self-assessment tool.

Qualitative analyses revealed that participants found the use of the EPOSTL as a self-assessment tool beneficial in various ways. In their reflective reports, they indicated that the EPOSTL helped them raise their awareness to notice their strengths and weaknesses, enhanced their professional development, and reinforced their general self-assessment experience. In the semi-structured interviews, the participants stated that they regarded the EPOSTL as a functional and practical portfolio that should be integrated into FLE programs on a national scale. The EPOSTL helped them teach better by boosting their self-efficacy, providing them with a structural framework of self-assessment, and increasing their awareness of their strengths and weaknesses. They pointed out that the EPOSTL acted as a comprehensive guide for teachers which helped them establish their teacher identity. Besides, they were encouraged to do research about the components of the portfolio which they can make use of in their prospective teaching experiences. Furthermore, the self-assessment function of the EPOSTL made them compare their past selves with their current beings which enabled them to notice the gap between their theoretical knowledge and performance. Lastly, participants touched upon a bunch of areas of teaching that they regarded as their strengths and weaknesses which they realized through their use of the EPOSTL as a self-assessment tool.

Discussion

Introduction

This section is dedicated to the discussion and comparison of the findings of the current study with those of the studies in the existing body of literature in line with the order of each research question. Pedagogical implications and limitations of study are also presented in the last place.

Summary of the Data Collection Procedure and Data Analysis

The ultimate aim of the current study was to explore the relationship between pre-service EFL teachers' development of self-efficacy beliefs and their use of the EPOSTL as a self-assessment tool. Within the scope of this main aim, several sub aims were also investigated such as pre-service EFL teachers' level of self-efficacy before and after the EPOSTL implementation, their improvement in the sections of the EPOSTL throughout a semester, and their viewpoints regarding the process of self-assessment through the EPOSTL. To explore these aims, 55 pre-service EFL teachers were randomly divided into experimental and control groups at the beginning of the period of data collection. Before the data collection procedure started, the following steps were taken:

1. The participants were given consent forms and informed about the study (1st week).
2. The TSES Scale used as pretests and posttests were explained in detail in each group item by item. Both groups were given the chance to carefully read and understand the items in TSES and allowed to ask questions regarding it (1st week).
3. Then, the EPOSTL were introduced to the participants in the experimental group and each section of it was reviewed together with the researcher in order to maximize the participants' level of comprehension. They were given a compact training regarding how to assess themselves based on the descriptors provided (1st week).
4. The participants in the experimental group assessed themselves through the EPOSTL for 12 weeks/ three times (5th, 9th and 13th weeks).
5. The participants in the experimental group wrote reflective reports after each EPOSTL assessment (5th, 9th and 13th weeks).
6. At the end of the semester, the scale TSES was implemented as a posttest to both groups (13th week).

7. At the end of the semester, semi-structured interviews were held with eight participants from the experimental group (14th week).

The collected data was subjected to several statistical tests conducted through SPSS 29 and thematic analysis conducted through MAXQDA 20 in the scope of the sequential explanatory mixed-method design (Creswell et al., 2003).

Discussion of Research Question 1

In the scope of the first research question, the self-efficacy level of the participants in the experimental and control groups before the EPOSTL implementations was explored. To this end, descriptive statistics were calculated and presented through SPSS 29. As for the experimental group, Factor III, "Efficacy for student engagement", was found to have the highest mean score ($M= 24.32$) when compared to the other factors. This factor includes items focusing on enhancing students' self-confidence and motivation, teaching them value learning, and increasing their critical thinking and creativity. Just like the experimental group, a similar tendency was also observed in the results of the control group since Factor III had the highest mean score ($M= 25.5926$) in their pretests. This finding is in line with the findings of the study conducted by Dolgun and Caner (2019). In their study in which they used the adapted version of TSES (Çapa et al., 2005) to compare the self-efficacy beliefs of pre-service and in-service EFL teachers in the Turkish context, they found out that pre-service EFL teachers felt more efficient in student engagement (i.e., Factor III) while in-service EFL teachers had higher levels of self-efficacy in classroom management (i.e., Factor II). In a similar vein, both experimental and control groups' mean score for Factor III, "Efficacy for student engagement", was found to be the highest one in comparison with Factor I and Factor II.

Discussion of Research Question 2

The second research question investigated whether there was a significant difference between the participants' self-efficacy level in the experimental and the control groups before the implementation. In this vein, an Independent Samples T-test was conducted after the data

has been found to be normally distributed ($p=.063$ for the experimental group and $p=.680$ for the control group). The result of the Independent Samples T-test revealed that there was no statistically significant difference between the experimental and control group ($p=.780$) ($p>.05$) which is a desirable result for the random selection and experimental design of the study just like other experimental studies with a control group in which the implementation of the EPOSTL was examined (Seitova, 2018). Seitova's study (2018) is an important one as it is also based on experimental design with a control group though studies with such designs are not very prevalent in the existing body of the literature. Correspondingly, there is a scarcity of experimental studies focusing on the concrete results of the implementation of the EPOSTL in several contexts (Mehlmauer–Larcher, 2011; Straková, 2010; Çakır & Balçıkanlı, 2012).

Discussion of Research Question 3

In the context of the third research question, it was aimed to find out participants' self-efficacy level after the EPOSTL implementations. To this end, descriptive statistics for both groups' posttests were calculated, and it was concluded that there was an increase in the mean scores of both the experimental group and control group. Experimental group's posttest results showed that they felt more efficient in classroom management ($M=30.58 / 6.46$) followed by instructional strategies ($M=29.83 / SD=5.97$) and student engagement ($M=29.51 / SD=6.08$). It seems that their belief in their classroom management skills increased at the end of the term and after the EPOSTL implementation. This is a parallel finding with the study conducted by Seitova (2018). In her study, she also found out that participants' perceptions of their own classroom management increased after they used the EPOSTL though it was a slight one (pretest= 3.53 and posttest=3.84). Inceyay and Dollar (2012) also found out that higher levels of self-efficacy correlate with higher levels of classroom management self-efficacy beliefs. In the current study, it has also been revealed that pre-service EFL teachers' belief of self-efficacy shows itself most explicitly in their classroom management skills. A general increase in the mean scores of posttests can also be mentioned for the control group. While they felt themselves the least efficient in instructional strategies, it was just the opposite in their

posttests as their mean score for Factor I, Efficacy for instructional strategies ($M=27.51 / SD=5.97$), was at its highest level. As opposed to the results of the experimental group, Factor II, Efficacy for Classroom Management, got the lowest mean score in the control group's posttest ($M=25.59 / SD=3.85$).

It can be stated that the lower levels of participants' self-efficacy beliefs seemed to increase at the end of the term and first semester of their practicum in general. This general increase can be related to participants' experiences in their practicum class (Sevimel & Subaşı, 2018; Üstünbaş, 2020). As findings suggested, the initial stages of the study, it was observed that participants' levels of self-efficacy were low, especially when compared with their posttest results. However, a clear increase was observed in the mean statistics of participants' self-efficacy levels in their posttests. The general increase at the end is in line with the findings of the other related existing studies in the literature as it was concluded that practicum period had a huge impact on pre-service language teachers' development of teacher self-efficacy beliefs (Külekcı, 2011; Olson & Jimenez-Silva, 2008). A similar situation happened in the study conducted by Me and Cavanagh (2018). In their study, low levels of self-efficacy in the initial phases of the study were associated with the inconsistency between the theoretical courses in participants' teacher education program and practicum period followed by insufficient experience, inefficient interaction between mentors and student teachers. Such an issue was also addressed in the study conducted by Er (2009). In Er's (2009) study, it was concluded that interaction with mentors had a paramount effect on the development of teacher self-efficacy beliefs in the scope of the current study, participants stated that they felt themselves less efficient, especially in the beginning of their practicum period because of their being inexperienced. Besides, some of them indicated that their mentor teachers in practicum schools did not let them be creative and autonomous, which hindered their enthusiasm for teaching and decreased their level of teacher self-efficacy ultimately at the beginning of the term. This was also touched upon in Sevimel and Subaşı's study (2018) in which undergraduate education and practicum were found to be very influential in shaping language

teacher self-efficacy beliefs as the participants thought that their theoretical background was not sufficient when it comes to teaching in an authentic classroom environment. Such an issue was addressed in the study conducted by Yüksel (2014). In the beginning of that study, it was observed that participants' beliefs regarding their teaching derived from their indirect experiences obtained through theoretical courses they got in their undergraduate education. These beliefs tended to decline when they started to observe classes in their practicum offered by experienced mentor teachers, which created an assumption of theory-practice gap in the participants' minds. In a similar manner, in the current study, it was revealed that participants' perceived theory-practice gap in their undergraduate teacher education caused lower levels of teacher self-efficacy beliefs in the beginning of the study as they stated. However, at the end of the term, both experimental and control groups level of teacher self-efficacy seemed to increase after their practicum period although the increase in the results of the experimental group seemed more than control group.

Discussion of Research Question 4

The fourth research question sought a significant difference between the participants' self-efficacy level in the experimental and the control groups after the EPOSTL implementation. Tests of normality of posttests results ($p=.283$ for the experimental group and $p=.427$ for the control group) showed that an Independent Samples T-test was appropriate to be carried out. The result of the Independent Samples T-test revealed that there was a statistically significant difference between the posttest results of the experimental and control group ($p=.009$) which was mainly deriving from Factor II, which is Efficacy for classroom management. With regard to Factor II, Efficacy for Classroom Management, a significant difference was found between experimental and control groups in their posttests ($p<.05$). This implies that a statistically significant increase was observed between experimental and control groups' posttest results after the experimental group used the EPOSTL as a self-assessment tool for a semester in their FLTE program.

Apart from Factor II, the remaining factors were not significantly different from pretest results in spite of an increase in the mean statistics of both groups in their posttests. Such a finding was also confirmed by Inceçay and Dollar (2012) as they concluded that an increase in classroom management beliefs were closely related to higher levels of teacher self-efficacy. In the current study, it was also found that all participants' self-efficacy levels significantly increased especially in regards with their classroom management self-efficacy beliefs. Besides, Seitova (2018) also stated that when pre-service EFL teachers used the EPOSTL to evaluate themselves, it was observed that their perceptions of classroom management increased from the first to the last EPOSTL implementation. When the fact that the Factor II, Efficacy for Classroom Management, is the one that got the lowest mean statistics in the control group since they were subjected to no treatment, it may be stated that the experimental group's use of the EPOSTL may positively increase their classroom management self-efficacy beliefs at the end of the study.

Discussion of Research Question 5

The fifth research question investigated whether there was a significant difference between the participants' self-efficacy level in the control group before and after the EPOSTL implementation. In scope of the research design of the study, the control group had no treatment. That is, they did not assess themselves through the EPOSTL for a semester. Since within-group differences were investigated, a Paired Samples T-test was conducted. As the result suggested, no statistically significant difference was found between the pretest and posttest results of the control group ($p=.051$) ($p>0.05$) in general. This means that the increase in the mean statistics of their posttests is not statistically significant. However, when the separate factors of the scale TSES are examined, it can be seen that only the mean score of Factor I, Efficacy for Instructional Strategies, increased significantly ($p=.007$) which implies a moderate effect size with the value of $-.638$ (Cohen, 1988). Other than this, the increase in the mean score of the remaining factors (i.e., II and III) are not statistically significant.

The statistically significant increase in the mean score of Factor I in the results of the control group's posttest can be linked to the participants' teaching experiences in their practicum as this study was conducted during participants' practicum periods just like several other studies (Fenner, 2011; Ingvarsdottir, 2011; Nihlén, 2011; Orlova, 2011; Velikova, 2013; Okumuş & Akalin, 2015; Seitova, 2018; Straková, 2009) Therefore, a change or increase in participants' beliefs of teacher self-efficacy can be expected as long as the difference is not statistically significant. Since the increase in the mean statistics for Factor I in the posttest results of the control group is statistically significant, this increase can be evaluated as a reflection of their practicum experiences as a natural result of their familiarity with the teaching process and attributed to their natural progress in their practicum period. Yüksel (2014) stated that pre-service EFL teachers' level of teacher self-efficacy tend to increase towards the end of practicum period as a result of the real teaching practices they experienced during student teaching as a first-hand experience through which they had the chance to restore their beliefs in their teacher self-efficacy. In a similar vein, practicum period was found to be influential in terms of the development and reinforcement of teacher self-efficacy beliefs of pre-service EFL teachers (Üstünbaş, 2020). Therefore, the increase in Factor I can be based on the general practicum teaching experience. Another reason why there is a statistically significant difference in the efficacy for instructional strategies of the control group's posttest results may be their positive and efficient relationship with the mentor teachers just like it was found in Er's (2009) study. When mentors provide student teachers with autonomy and flexibility in practicum classes, pre-service EFL teachers can be more creative in their teaching by being more autonomous and having higher levels of teacher efficacy. These points can be the interpretation and discussion of the statistically significant increase in the mean score of Factor I in the posttest results of the control group.

Indeed, most studies existing in the body of literature do not have a control group even if they are experimental studies. Therefore, the results obtained from the control group cannot be compared with the results of the other related studies because of this deficiency. In order

to see the effectiveness of the instrument, experimental studies with a control group are of significance. The need for experimental studies with a control group has been voiced and recommended by several scholars (Alagözlü & Önal 2016; Bergil & Sarıçoban, 2017; Çakır & Balçıkanlı, 2012; 2016; Zorba & Arıkan, 2016)

Discussion of Research Question 6

The sixth research question aimed to investigate whether there is a statistically significant difference between the participants' self-efficacy level in the experimental group before and after the EPOSTL implementation. A Paired Samples T-test was conducted to see whether there are within-group differences with regard to experimental group's pretest and posttest results. The findings revealed that there is a statistically significant difference between the pretest and posttest results of the experimental group ($p < .000$) with an effect size equal to $-.750$ which implies a stronger effect as the ratios closer to $.08$ are categorized as strong (Cohen, 1988). This means that experimental group's posttest results significantly changed after their use of the EPOSTL as a self-assessment tool in their undergraduate education. As for a factor-by-factor investigation, the p value for the Factor I is $< .000$, Factor II is $< .000$ and Factor III is $.003$. The effect sizes of each Factor are $-.786$, $-.772$ and $-.573$ for Factor I, II and III respectively. While the effect sizes of the first two factors are stronger, the one for Factor III is moderate (Cohen, 1988). In their study, Phan and Locke (2015) found out that vicarious experiences are among the boosters of EFL teachers' self-efficacy. In the current study, the significant increase in the experimental group's level of self-efficacy beliefs can be attributed to the observation period that the pre-service EFL teachers went through while assessing themselves through the EPOSTL as some of the participants in the experimental group stated that they constantly envisage the performance of their mentor teachers while assessing themselves through the descriptors in the EPOSTL. Therefore, through vicarious experiences, they observe and learn from a more capable person, their mentor, and they remember their observation while assessing themselves. Basically, the observation period might have increased their consciousness regarding their own competence and fostered their process of

self-assessment which eventually revealed itself as the development of their beliefs of self-efficacy at the end of the term.

The function of the EPOSTL to promote participant pre-service EFL teachers' self-awareness and professional development may be the reason why the experimental group has a statistically significant increase in their level of self-efficacy when compared to the control group since using the EPOSTL for a semester may have helped them close the gap between their theoretical knowledge and teaching practices which they realized through the descriptors of the EPOSTL (Cabaroglu & Roberts, 2000; Kaplan et al., 2007; Brantley-Dias & Calandra, 2007; Chiang, 2008; Oga-Baldwin, 2011). Besides, the self-reflective function of the EPOSTL can also be another point of explanation for this statistically significant increase. As Tavit (2014) suggested, pre-service language teachers need to constantly make comparisons between their initial teaching experiences and current ones to foster their self-efficacy. Parallely, participants of the current study had the opportunity to revise their previous teaching experiences during the process of self-assessment through the EPOSTL, which may have an influence on the development of their self-efficacy beliefs.

Moreover, in their study, Zonoubi et al. (2016) discovered that attending professional learning activities had a profound impact on the development of EFL teachers' development of self-efficacy beliefs as participants had the opportunity to learn about aspects of teaching like applying innovative teaching strategies or efficient ways of classroom management. In a similar vein, the participants in the experimental group engaged in a compact training regarding the content and functions of the EPOSTL at the beginning of the current study and they had the chance to share their experiences and challenges to each other and write reflective journals and see their progress better throughout the monthly self-assessment meetings in which the EPOSTL was utilized. These meetings could have acted as professional learning environments for the participants in the experimental group, which may have affected their level of self-efficacy positively at the end of the term. Chiang (2008) also came up with a similar result which suggested that teacher training courses had a positive impact on the development of

teacher self-efficacy beliefs of pre-service EFL teachers as such courses enhanced participants' reflectiveness and ultimately contributed to their self-efficacy beliefs. Within the scope of the current study, monthly meetings and a compact self-assessment training regarding the use of the EPOSTL may have functioned as a teacher training opportunity, which ended up with the reinforcement of participants' development of self-efficacy beliefs.

It was also observed that the points given to the classroom management section of the EPOSTL by the participants in the experimental group increased from the first implementation to the last one as the mean score for "Classroom management" under the section of "Conducting a Lesson" in the self-assessment section of the EPOSTL is 32.12 for first implementation, 32.35 for the second and 36.48 for the last EPOSTL implementation, which means that there is an increase from T1 to T3. Therefore, it can be stated that as their beliefs regarding their classroom management increased, their general level of teacher self-efficacy increased which is also confirmatory result when the findings of the other existing studies in the literature are considered (Altay, 2023; Balcı et al., 2019). When they constantly self-assessed themselves and saw their progress in that particular area through the EPOSTL, their overall beliefs of self-efficacy enhanced. This result is consistent with the findings of the study conducted by Chen and Yeung (2015) in which they found out that classroom management issues and self-efficacy development of foreign language teachers were in a close relationship.

Engaging in the process of self-assessment through the EPOSTL can increase pre-service EFL teachers' awareness regarding their competences, capabilities, strengths and weaknesses, which also may foster their metacognitive awareness ultimately. When participant EFL teachers assess themselves and see their progress and qualifications throughout the term, their metacognitive awareness concerning their teacher identity may have increased. Üstünbaş (2020) found out that the concepts of self-efficacy and metacognitive awareness had a positive and strong relationship to each other. Likewise, Mirici and Hergüner (2015) found out that implementing the EPOSTL contributed to the improvement of student teachers' metacognitive awareness which was conducive to allowing them to be more

autonomous learners. Parallel with these findings, it may be asserted that higher levels of awareness deriving from the use of the EPOSTL may have also supported participants pre-service EFL teachers' level of self-efficacy in the scope of the current study, which may be a possible discussion of the significant increase in experimental groups' levels of self-efficacy when their pretests and posttests are compared.

Discussion of Research Question 7

The seventh research question investigated whether there is a significant difference within participants' 1st, 2nd, and 3rd use of the EPOSTL. For this purpose, the points given to each section of the self-assessment part of the EPOSTL by the experimental group in each EPOSTL implementation were calculated and descriptive statistics were provided.

The section "Methodology" can be noted as for the section which got the highest points from participant EFL teachers in the current study. Şahin and Atay (2010) pointed out that pre-service EFL teachers' development of self-efficacy beliefs are closely linked to the strategies they used in their teaching experiences. This result is consistent with the findings of the current study as the section "Methodology" was found to be the most scored category throughout all three EPOSTL implementations and the significant increase between experimental groups' pretest and posttest results regarding their level of teacher self-efficacy supports this finding, too. Besides, Chacón (2005) indicated that EFL teachers with higher levels of teacher self-efficacy tended to make informed decisions regarding methodological issues of their language courses. This finding from Chacón (2005) seems in line with the results of the current study when the fact that participants' level of self-efficacy increased at the end of the EPOSTL implementations and the section that got the highest mean score in those implementations was "Methodology" are taken into consideration. Besides, Atay (2007) claimed that participants' development of self-efficacy beliefs showed itself mostly in Factor I, which is "Efficacy for Instructional Strategies". This is also a supporting finding with the results of the current study as it was detected that participants' level of self-efficacy significantly increased

and the section to which participants gave the highest points was “Methodology”. As another parallel finding with the results of the current study, Seitova (2018) found out that the subsection “Speaking/Spoken Interaction” under the main title of “Methodology” had the highest mean point by the participants in her study referring to the qualitative results of her study through “Context: Curriculum” was the one having the highest mean score as for the quantitative results. When the fact that the section “Methodology” got the highest score in the current study, a similar finding can be mentioned. Regarding the quantitative results of her study, Seitova (2018) found out that the section “Assessment” was the section in which participants felt least efficient, which is a parallel finding with the current study as participants stated that “Assessment” was the section in which they felt less confident and should improve according to their comments from semi-structured interviews.

As for the section having the least mean score regarding the results of the current study, participants felt themselves least efficient in the parts of “Resources”. In their study, Bergil & Sariçoban (2017) found out that student teachers felt themselves efficient and they lacked competence in the section “Context”, which is not a parallel finding when compared to the results of the current study as the section “Context” was not the part in which the participants felt themselves least efficient. It was the fifth most scored part out of seven different subsections of the EPOSTL. Therefore, this finding is not consistent with that of Bergil and Sariçoban’s (2017) study as there are two more sections in which participants of this study felt themselves less efficient in the scope of the current study. Another inconsistent result with the findings of the current study is that “Teaching grammar” was found to be the least scored subsection in the studies conducted by Seitova (2018) (based on the quantitative results) and Yümsek (2014), which is not the case for the current study as the lowest scores were given to the section “Resources” in this study. As for qualitative results, Seitova (2018) found out that the participant students gave the lowest points to the section of “Classroom Management” under the main category of “Conducting a Lesson”. This finding is not in line with the results of the current study as not only the scores given to the section “Classroom Management” are not

the lowest ones but also a gradual increase from the first to last implementation can be observed.

Regarding the current study, a statistically significant difference was found between participants' 2nd and 3rd use of the EPOSTL as a self-assessment tool throughout a semester as the results of the post-hoc test suggested. As a partially consistent finding, Seitova (2018) detected a statistically significant difference between the first and second (the last) EPOSTL implementation in the scope of her own study, a consistent result with the findings of the current study as a statistically significant difference was reached in the context of this study between the second and the last EPOSTL implementation. Such a pattern may have derived from pre-service teachers' attitudes towards their experiences in the practicum period. Yüksel (2014) indicated that student teachers' beliefs of self-efficacy showed a decrease after they started their observation in the practicum classes, but the levels increased after a while towards the end of the semester as an effect of the period of adaptation. Likewise, pre-service EFL teachers' initial adaptation period may have an influence on their self-assessment scores in their EPOSTL implementations in the current study. When the participants of the study started their practicum, they may have felt a theory-practice gap after they observed their mentors teaching in authentic EFL classes, which might have caused a slight increase in their second EPOSTL implementation. However, after they got used to practicum and gained some experience, their scores may have started to increase, which can explain the statistically significant difference between their 2nd and 3rd use of the EPOSTL as a self-assessment tool in their FLTE program.

Discussion of Research Question 8

The last research question of the study is about the general opinions and viewpoints of the participants in the experimental group regarding the process of self-assessment by using the EPOSTL. For this research question, the data collected from three monthly reflective reports written by the participants in the experimental group and their answers to the questions

asked in the scope of the semi-structured interviews were subjected to thematic analysis through the software MAXQDA 20. Emerging themes for both reflective reports and semi-structured interviews were presented through descriptive statistics and extracts from participants' own comments in the previous section. As for the reflective reports, the participants were given writing prompts regarding the ways the EPOSTL help them see their strong and weak sides of teaching, their experience during self-assessing themselves through the EPOSTL, the extent to which the EPOSTL contributed to their professional development, and their general recommendations, comments and suggestions for the EPOSTL. In addition, they were asked six main questions in the semi structured interviews focusing on their general viewpoint towards self-assessing process through the EPOSTL, its contribution to their teaching in regards with components like lesson planning, classroom management, its contribution to their general professional development, the sections that influenced their teaching awareness, the sections in which they progressed less and more. In addition to the six main semi-structured interview questions, some follow-up questions and discussions were also recorded.

Mehlmauer-Larcher (2009) suggested that the EPOSTL served as a functional document that provided student teachers with teacher autonomy, self-assessment, meaningful feedback to increase their awareness of teaching, a tool to be used for the purposes of reflection-on-action and reflection-for-action since student teachers could review the document whenever they want and plan their further teachings accordingly. This result is also in line with the findings of the current study as participants stated that the EPOSTL functioned as "A reference to future teachings" as a response to the third semi-structured interview question. The participants in the current study indicated that they used their current progress as a reference point for their prospective teaching occasions which is an instance of the process of reflection for action. Furthermore, Fenner (2011) propounded that the EPOSTL helped student teachers in terms of critically reflecting on the planning of their future teaching occasions. This finding also supports the current study as a similar approach was detected in the scope of this study, too. Moreover, Mehlmauer-Larcher (2009) also highlighted that the participants in her

study acknowledged the EPOSTL as a “focused and well-structured” (p.201) guide to review required teaching competences to boost their professional development. In a similar vein, the participants pointed out that the EPOSTL functioned as a “Comprehensive guide”, specifically, “A didactic list for language teachers” as for the results of the thematic analysis of their reflective reports. Similarly, as the answer for the third semi-structured interview question, the participants stated that the EPOSTL served as a “Comprehensive guide for teachers” which was included under the main theme of the contribution of the EPOTL to the participants’ professional development. The study concludes that the EPOSTL can act as a useful and promising document when integrated into LTE programs as it was accepted by student teachers as a promoter of professional development. This finding was also confirmed by Jones (2011). He came up with the conclusion that the EPOSTL was assumed as a structural, organized, and comprehensive tool for designing, executing and evaluating foreign language teaching. It was stated that the document could even be used for training on necessary teaching competences as it could guide pre-service language teachers by functioning as a didactic list. Correspondingly, the function of the EPOSTL as a comprehensive guide and didactic tool for teachers was found to be one of the branches of the main concept of professional development, which is a consistent result with the findings of the study conducted by Mehlmauer-Larcher (2009). Urbaniak (2010) also pointed out that the EPOSTL served as a document which presented necessary and desired teaching competences in an organized, reflective and traceable way, which is a similar finding in the scope of the current study as the integrative and organized content of the EPOSTL was constantly expressed by the participants. In Ingvarsdottir’s (2011) study, it was revealed that the participants regarded the EPOSTL as a common framework to provide unity of foreign language teaching in addition to its functions as a comprehensive tool for self-evaluation and awareness-raising. The findings of the current study support the results of Ingvarsdottir’s (2011) study since the participants of the current study assumed the EPOSTL as a “structural and systematic framework” which enabled them to review desirable teaching competences altogether. A similar conclusion was also reached in Melmauer-Larcher’s (2011) study since it was shown that the document acted

as a comprehensive framework for student teachers to evaluate their teaching competences. As a contribution to their teaching experience, they also stated that the document provided them with systematicity in the process of self-evaluation in addition to being a comprehensive guide for pre-service teachers concerning fundamental teaching competences. A similar result was attained in the study conducted by Shauber (2015) in which it was found out that the EPOSTL functioned as a fixed and organized guideline of foreign language teacher competences for student teachers of foreign languages. The findings of the current study also confirmed Shauber's (2015) findings as similar comments were made by the participants of the current study.

In several studies, it was concluded that the use of the EPOSTL as a self-assessment tool is very promising in terms of enhancing awareness-raising processes of student teachers (Çakır & Balçıkanlı, 2012; Fenner, 2011; Hoxha & Tafani, 2015; Mehlmauer-Larcher, 2012a, 2012b; Orlova, 2011; Velikova, 2013). In the scope of the current study, the awareness-raising function of the EPOSTL was constantly highlighted by the participants both in their reflection reports and semi-structured interviews. Zorba and Arıkan (2016) observed that pre-service EFL teachers have difficulty in integrating cultural course materials focusing on the issue of "otherness" and "stereotypes" and assessing students with regard to appropriateness in target-culture settings. This result is in line with the findings of the current study as the participants in this study stated that they find the integration of cultural element into their teaching challenging and felt themselves not sufficiently competent at cultural integration as they indicated through their comments in reflective reports which is investigated under the sub-theme "Discovering strengths & weaknesses" under the main theme of the "Awareness-raising" function of the EPOSTL. Besides, they also touched upon their attitudes towards the issue of cultural integration in their teachings in their answers for the last semi-structured interview question which is about the sections of the EPOSTL in which they made less progress while assessing themselves. A similar finding was also found by Mirici and Hergüner (2015). They stated that the EPOSTL is quite effective in terms of enhancement of participant student teachers' awareness regarding their competences and capabilities of teaching, which was also observed

in the scope of the current study. As a supportive finding, Atay (2007) concluded that the notion of self-awareness is among the essential sources of the development of teacher self-efficacy beliefs of pre-service EFL teachers since it was observed that participants' level of self-efficacy in the experimental group significantly increased at the end of the EPOSTL implementations, which boosted their process of awareness-raising.

Velikova (2013) pointed out that pre-service EFL teachers regarded the EPOSTL as a tool for their professional development by supporting their process of self-reflection and increasing awareness of their strengths and weaknesses. This result is similar with the findings of the current study as the function of the EPOSTL as a broad and general self-reflection tool was highly emphasized by the participants of the current study, too. In both semi-structured interviews and reflective reports, the participants indicated that their self-reflective skills developed through the use of the EPOSTL. Some of them especially highlighted that the document encouraged them to compare their previous selves with the current ones in terms of the progress in their teaching. This result was also confirmed by Orlova (2011). She stated that the EPOSTL helped pre-service EFL teachers improve their critical reflection which is a parallel finding with the result of the current study as participants stated that they referred to their previous teaching experiences by revising their first EPOSTL use and comparing it with the following one so that they gained a critical point of view in terms of reflection on their teaching competences. Okumuş and Akalın (2015) also found similar results. They asserted that the EPOSTL fostered reflective skills through the process of self-assessment which was also stated by the participants of the current study as they believed that their self-reflective skills improved a lot at the end of the term when three EPOSTL implementations were completed. Besides, the participants stated that the EPOSTL helped them discover their strengths and weaknesses in a detailed way by enhancing their awareness of teaching competences. Velikova (2013) observed that the EPOSTL was regarded as a practical and influential tool to foster professional development, self-reflection, and self-awareness of participant teachers as it concentrated on the ultimate objectives of the FLTE programs and desired teaching competences. The enhancement of pre-service EFL teachers' professional development

through their use of the EPOSTL was also confirmed by Mirici (2019). In his study, it was revealed that participants' inclusion in the process of self-assessment via the EPOSTL had a paramount impact on their professional development. These results are in line with the findings of the current study as the concept of "Professional development" emerged as a main theme in both reflective reports and semi-structured interviews as the responses and comments of the participants were taken into consideration. Correspondingly, Seitova (2018) found out that pre-service EFL teachers evaluated the EPOSTL as an effective tool of self-reflection, self-assessment, and continuous professional development. Based on this, similar results were reached within the context of the current study. In the current study, self-reflection and professional development emerged as major themes deriving from participants' comments in their reflective reports and answers in semi-structured interviews. With regard to the notion of professional development, Mirici and Hergüner (2015) indicated that the EPOSTL allowed pre-service language teachers to monitor their own capabilities, which is among the essential parts of the formation of a foreign language teacher's identity in accordance with the principles of the CEFR and ELP. This is also a parallel finding when compared to the results of the current study as some of the participants indicated that seeing their own progress and current level of competences and reflecting on them helped the participants shape their own teacher identity as they expressed in the semi-structured interviews and their reflective reports.

The EPOSTL was found to be very multifunctional in the study conducted by Straková (2009). Fostering student teachers' didactic and theoretical knowledge regarding components of foreign language teaching was found to be the first function of the EPOSTL in her study. Parallely, the participants of the current study indicated that they used the EPOSTL as a didactic list to review the necessary teaching competencies. Besides, the self-evaluative function of the EPOSTL in terms of promoting participants' teaching competences was also emphasized in Straková's (2009) study in which the EPOSTL was regarded as a practical tool for the participants to improve their self-reflection skills, connect theoretical knowledgebase to practice. Similarly, participants of the current study constantly pointed out that they had the chance to compare their past teaching experiences with the current ones and saw their

progress immediately and clearly which helped them improve their teaching skills and competences.

The participants of the current study stated that the EPOSTL they were in favor of the integration of the EPOSTL into their FLTE program from the earlier stages of their undergraduate education. They indicated that the document paved the way for them to be prepared for real teaching environments as they had the opportunity to see the required teaching competences in a holistic way. This finding is in line with the results of the study conducted by Bergil and Sarıçoban (2017). They also concluded that the integration of the EPOSTL into FLTE programs could bring several benefits such as unity in the field of foreign language education which can provide a basis for pre-service EFL teachers to discuss teaching competences. All participants in the semi-structured interviews (n=8) stated that the EPOSTL should be integrated into FLTE programs in some way such as in the scope of a course or seminars as it was found to be a functional, practical and useful document that boosts student teachers' process of awareness raising and professional development. Regarding the implementation of the EPOSTL into LTE programs, Balçıkanlı (2009) concluded that it was quite helpful in promoting student teachers' autonomy in their teaching experiences when the EPOSTL was implemented in their undergraduate FLTE programs with the inclusion of their mentor teachers as well. As participants had the chance to reflect on their role as a teacher, strategies they used in their teachings, the way they designed their classroom activities, lesson plans and tasks through the EPOSTL, their autonomy could be ensured. In a similar manner, the participants indicated that sometimes they could be hindered by their mentors and were not given flexibility to design, choose and execute their own teaching activities. However, the inclusion of the EPOSTL can change this if mentor teachers also gain familiarity with the EPOSTL and get to know about its content. When mentors have insights regarding the aspects through which student teachers assess themselves, they may create more space for enhancement of student teachers' autonomy. Such an approach was supported by the participants of the current study as they stated that in case mentor teachers had been aware of the EPOSTL, both their practicum could have been more effective, and mentors had been

more knowledgeable regarding the process of reflection. Nihlén (2011) also found out that the inclusion of mentors in the process of self-assessment via the EPOSTL was helpful for participants. However, In Ingvarsdóttir's (2011) study, it was reported that the inclusion of several stakeholders including mentors had a negative impact on the efficacy of the EPOSTL as the participants of that study expressed, which is a different finding from the results of the current study. Several other scholars emphasized the functionality of the EPOSTL when integrated into FLTE programs in their studies in terms of providing student teachers with a structural and systematic framework of teaching competences which ensures a kind of unity in FLTE programs (Çakır & Balçıkınlı, 2012; Ingvarsdóttir, 2011; Orlova 2011; Velikova, 2013). Çakır and Balçıkınlı (2012) pointed out that self-evaluation skills are desired in order to increase teachers' level of self-efficacy. In their experimental study in which participants assessed themselves through the EPOSTL for three months and were included in interviews at the end, they found out that the EPOSTL was quite contributive to participants' self-reflection process when integrated in the right time. This issue was also highlighted in the scope of the current study as all participants in the semi-structured interviews indicated that the EPOSTL should have been integrated into their FLTE program earlier as they found their senior year too late to get used to the process of self-reflection. They accepted the fact that they were familiar with some techniques of self-assessment, but they were not comprehensive enough for them to assess their teaching competences in a holistic way. This result is in line with the findings of the study conducted by Straková (2010) since she observed that the use of several grids or rubrics were not sufficiently comprehensive to enable student teachers to be immersed in an effective process of self-reflection. In a similar manner, in the scope of the current study, some participants stated that their familiarity with the process of self-evaluation is superficial as they were not immersed in a deep and detailed process of self-evaluation. This finding was also found by Fenner's (2011) study in which participants asserted that they learned what the concept of self-evaluation really meant through their use of the EPOSTL. Therefore, in the current study, the participants demonstrated that they could have had the opportunity to gain more familiarity with the self-assessment process, if the EPOSTL had been introduced earlier.

Another parallel finding with regard to the inclusion of the EPOSTL into FLTE programs came from the study conducted by Urbaniak (2010). She also highlighted the significance and necessity of the integration and continuous use of the EPOSTL into FLTE programs, which is also among the conclusions of the current study. Likewise, Bagarić's (2011) asserted that the quality of FLTE programs can be maximized through the inclusion of the EPOSTL as the participants' opinions suggested as a supportive finding for the results of the current study.

The EPOSTL was found to be conducive to closing the gap between participant pre-service EFL teachers' theoretical knowledge and authentic teaching practices In Seitova's (2018) study. This is a similar result that was also found in the scope of the current study. With regard to the data collected from the fourth semi-structured interview question and reflective reports, it can be suggested that participant pre-service EFL teachers of the current study had the opinion that they recognize the fact that their theoretical background was not sufficient when it came to the challenges of real and authentic classroom teaching. Even though they were confident in the theoretical background that they acquired from their undergraduate courses in their FLTE program, they realized that there was an actual gap between that background and actual classroom practices since they noticed that their theoretical knowledge did not work all the time. This issue was also discussed by Mehlmauer-Larcher (2012a, 2012b) in the studies in which it was found out that participants connected their theoretical knowledge to the descriptors they saw in the EPOSTL which acted as a bridge between theoretical aspect of field of foreign language teaching and actual classroom practices. Such a finding was reached by Shauber (2015) in the study in which it was concluded that the EPOSTL was a tool for connecting theory with practical aspects of teaching. This is a consistent finding with the results of the current study as the participants expressed that they had the chance to review their theoretical knowledge base with the help of the EPOSTL and the chance to reflect on their actual practical teaching experiences by referring to their previous self-evaluations through the EPOSTL, which helped them to connect their theoretical knowledge with practice. It was also asserted that the EPOSTL can be used as a source of discussion to deal with the

gap between theory and practice when mentors and student teachers come together and reflect their own opinions by referring to the theoretical parts of the EPOSTL and the actual classroom practices (Fenner, 2011). This is also a consistent finding with the results of the current study as participants in the semi-structured interviews indicated that the inclusion of mentors into the implementation process of the EPOSTL could be very productive and efficient in terms of expanding discussion of teaching competences.

Chapter 5

Conclusion and Suggestions

Conclusion

The ultimate aim of the current study was to explore the relationship between pre-service EFL teachers' development of self-efficacy beliefs and their use of the EPOSTL as a self-assessment tool. To this end, several other research focuses such as participants' level of self-efficacy before and after the EPOSTL implementations, whether there was a significant difference between participants' level of self-efficacy before and after the EPOSTL implementations, whether there were within-group differences before and after EPOSTL implementations, whether there was a significant difference within participants' 1st, 2nd and 3rd use of their own EPOSTL and participants' viewpoints about the use of the EPOSTL as a self-assessment tool were explored as well. For the analysis of the quantitative data collected from TSES and the EPOSTL, several statistical analyses were conducted through SPSS 29. As for the participants' level of self-efficacy before the EPOSTL implementation, it can be stated that the experimental and control group's level of self-efficacy at the beginning of the semester was quite close to each other. Based on this, the results of the Independent Samples T-test for pre-test results of both groups showed that there was no statistically significant difference between experimental and control groups, which was a desirable finding in terms of the experimental design of the study. Following this, the participants in the experimental group immersed in the process of self-assessment through their use of the EPOSTL. At the end of the term, both experimental and control groups were subjected to the posttest in which TSES

was applied again. As for experimental and control groups' level of self-efficacy after the EPOSTL implementations, it was observed that the mean statistics in their posttests seemed to increase when compared to their pre-test results. A statistically significant difference was found between posttest results of experimental and control groups, especially with regard to Factor II, Efficacy for classroom management. Therefore, it can be stated that the use of the EPOSTL led to a significant increase in experimental groups' classroom management self-efficacy beliefs. When within group differences were studied, it was found out that there was a statistically significant difference between experimental group's pretest and posttest results after they used the EPOSTL as a self-assessment tool for a semester. Therefore, it can be suggested that there was a positive increase in participants' level of self-efficacy after the period when they engaged in self-assessment through the EPOSTL. On the other hand, when the pretest and posttest results of the control group were compared, it was found that there was no significant difference between participants' self-efficacy levels in the control group in their pretests and posttests except for Factor I (efficacy for instructional strategies). Since the control group had no treatment but still showed a significant increase in their efficacy for instructional strategies, it was concluded that this change could have occurred due to their general teaching experiences or interactions with mentors in their practicum schools, which was discussed by referring to the findings of the other studies found in the existing body of the literature. Another point of focus studied in the scope of the current study was whether there was a difference between experimental group's 1st, 2nd and 3rd use of the EPOSTL for a semester. A statistically significant difference was found out as the results of the Repeated Measures ANOVA test suggested as there was an increase in mean statistics from the first EPOSTL implementation to the last one was observed. The results of the post-hoc test showed that the statistical difference was between the 2nd and 3rd EPOSTL implementation. While they gave highest points to the section "Methodology" in the EPOSTL, "Resources" was the least scored section throughout all three EPOSTL implementations. As for the qualitative data collected through reflective reports and semi-structured interviews, it was revealed that the participants in the experimental group regarded the EPOSTL as a very influential tool of self-

assessment. In reflective reports, the participants expressed that the EPOSTL was useful in terms of raising awareness of their strengths and weaknesses, realizing the gap between their theoretical knowledge and teaching performance, enhancing their professional development, and reinforcing their self-assessment practices. Specifically, they stated that the EPOSTL was influential to make them realize some misjudgments concerning their teaching competences. They stated that they noticed their strengths in various areas of teaching including designing teaching materials and instructional methodologies. "Assessment" and "Cultural integration" were repeatedly mentioned as the most prevalent weaknesses which were realized through the use of the EPOSTL. Besides, Professional Development emerged as a major theme hosting several other sub themes. They also touched upon their general self-assessment experience with a special focus on comparing their past teaching competences with the current ones. In relation to semi structured interviews, the participants pointed out that the document was very functional and effective, and it needs to be included in FLTE programs either in the scope of courses or professional development occasions such as seminars. They stated that they felt their self-efficacy level increased when they engaged in self-assessment through the EPOSTL which provided them with a structural and systematic document of reference for foreign language teaching competences through which they noticed their theory-practice gap. Such a comprehensive guide was found very influential in terms of shaping their teacher identity. It was also stated that the EPOSTL reinforced their researching skills about teaching competences that they encountered while using the EPOSTL. In this way, the EPOSTL also helped them become aware of the gap between their theoretical knowledge base and practical performance.

All in all, it can be stated that this study is of importance as the relationship between pre-service EFL teachers' self-efficacy development through the use of the EPOSTL was not investigated before. In this sense, this is the first study examining the use of the EPOSTL based on the concept of self-efficacy.

Suggestions

As it is stated that the sample of this study is relatively small and belongs to the same setting, further studies can be conducted with a larger sample size and with the inclusion of participants from different institutions in order to increase the generalizability of the findings. Comparative studies can be conducted based on regional differences in the context of FLTE programs in Turkey. Such studies can be very informative for the design and revision of FLTE programs in general. In addition to this, larger scale studies conducted on the use of the EPOSTL and pre-service language teachers' development of self-efficacy beliefs in Turkey can be compared to similar international studies to reach generalizable and deeper results. Another suggestion for prospective studies can be that the same research focus can be investigated within the context of FLTE programs other than English and some inter-language comparisons can be made, which would be very promising in terms of tracing language teachers' professional development on a larger scale.

Moreover, further studies based on a longer period of data collection in which the EPOSTL is used as a self-assessment tool by the participant student teachers can be carried out. In semi-structured interviews of the current study, some participants stated that they wished they had been given more time to assess themselves like a year rather than a semester as they thought that they could have had richer and deeper insights regarding their teaching competences at the end of a year. They indicated that they could have gained more experience regarding some parts of the EPOSTL and thus could have given more precise and clear points to those sections. In this vein, longitudinal studies which may be conducted in longer periods of time with the inclusion of the same participants could be suggested for scholars planning to conduct prospective studies on this area of research. Observing the change or development of the same studies over a longer period of time would give thicker and profound data to be analyzed.

Different teacher education frameworks can be designed based on the use of the EPOSTL as a self-assessment tool with the inclusion of different educational stakeholders

such as university supervisors and mentors. For instance, the EPOSTL can be integrated into methodology courses and students can engage in various discussions regarding different parts of the EPOSTL in those courses guided by their university supervisors. After each micro-teaching occasion, student teachers can come together with their university supervisors and mentors during post observation meetings to reflect on their own performances in line with the sections of the EPOSTL in a stimulated recall session. Such a reflective-practice oriented practicum period can genuinely support student teacher self-reflective skills, autonomy and professional development so that they can become teachers having higher beliefs of self-efficacy in their prospective foreign language classes.

Lastly, the EPOSTL can be adjusted for university supervisors and mentors to assess themselves with regard to their identities as teacher educators. They can check to what extent they support student teachers in terms of achieving the goal of each descriptor of the self-assessment section of the EPOSTL. In this way, teacher educators can also see their strengths and weaknesses while guiding student teachers and mutual improvement can be ensured between prospective language teachers and teacher educators.

Strengths and Limitations of the Study

This study has several strengths. Firstly, the design can allow for making comparisons and tracing actual improvement of the research focus when the rarity of experimental studies on the same area is taken into consideration. As the current study is an experimental one, several methods of data collection and analysis were utilized for the purposes of triangulation and reaching thicker and detailed data. In this sense, several qualitative methods of data collection such as collecting reflective reports and holding semi-structured interviews were realized in addition to quantitative methods of data collection like using questionnaires. The data collected from reflective reports and semi-structured interviews allowed the researcher to make deeper interpretations of the quantitative data collected through the questionnaire and the EPOSTL.

As for the limitations of the study, it can be stated that in spite of random separation of

the experimental and control groups, the participants of this study (n=58) are all students studying at the ELT department of the same institution. Therefore, the transferability of the results to other LTE contexts may not be possible. Besides, the length of the self-assessment period through the EPOSTL was limited to three months, which was the data collection process of this PhD dissertation. However, when student teachers are given the opportunity to engage in a longer period of self-assessment via the EPOSTL in a more flexible schedule, deeper insights can be gained, and they can benefit more from the EPOSTL. Therefore, further studies based on a longer data collection period with more participants, especially with the ones from different institutions, can be conducted.

Implications

With regard to the current study, several pedagogical implications have been attained. As for the main research focus of the study, it can be stated that the EPOSTL has a potential to support pre-service EFL teachers' self-efficacy when implemented as a self-assessment tool within the framework of their FLTE program. In the first place, all participants attending semi-structured interviews stated that the EPOSTL needs to be integrated into their FLTE program. An integration like this, especially on a nation-wide scale, can come with a lot of advantages. Prospective EFL teachers whose self-efficacy beliefs are developed can create much more effective and engaging foreign language teaching atmospheres. The systematicity provided by the EPOSTL can be used as a reference document in language teacher education programs nationally. This may be helpful to reach and assess national objectives in terms of necessary foreign language teacher competences. Another significance of the integration of the EPOSTL into FLTE programs is that the document can be used for didactic purposes. Language practitioners can make use of the EPOSTL in the scope of the courses or seminars they offer. In courses, group discussions can be held focusing on different aspects of the self-assessment section of the EPOSTL on a weekly basis. Such implementations can foster reflective practice in FLTE programs which tend to be ignored. Allocating more space for reflective practice within the framework of FLTE programs can foster self-efficacy beliefs of pre-service teachers and

improve their autonomy and efficacy, which paves the ways of creating more engaging and productive foreign language teaching environments. Thanks to the informative content of the descriptors found in the EPOSTL, the simultaneous use of the document during the practicum period may encourage student teachers to create positive learning environments.

With the inclusion of teacher educators into the process of self-assessment through the EPOSTL, a broader and more dramatic improvement can be attained in FLTE programs and especially in the practicum period. Rather than just being assessed by mentors, academic supervisors or sometimes peers, student teachers can get used to the process of self-assessment and learn to detect their areas of improvement by themselves and take necessary steps in accordance with this. They can hear their inner voices and see themselves in a mirror by using the EPOSTL regularly throughout their FLTE instead of being evaluated from outside by an outsider. In this way, they can learn how to manage their own cognitive processes and be aware of their current state of knowledge and competencies. To put it differently, they can be their own supervisor in a way. Such an implementation can drastically change the traditional practicum period and student teachers can be their own agents of change. Teacher educators can be “real” facilitators in this vein because no matter how hard the role of a “facilitator” is emphasized and tried to be employed, teacher educators cannot become true facilitators unless the methods of reflective practice are implemented considerably in the scope of FLTE programs. To achieve this, the design of reflective-practice oriented courses, seminars, lectures or workshops needs to be supported by authorities. Alternative forms of assessment such as reflective practice are generally insufficiently handled within the framework of FLTE programs. They are either incorporated into the syllabus or done at the end of the semester or year as also stated by the participants of the study in semi-structured interviews. However, the issue of reflective practice, especially using the forms of self-assessment such as the EPOSTL, definitely deserved more inclusion in FLTE programs. In addition to the reinforcement of student teachers' own professional development, the data collected through the EPOSTL can inform curriculum or course designers as well because student teachers' weaknesses can be clearly detected from the EPOSTL. This may be very useful to boost the quality of courses in

FLTE programs since course designers can make adaptations or adjustments in accordance with student teachers' needs and preferences. In line with the outputs of the EPOSTL, course designers can focus on the neglected aspects of teaching in practicum schools. For example, the quantitative results of the current study revealed that pre-service EFL teachers did not feel confident in designing, selecting and evaluating appropriate materials for their students as they gave the lowest points to the section of "Resources" in the EPOSTL. As for the qualitative findings, they stated that they did not have enough experience regarding assigning homework since their mentors did not allow them to do so and they did not share opinions regarding the issue of homework with their mentors or supervisors. Based on this, EPOSTL-integrated teacher training frameworks can be designed, piloted and applied in FLTE programs. These critical issues can also be included in methodology courses as it is apparent that student teachers graduate from their faculties and commence their induction year without improving themselves sufficiently in these areas. It should be noted that the EPOSTL can be integrated into all foreign language education departments as it is not only limited to English Language Teaching (ELT). In this case, a remarkable amount of time and effort should be allocated for the dissemination of the EPOSTL throughout FLTE programs. Training sessions in which the EPOSTL is introduced and explained in a detailed way need to be organized and presented to FLTE departments. Teacher educators and stakeholders should work collaboratively in terms of promoting the prevalent use of the EPOSTL by student teachers. In short, in the scope of the current study, it is concluded that the integration of the EPOSTL into FLTE programs on a national scale can yield great and promising benefits concerning the quality of FLTE programs.

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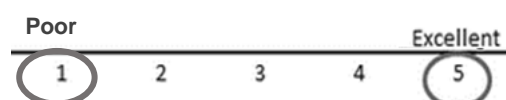
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APPENDIX-A: Teachers' Sense of Efficacy Scale (TSES)

Dear participants of the study,

You have agreed to take part in the study titled "An Exploration of Pre-Service EFL Teachers' Self-Efficacy Development Using the EPOSTL as a Self-Assessment Tool". In this context, you are given the scale "Teachers' Sense of Efficacy Scale developed by Tschannen- Moran & Woolfolk Hoy (2001) and adapted by Atay 2007 as pre-test. The scale will be given to you again as a post-test at the end of the semester. You are expected to state your answers for each item on the scale from 1 to 5. The continuum can be represented as follows:



Please read the items carefully and state your honest opinions. Your personal information will be kept strictly confidential. Your contribution is priceless for the study. Thank you.

		1	2	3	4	5
Factor I. Efficacy for instructional strategies						
1.	How well can you implement alternative teaching strategies in your English class?					
2.	To what extent can you provide an alternative explanation or example in English when students are confused?					
3.	To what extent can you craft good questions for your students in English?					
4.	How well can you respond to difficult questions from your students in English?					
5.	How much can you do to adjust your lessons to the proper level for individual students in English?					

6.	To what extent can you gauge student comprehension of what you have taught in English?					
7.	To what extent can you use a variety of assessment strategies in English?					
8.	How well can you provide appropriate challenges for very capable students in English?					
Factor II. Efficacy for classroom management						
9.	How much can you do to control disruptive behavior in the classroom?					
10.	How much can you do to get children to follow classroom rules?					
11.	How much can you do to calm a student who is disruptive or noisy?					
12.	How well can you establish a classroom management system with each group of students?					
13.	How well can you keep a few problem students from ruining an entire lesson?					
14.	How well can you respond to defiant students?					
15.	To what extent can you make your expectation clear about student behavior?					
16.	How well can you establish routines to keep activities running smoothly?					
Factor III. Efficacy for student engagement						
17.	How much can you do to get students to believe they can do well in schoolwork?					
18.	How much can you do to help your students value learning?					
19.	How much can you do to motivate students who show low interest in schoolwork?					

20.	How much can you assist families in helping their children do well in school?					
21.	How much can you do to improve the understanding of a student who is failing?					
22.	How much can you do to help your students think critically?					
23.	How much can you do to foster student creativity?					
24.	How much can you do to get through to the most difficult students?					

	provide a bridge between listening and other skills.																		
54.	I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.																		
55.	I can help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy etc.)																		
Methodology: Reading																			
56.	I can select texts appropriate to the needs, interests and language level of the learners.																		
57.	I can provide a range of pre-reading activities to help learners to orientate themselves to a text.																		
58.	I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.).																		
59.	I can set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning etc.)																		
60.	I can help learners to develop different strategies to cope with difficult unknown vocabulary in a text.																		
61.	I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills.																		
62.	I can recommend books appropriate to the needs, interests and language level of the learners.																		
63.	I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.).																		
64.	I can encourage learners to use their knowledge of a topic and their expectations about a text when reading.																		
Methodology: Grammar																			
65.	I can introduce a grammatical item and help learners to practice it through meaning contexts and appropriate texts.																		
66.	I can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.).																		
67.	I can deal with questions learners may ask about grammar and , if necessary, refer to appropriate grammar reference books.																		
68.	I can use grammatical metalanguage if and when appropriate to the learners' needs.																		
69.	I can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication.																		
Methodology: Vocabulary																			

101.	I can plan activities to emphasize the independence of language and culture.																			
102.	I can plan activities which link grammar and vocabulary with communication.																			
103.	I can plan to teach elements of other subjects using the target language (cross-curricular teaching, CLIL etc.).																			
104.	I can identify time needed for specific topics and activities and plan accordingly.																			
105.	I can design activities to make the learners aware and build on their existing knowledge.																			
106.	I can vary and balance activities to enhance and sustain the learners' motivation and interest.																			
107.	I can vary and balance activities in order to respond to individual learners' learning styles.																			
108.	I can take on board learners' feedback and comments and incorporate this in future lessons.																			
109.	I can involve learners in lesson planning.																			
Lesson Planning: Lesson Organization																				
110.	I can select from and plan a variety of organizational forms (frontal, individual, pair, group work) as appropriate.																			
111.	I can plan lessons and periods of teaching with other teachers and/or student teachers (team teaching, with other subject teachers etc.).																			
112.	I can plan for learner presentations and learner interaction.																			
113.	I can plan when and how to use the target language, including metalanguage I may need in the classroom.																			
Conducting a Lesson: Using Lesson Plans																				
114.	I can start a lesson in an engaging way.																			
115.	I can be flexible when working from a lesson plan and respond to learner interests as the lesson progresses.																			
116.	I can ensure smooth transitions between activities and tasks for individuals, groups and the whole class.																			
117.	I can adjust my time schedule when unforeseen situations occur.																			
118.	I can time classroom activities to reflect individual learners' attention spans.																			
119.	I can finish off a lesson in a focused way.																			
Conducting a Lesson: Content																				

APPENDIX-D: Semi-structured Interview Questions

1. What is your general opinion about self-assessment via the EPOSTL?
2. To what extent have you found it helpful for your teaching? (e.g., in terms of components like lesson planning, classroom management, teaching methods etc.)
3. To what extent did it contribute to your professional development?
4. Which parts of the EPOSTL affected your awareness of teaching (e.g., classroom management, time management, instructional strategies etc.)?
5. In which parts of the self-assessment section of the EPOSTL did you make more progress? Why?
6. In which parts of the self-assessment section of the EPOSTL did you make less progress? Why?

APPENDIX-E:Eđitim Bilimleri Enstitüsü Arařtırma Etik Kurulu Onay Bildirimi



T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĐÜ
Sosyal ve Beřeri Bilimler Arařtırma Etik Kurulu

Tarih: 16/11/2023 18:37
Sayı: E-66777842-300-00003203804



00003203804

Sayı : E-66777842-300-00003203804
Konu : Etik Kurulu İzni (Cansu AYKUT KOLAY)

16/11/2023

EĐİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĐÜNE

İlgi : 25.10.2023 tarihli ve E-51944218-300-00003163709 sayılı yazınız.

Enstitünüz Yabancı Diller Eđitimi Ana Bilim Dalı İngiliz Dili Eđitimi Bilim Dalı Doktora Programı öğrencilerinden Cansu AYKUT KOLAY'ın Prof. Dr. Elena ANTONOVA ÜNLÜ danışmanlığında yürüttüğü "*An Exploration of Pre-Service Efl Teachers' Self-Efficacy Development Using The Epostl as a Self-Assessment Tool (Dil Öğretmenliği Okuyanlar için Avrupa Portfol Yosu'nu bir Öz- Deđerlendirme Aracı Olarak Kullanan İngilizce Öğretmeni Adaylarının Öz-Yeterlilik Geliřimlerinin İncelenmesi*" başlıklı tez çalışması Üniversitemiz Sosyal ve Beřeri Bilimler Arařtırma Etik Kurulunun 14 Kasım 2023 tarihinde yapmış olduđu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve geređini rica ederim.

Prof. Dr. İsmet KOÇ
Kurul Başkanı

Bu belge güvenli elektronik imza ile imzalanmıştır.

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APPENDIX-F: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(DD) /(MM)/(YY)

(Signature)

Student's Name and Surname

APPENDIX-G: Thesis/Dissertation Originality Report

12/12/2024

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: An Exploration of Pre-service EFL Teachers' Self-efficacy Development using the EPOSTL as a Self-assessment Tool

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APPROVED
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APPENDIX-H: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. ⁽²⁾
- Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

12/12/2024

Cansu AYKUT KOLAY

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6.2. Yeni teknik, materyal ve metodların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internette paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

