Influence of Field Experience on Pre-service English Language Teacher Sense of Self-efficacy

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Abstract

The present study aimed to investigate whether experience in field experience (FP) influences teacher self-efficacy in the Turkish pre-service teacher education context through sequential explanatory mixed method and time-series design. The study was conducted at an English Language Teaching (ELT) Department at a state university with the participation of 110 students. The group was observed for 3 academic semesters, from the 6ᵗʰ through the 8ᵗʰ with regards to the development of their teacher self-efficacy (TSE) perceptions and the potential relationship between TSE and FP. To generate this process, quantitative data were collected at the end of each semester by means of an adapted version of sense of self efficacy scale. Subsequent to this phase, 10 pre-service teachers with the highest self-efficacy scores and the 10 with the lowest were invited for an interview. The analysis of the quantitative data revealed that pre-service teachers' sense of self-efficacy has a developmental nature and involvement in TP exerts a direct influence on pre-service ELT teachers' perceived self-efficacy. The interviewees also highlighted the positive contribution of FP on their self-efficacy perceptions in terms of student engagement, lesson planning and classroom management.

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Introduction

As there has been an increasing emphasis on student achievement in schools, teacher education programs have become more sensitive to meet the demands for highly effective teachers (Chua, Liu, & Chia, 2018; Darling-Hammond, 2006; Pendergast, Garvis, & Keogh, 2011). Parallel to this, pre-service teacher education programs have additionally gained more eminence. Within this context, having a high sense of TSE seems to be one of the substantial factors for pre-service teachers to become more successful and effective to make use of teaching skills and knowledge to facilitate student learning (Can, 2015; Colson, Berridge, Colson, Sparks, Berridge, Frimmin & Willis, 2017; İnceçay & Dollar, 2012). For this reason, School Experience (hereafter SE) and Teaching Practice (hereafter TP) courses gain magnitude. Especially, in TP pre-service teachers are likely to pay close attention to their mastery of the range of skills necessary for success. Furthermore, their performance is under the observation of their students, mentor teachers, visiting lecturers and other pre-service teachers in the same group, all of whom provide feedback related to their teaching performance.

To become an English language teacher in Turkey, pre-service teachers (PSELT hereafter) need to complete field experience (FE), running simultaneously with the faculty-based courses in the senior year, via the combination of sequential SE and TP courses. Taking place in the schools determined by the faculty and bureau of national education in the town in the fall-term for 14 weeks, the main purpose of SE is to provide pre-service teachers with the opportunity to familiarize themselves with the profession, workplace, future colleagues and students, and daily tasks and routines of the profession which are mainly achieved through structured observation forms generally specified by the faculty (Köksal, Topkaya, Yavuz, & Erdem, 2008). In TP pre-service teachers are generally assigned to other schools which are discrete from their school experience schools with the aim of providing them with as many different school contexts, levels, and student groups as possible. As a result of this rotation, they are expected to enrich their initial repertoire of TP. In this phase, they have the opportunity to teach as much as possible and are involved in the routines of teaching more and frequently. Consequently, in both phases by professionalizing in real classrooms with real students, they gradually familiarize themselves with the profession as they receive feedback, mentoring, and ongoing training from their faculty mentors. Besides, they work collaboratively with mentor teachers to guide and evaluate their professional learning and development in the process (The Booklet of Faculty and School Collaboration, 2007).

Once pre-service teachers start to take SE and TP courses, every artificial trial performed in micro teaching sessions turns into reality in which PSELTs face the truth that they need to keep control of instructional, classroom management, and student engagement strategies together to create a suitable teaching and learning environment. As they face adversities or problems in their classes, they may feel less efficient in teaching skills or they may feel more empowered if they prove to surpass the expectations of the faculty mentors and mentor teachers (Darling-Hammond, 2017; İnce, 2016; Mitchell, Hirn, & Lewis, 2017). Because of various factors some of which are named above, it can easily be discerned that teaching-efficacy is likely to undergo changes along FP (Berg & Smith, 2018; Tuchman & Isaacs, 2011; Tuğtekin, Tuğtekin & Dursun, 2018).

Distinct studies reported different changes encapsulating better understanding of the role of a teacher resulting in more differentiated sense of efficacy than those with less experience in teaching (Lazarides & Warner, 2020), positive changes in attitude towards teaching profession as the self-efficacy beliefs of pre-service teachers are higher and thus they are more likely to perform their profession enthusiastically and devotedly (Dursun, 2019), readiness for future career (Demirel, 2017), changes in student engagement, lesson planning and classroom management (Patterson & Farmer, 2018; Topkaya & Çelik, 2017) and changes in teaching efficacies, increased self-awareness, improved problem-solving skills and enhanced autonomous learning related to PSTs' TSE (Cabaroğlu, 2014). It can easily be realized that TSE needs to be nourished to create a modification for the better.

Research on TSE and FP is abundant but have been studied separately. For instance, Barni, Danioni and Benevene (2019) studied the role of personal values and motivations for teaching as constituents of self-efficacy, Mok and Moore (2019) investigated teachers and self-efficacy, Shahzad and Naureen (2017) looked into the impact of teacher efficacy on student achievement, Komba (2013) examined the effectiveness of teaching practice in improving student teachers' teaching skills, Uçar (2012) explored how TP process is implemented, and Zhao and Zhang (2017) researched the influence of FP practice on pre-service teachers' professional identity. As can be noticedfrom the examples, most of the research studied TSE and FP separately without focusing on the interaction between the two and gathered cross-sectional data. This study aims to present longitudinal data gathered form pre-service teachers in teacher education process.

Sense of Self-Efficacy and Teacher's Self-Efficacy

Bandura defines self-efficacy as '…individuals' judgments of their capabilities to organize and execute courses of action required for achieving designated types of performances' (1986, p. 391). People often acquire information about their own self-efficacy by observing the achievements and failures of other individuals, especially those who appear to be similar to themselves (Pajares, 2007; Schunk, 1989).

This study focuses on TSE; for this reason, narrowing the scope down to TSE would be helpful. TSE is referred to as the extent teachers believe they can affect student learning and their capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context (Hoy, 2000; Tschannen-Moran & Woolfolk-Hoy, 2007). Teachers' efficacy beliefs seem to be influential in teacher activity, effort, level of aspiration, the goals they set, and productivity (Tarkın & Uzuntiryaki, 2012). Various studies (e.g. Blazar & Kraft, 2016; Jurczak & Jurczak, 2015; Sari, 2013) reflect that the teacher is a significant character in the success of the individual student in the classroom. In line with this, Shahzad and Naureen (2017) and Swan, Wolf and Cano (2011) claim that teachers with higher efficacy may feel more confident in bringing out desired outcomes of student engagement and learning, even among those students who may be unsuccessful and unmotivated.

Research on TSE has often focused on its links to various factors and observations in both students' behaviours and performances and teachers' acts. For example, it has been found to be one of the three kinds of efficacy in student achievement that is the sense of efficacy of teachers (e.g. Bonniface & Henley, 2016; Colson, Sparks, Berridge, Frimming, & Willis, 2017; Frumos-2015; Kurt; Güngör & Ekici,2014). In addition to its relevance to student achievement, teachers' sense of efficacy has been associated with outcomes such as student motivation (e.g. Frumos, 2015, Rodríguez, Regueiro, Blas, Valle, Piñeiro & Cerezo, 2014) and students' own sense of efficacy (e.g. Mojavezi & Tamiz, 2012; Rodríguez, Regueiro, Blas, Valle, Piñeiro & Cerezo, 2014; Şenel & Buluş, 2016). Corresponding to teachers' acts, a growing body of research demonstrates that teachers' sense of efficacy is connected to their commitment to teaching (Chesnut & Burley,2015 Pendergast, Garvis & Keogh, 2011), their attitudes towards innovative instructional strategies (e.g. Kavanoz, Yüksel & Özcan, 2015; Islahi & Nasrin, 2019), students' academic achievement (e.g. Can, 2019; Rachmawati, Emilia, & Lukmana, 2017), and motivation (e.g. Çakmak & Gündüz, 2018).

Sources of pre-service teacher efficacy

TSE can be shaped by various sources such as mastery experience, vicarious experience, verbal persuasions, and physiological or affective states (Bandura, 1997). These sources can be applied to explain how the development of TSE in PSELTs takes place during FP at a school. Since mastery experience provides a direct experience of mastery to increase self-efficacy, it is one of the most powerful of all four sources (Usher, 2009). Micro-teachings and FE in PSELT education have the highest influence on the development and growth of pre-service teachers' TSE perceptions (Çelik & Topkaya, 2017; Tulgar,2019). Mastery experiences, in the form of success of failure, generated in an actual classroom should have the strongest effect on TSE development, since FE provides genuine evidence of whether or not pre-service teachers can accomplish the task in question, for example, independently teaching a class or aiding an experienced teacher in organizing group work.

Vicarious experiences, those which are gained through observation, is another strong source for the establishment of pre-service teachers' self-efficacy.

Verbal persuasion is gained by means of feedback provided by school mentors and faculty mentors have a lot to contribute to the development of pre-service teachers' teaching-efficacy perceptions (e.g. Brown, Lee, & Collins, 2015; Sevimel, & Subasi, 2018). This credibility is high, when school mentors are themselves competent teachers, experienced in judging the accomplishments of different PSTs and knowledgeable with regard to the task-related demands that PSELTs face.

Lastly, physiological arousal can be discovered in the form of mood, stress and subjective threats and emphasizes that affective states influence people's beliefs of self-efficacy (Pfitzner-Eden,2016; Usher, 2009). Mastery experience and physiological and affective states seem to associate with PSELTs' own evaluation of their own achievements whereas vicarious experience and verbal experience are more likely to be influenced by external environments (Usher, 2009). Of these, Çapa (2005) reports that mastery experience, vicarious experience and verbal persuasion have the highest weight on predicting teachers' efficacy.

One source of TSE for PSELTs can be their FP in real life and little is known about how such a construct evolves during PSELT education. PSELTs may have exposure to diverse experiences that can feed or decay their TSE during these early stages. In this regard, increasing PSLETs' TSE perceptions from the standpoint of their capabilities to execute the tasks

associated with teaching in educational settings (Siwatu, 2011) is of primary importance in FP. Several studies specified that TSE ascendend during FP periods (Boz & Boz 2010; Caires, Almeida, & Vieira 2012; Klassen & Durksen. 2014; Palmer, 2006; Topkaya & Çelik; 2017). Other studies have demonstrated that self-efficacy could decrease or stay intact during that same period (Pendergast et al., 2011; Garvis et al., 2012). Further, self-efficacy can be developed in varying areas at distinctive levels and can display a developmental nature (Bümen & Özaydın 2013; Şahin & Atay, 2010). What is known in the current literature is confined mainly to interactions between observations of different constructs and TSE. Such knowledge is gained from cross-sectional inferential observations which are deficient in any insights from longitudinal studies. The studies above highlighted the sources of self-efficacy but ignored the possible fluctuation in self-efficacy. Furthermore, it is worth noting that some of these studies do not primarily focus on English language pre-service teachers. For example, Bümen and Özaydın (2013) conducted their study with primary school pre-service teachers, Flores (2015) with science pre-service teachers and Şahin and Atay (2010) with pre-service teachers; Pendergast and Garvis (2011) early childhood education and primary education, leaving a clear room for a better understanding of the evolvement of TSE among PSELTs of English, which this study purports to achieve in a longitudinal study design. The present study aims to investigate the following research questions;

1) Does FE in teaching practice influence pre-service English language teachers' TSE?
2) Does pre-service English language teachers' TSE develop after taking SE and TP courses?

The Study

In this study explanatory sequential design was employed. In this design to detect the influence of FP on PSELTs' TSE perceptions, the quantitative data was collected and analysed initially. Following the quantitative data, the qualitative data was collected and analysed. Subsequent to this, the qualitative results were interpreted to help to explain the initial quantitative results (Creswell, 2009). To highlight the influence of FP on TSE a time-series analysis was conducted.

Setting and participants

The study was conducted in the English Language Teaching Department of the Faculty of Education at a state university. In Turkey to become English teacher pre-service students

need to complete a four-year / 8th semester teacher education programme. The ELT departments in Turkey execute a centralized teacher education programme constituted by the Council of Higher Education (YOK, 2007). The major aim of this centralization is to ensure that pre-service teachers acquire the same set of teacher skills and knowledge at different programmes across the country. Pre-service English language teachers receive content and pedagogical knowledge mostly in theory in the first two years of their study. Academic Reading/Writing, Second Language Acquisition, Linguistics I and II, Research Skills, Approaches to English Language Teaching I and II are some of the courses of the first four terms that heavily draw upon the theoretical aspects of the profession. The 3rd year is almost totally based on pedagogical content knowledge where students receive knowledge about and practice of how to teach English. Teaching Language Skills I and II, Teaching English to Young Learners I and II, Literature and Language Teaching I and II are those courses that aim to foster competencies related to the teaching of the language. At this stage, in all the courses stated above pre-service teachers are usually engaged in microteachings with a peer group acting as learners. The real FE begins in the 4th year 7th semester with SE course in the fall term for 14 weeks, to provide pre-service teachers with the opportunity to familiarize themselves with the profession. TP is the last and the most intensive phase of FE for pre-service teachers. Students attend a 14-week practice at Ministry of National Education (henceforth MoNE) schools which are in cooperation with the program. Mentors are assigned to each group of students. The first two weeks are the observation weeks, then the practice starts and students are expected to practice teaching at least three times. To do this, they firstly prepare draft lesson plans and have a discussion about them and make the necessary changes with faculty mentor and then implement these lesson plans in teaching practice. students are responsible for writing reflections on every process of these practices. There has been a change with reference to school experience and the practicum course in 2018-2019 academic year but this change is not within the scope of the study.

A total of 110 (74 female, 36 male) students participated in the present study voluntarily. The data were collected over 3 academic semesters. Following the quantitative data, the qualitative data were gathered via face to face interviews. To perform interviews 10 high and 10 low scoring participants were invited to support the quantitative data gathered. To supply anonymity participants were coded like P1 or P2.

Table 1. Interview Participants

Participants	Gender	SS score
P1	Female	High
P2	Female	High
P3	Female	High
P4	Female	High
P5	Male	Low
P6	Male	High

All participants were native Turkish speakers with an advanced proficiency level of English. Since the department is female-dominant, a vast majority of the participants were females 74).

Instruments

To collect data on self-efficacy, the Teacher Sense of Self-efficacy Scale, which was originally developed by Tschannen-Moran and Woolfolk-Hoy (2001) and adapted to the Turkish context by Çapa, Çakıroğlu and Sarıkaya (2005), was utilized. The Teacher Sense of Self-efficacy Scale is composed of 24 items with three subscales. Each subscale encapsulates 8 items with respect to efficacy for instructional strategies, efficacy for classroom management and efficacy for student engagement. The reliability for the whole scale was reported to be .93. The coefficient alpha values for the Turkish pre-service teachers' subscales were .86 for instructional strategies, .84 for classroom management and .82 for student engagement (Çapa et al., 2005). The collected data were entered into the SPSS programme and after the analysis the 10 highest scoring and the 10 lowest scoring students were invited to an interview. The interview questions were prepared and content analysis was applied by a colleague. There were 4 semi-structured questions on sense of self-efficacy and teaching practice. The interviews were conducted in Turkish and were later translated verbatim and used to confirm the statistical data.

Procedures for data collection

The data were collected at three distinct intervals, starting at the end of the spring semester in May 2014 and finishing in May 2015, Firstly, after each semester, the quantitative data were gathered and then 10 pre-service teachers with the highest self-efficacy scores and

10 with the lowest were invited for interview. Table 2 below summarizes the timing of data collection.

Table 2 Timing of data collection

		Sense of Self-Efficacy	Interview
Time 1	6th semester	√	√
Time 2	7th semester	√	√
Time 3	8th semester	√	√

Data analysis

The data gathered in the 6th semester were exerted to measure the teacher sense of self-efficacy of pre-service teachers prior to taking SE and TP courses. After the second and third sets of data were gathered, the data were entered to the SPSS programme, and descriptive statistics were conducted. To further the findings, the qualitative data that emerged from the interviews were visited and analysed with inductive content analysis.

Findings

Research Question 1: Does FE in teaching practice influence PS English language teachers' TSE?

To explore whether FE has an impact on the TSE of PSELT's, descriptive statistics was deployed using the measurements obtained from Time1 (at the end of the 6th semester) and Time 3 (at the end of the 8th semester). Table 3 below designates the results. As the study was completed after 3 semesters of data collection, the mean values indicate that the group demonstrated a development in their sense of self-efficacy.

Table 3 Mean Values for Teacher sense of self-efficacy

Self-efficacy	*N*	*M*	*SD*
Time 1 6th semester	76	3.64	0.42
Time 3 8th semester	76	4.08	0.44

At the beginning of the data collection pre-service teachers were found to hold moderately high sense of self-efficacy right before they started the TP (*M*=3.64, *SD*=.42).

After the PSELTs completed FE, the mean scores revealed an increase in their TSE scores (*M*=4.08, *SD*=.45). To further elaborate on such a development, the qualitative data that emerged from the interviews were gone through. An examination of the interview data confirmed the influence of TP on TSE.

This was explicitly verbalized by PSELT 1 (female high) who argued "… TP taught me so much. After the FE I evaluated what to do and not to do next time… I overcame my excitement. By means of micro teaching and TP applications I had a chance to compare myself to other teacher candidates and I gained TSE. I gained TSE because my teacher knowledge became more concrete and clearer due to teaching in the real environment. As a result, I observed re-structuring in my knowledge." Supporting arguments were also denoted by PSELT 2 (female high) who remarked "…my self-efficacy, level of proficiency and teacher knowledge improved.… I find myself efficient in lesson planning... "and by PSELT 3 (female high) who claims to be ready and equipped for teaching." Similar comment was done by PSELT 4 (female high) who drew attention to the importance of number of practice done and stated that "…TSE developed with the number of TP…" However, PSELT 5 (male low) stated that he felt insufficient to teach to teach and was not thinking of teaching as a career in his professional life. From the interview data, the impact of TP on the PSTs' TSE professional development is clearly visible. Figure 1 below presents TSE scores before and after completing FP.
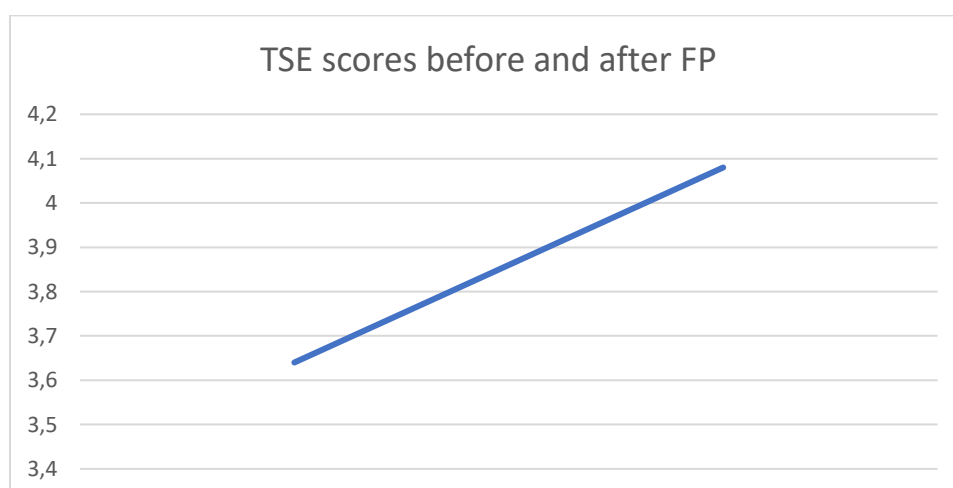

Figure 1 TSE scores before and after FP

This finding indicates that FE are likely to contribute to the development of self-efficacy. However, it needs to be noted here that such analysis is cross-sectional in nature and may be biased due to a time effect. To eradicate the time bias, the second research question focused on the development / changes in TSE of the PSELTs.

RQ2: Does pre-service English language teachers' TSE develop after taking SE and TP courses and completing FE?

To answer the question, a timeseries analysis was conducted. Table 4 presents descriptive statistics on the self-efficacy of the group measured over the course for 3 semesters.

Table 4. Descriptive Statistics on TSE of the group Measured over the Course for 3 semesters

Time of Data Collection	N	Mean	SD
Time 1	76	3.64	0.42
Time 2	76	3.93	0.42
Time 3	76	4.08	0.45

Using Wilks Lambda statistics, a repeated measures ANOVA test revealed a strong time effect on self-efficacy ($\Lambda = .602$; $F = 6.436$; $p = <.01$ partial eta squared $=398$). A further post-hoc Tukey test indicated that there were important differences between 6th semester (Mean difference $= -.258$; $p = .001$); 7th semester (Mean difference $= -.264$; $p = .000$); 8th semester (Mean difference $= -.441$; $p = .000$) TSE perceptions of PSELTs. The changes in self-efficacy over the course of data collection can be illustrated in Figure 2 below.
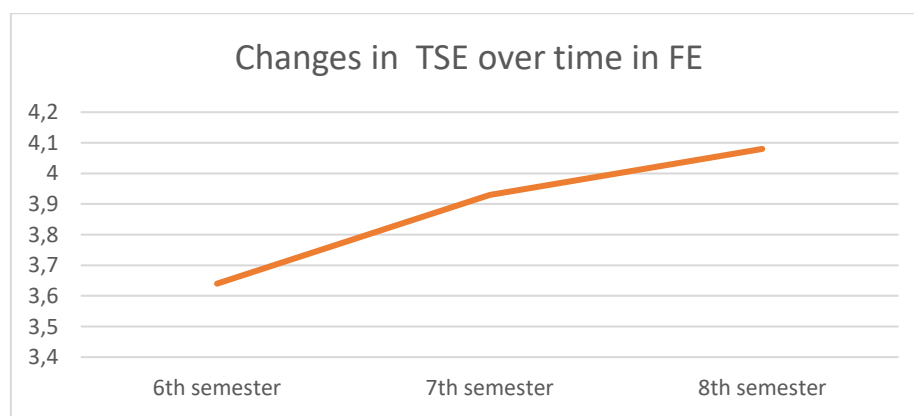

Figure 2 Changes in TSE over time in FE

Discussion

The study investigated the influence of experience in FE on PSELTs' TSE. The findings of this study imply that experience in FE courses is likely to have an influence on PSELTs' perceived TSE, in that TSE is likely to improve as student teachers become more experienced, displaying a developmental pattern in line with the amount of exposure and experience.

Experience in a real context is very substantial in teaching, it reflects one's weak and strong sides in practice. In the initial career stage, PSELTs first impressions may be essential for their future career. Findings of the study begin to illustrate the initial entry into field courses by beginning teachers and their initially higher levels of TSE towards perceived capabilities of teaching. After PSELTs started to take more intense courses, no change was observed in TSE. Some of the participating PSELTs may have had overestimated their initial levels of self-efficacy. PSELTs experience their first reality shock in their initial practices. Initial higher levels of TSE can be misguiding to PSELTs when they encounter reality. The findings of Yeung and Watkins (2000) also highlighted the influence of TP on the TSE of PSTs. In this study, PSTs pointed to the influence of FE on their self-efficacy. PSELTs seemed to have higher efficacy beliefs after experiencing FE. In FE, sources of efficacy are at work and various sources of experience have so far been identified. Bandura (1997), for example, categorizes four experiential sources: mastery experiences, vicarious experiences, verbal or social persuasion, and physiological and/or emotional states. The findings of the present study could also provide evidence for the positive effects of mastery experience (Bandura, 1997; Schunk and Usher; 2012). For PSELTs, mastery experiences in an actual classroom may generate a strong and raised TSE belief, since they provide authentic evidence of whether they are able to accomplish teaching successfully. Having success, for example in implementing and activity, following the lesson plan smoothly or managing the classroom successfully, may build self- belief in ELT whereas a failure will undermine that TSE belief (Can, 2015; Chichekian, & Shore, 2016; Clark& Bates, 2003).

Another source of self-efficacy, vicarious experience, emanates from pre-service teachers' observation of others around them, especially people they consider as role models. Seeing people similar to themselves succeed by their sustained effort raises their beliefs that they too possess the capabilities to master the activities needed for success in that area (Arslan, 2013; Bandura,1997; Wagler, 2011; Zuckerman, 2015). The study observed the importance of

vicarious experiences on PSELTs' TSE and increase in the scores and the interviews supported the findings.

Findings of this study reflected verbal or social persuasion as another working source of efficacy. Performing with mentors and university advisors is another source of efficacy which is labelled as social persuasion by Bandura and could influence the formation of self-efficacy beliefs of PSELTs. This is especially true when they receive feedback from their mentors during a FE session at school, with regard to their performance, since they consider mentors as competent professionals in the field concerned (Eden,2016; Minett, 2015). They may benefit from feedback provided before and after the experience, all of which seemed to contribute to the TSE, commitment and productivity of the PSTs. This finding is in line with some other studies (Anthony & Saidi, 2008; Martin, 2008; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998; Woolfolk & Hoy, 1990; Yeung & Watkins, 2000).

Furthermore, in the present study, PSELTs remarked the contribution of the FE to their expectations regarding future careers. FE provides PSELTs chances to employ methods and techniques, plan lessons independently, prepare materials and activities for the lesson, prepare learning environment, manage the class, measure and evaluate learning. PSELTs reported that their TSE beliefs were effective in teacher activity, effort, level of aspiration and productivity. This was in line with Ashton and Webb's (1986) study. They focused on the TSE of PSELTs before and after their FE in an attempt to predict their future teaching effectiveness. In the study, most of the students denoted that they have a positive belief with reference to their future teaching. The study concluded that self-efficacy beliefs and behaviour changes and outcomes were highly correlated and that self- efficacy was an excellent predictor of behaviour.

PSELTs highlighted that their improved TSE influenced their professional performance. With a strong sense of TSE, they focused more on planning and were more enthusiastic to teach. They wanted to spend more time in teaching and became more willing to experiment with new techniques. Feedback catered by the mentors and advisors may have an influence on the physiological and affective states of PSELTs and thus on their teaching capabilities. PSELTs may feel stressed and anxious on account of negative feedback or enjoy teaching more as a result of positive feedback. Similar results were reported in other studies as well (e.g., Allinder, 1994; Ashton, Webb & Doda 1982; Coladarci, 1992; Cousins & Walker, 2000; Guskey, 1988; Stein & Wang, 1988; Riggs & Enochs, 1990).

Ashton (1984) suggested that a teacher education program which is designed to foster teaching efficacy beliefs should consist of exposure not only to context-based teaching experience but also to authentic teaching experience in order to help the trainees develop practical skills, human relationships and all other necessary elements of teaching efficacy. As a teacher education program, the ELT department must support pre-service teachers to be motivated and confident.

Implications of the study

In the light of the findings in this study, the following suggestions can be reflected to contribute to PSELTs' TSE development.

For further studies, at the institutional level, a move towards more collaborative forms of institute–school partnership is desirable. It needs to be remembered that TSE is referred to as the extent teachers believe they can affect student learning and their capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context. To contribute the development, of PSELTs' TSE future curriculum revisions and research initiatives in teacher education programmes should consider integrating the TSE in order to provide more and better opportunities for efficacy development. To generate this, most importantly, it could be considered that mentor training is a significant step. Altay (2015) drew attention to the contribution of mentor training in PSELTs' early careers. The first experiences are of great importance for PSELTs' future careers. Therefore, mentors may ensure in-service training on how to be an effective mentor. The training program may incorporate giving constructive feedback. More positive constructive feedback may feed a higher TSE. These first experiences are of great importance; therefore, PSELTs might find it beneficial to be given more detailed feedback on their first performances, in which, they may be active in the shaping of self-efficacy. For the mentors, it means spending more time engaging PSTs, which may be tiring since they have a heavy work load.

Another problem which may emerge is the size of the practice group. To enhance faculty and school collaboration, a change was introduced by Ministry of National Education (2017) to better monitor teacher trainees in official and private institutions. After the changes implemented in teaching practice in 2018, the number of teacher candidates was limited to 4 (formerly 5) so that both the mentors and mentees may have more opportunity to comment on the teaching practice performances. This application may create more opportunities for pre-service teachers to have more practice. Another positive change was materialized in TP course

in 2018, formerly school experience course, which was, four-hour observation a week replaced with teaching practice I. School experience course was limited in content in which PSELTs were provided with opportunities for small group tutorials, weekly school observations in partner schools to help them to prepare some lessons which they will be able to deliver in a classroom.

The newly implemented TP I is six-hour course provides better chances to the PSTs to have observations on methods and techniques, to implement the observed ones in micro-teaching sessions, preparing materials, and the learning environment, managing the class and measuring and evaluating the students in real classrooms. The recent TP I course may contribute more to the TSE of the students. As they have more chances to practice they may compare themselves to their peers similar to themselves and acquire information about their own TSE. The teacher is a significant concern in terms of the success of the individual student in the classroom (Blazar & Kraft, 2016; Bricker, 2000; Silverman, 2007). As efficacy is higher, the teacher may feel more confident in in bringing out desired outcomes of student engagement and learning, even among those students who may be difficult and unmotivated.

Lastly, future studies with a larger and wider sample of the population could be implemented in order to be able to generalize the results. Cross-sectional case studies with more participants may be more helpful in following individual cases of TSE development. As the ELT department, our priority is to provide PSELTs with positive feedback and a higher sense of self-efficacy. This study underlines the inadequacy of the number of TP experiences. To redound this situation, as mentioned above, smaller groups may be formed, in this way, supervisors and pre-service teachers may have more opportunities for better feedback before and after the TP experiences. To augment the TP experiences, in the ELT department, the undergraduate groups may be reduced to smaller groups for courses such as teaching language skills, where the PSELTs practice teaching so that they may have more and better opportunities to practice and to comment and reflect on their experiences. In the ELT department, policies to establish and enhance self-efficacy may be implemented, resulting in graduates who tend to exhibit greater levels of planning, organization, and enthusiasm, spend more time teaching in their subject area, are more open to new ideas, more willing to experiment with new methods, are better able to meet the needs of their students, and are more committed to teaching.

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