The Relationship between Teaching-Learning Conceptions and Sense of Self-Efficacy of Pre-Service EFL Teachers

İngilizce Öğretmen Adaylarının Öğretme-Öğrenme Anlayışları ile Öz-Yeterlik Duyguları Arasındaki İlişki

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ÖZ

Öğretmenlerin öğretme-öğrenme anlayışları ve öz yeterlik duyguları, birbirlerini etkileyebilen ve öğretimin etkililiğini doğrudan etkileyen önemli unsurlardır. Bu çalışma, İngilizce öğretmen adaylarının öğretme-öğrenme anlayışları ile öz-yeterlik algıları arasındaki ilişkiyi karma yöntemli bir araştırma deseni kullanarak incelemektedir. Nicel veriler, devlet üniversitelerinde İngilizce öğretmenliği okuyan 374 4. sınıf öğretmen adayından toplanmıştır. Bu çalışmada, Öğretme ve Öğrenme Anlayışları Anketi ve Öğretmen Yeterlik Algısı Ölçeği'nin Türkçe versiyonları kullanılmıştır. Yanıt vermeyi kabul eden 42 öğretmen adayından nitel veri toplamak için açık uçlu sorular kullanılmıştır. Veri analizi için betimsel istatistik teknikleri ve içerik analizi kullanılmıştır. Çalışma, öğretmenlerin yapılandırmacı anlayışı geleneksel anlayıştan daha fazla benimsediklerini ortaya koymuştur. Sonuçlar ayrıca öğretmen adaylarının yüksek düzeyde öz-yeterlik inancına sahip olduğunu göstermektedir. Sonuçlar, öğretmen adaylarının öğretme-öğrenme anlayışları ile öz-yeterlik duygularının ilişkili olduğunu göstermiştir. Yapılandırmacı anlayışları ile öğrenci katılımı yeterliği, öğretim stratejileri yeterliği ve sınıf yönetimi yeterliği arasında yüksek ve pozitif korelasyonlar bulunmuştur. Öğretmen adayları öğretim stratejileri, öğrenci katılımı ve sınıf yönetimi konularında kendilerini yeterli hissetmektedir. Geleneksel anlayışları ise öğrenci katılımına yönelik yeterlikleriyle negatif ilişkilidir. Sonuçlar dikkate alınarak, dil öğretmeni eğitiminin ana paydaşları için çıkarımlar ve öneriler sunulmuştur.

ABSTRACT

Teachers' teaching-learning conceptions and sense of self-efficacy are important constructs that can affect each other and directly influence the effectiveness of teaching. This study investigates the relationship between teaching-learning conceptions and sense of self-efficacy of pre-service EFL teachers using a mixed-method research design. The quantitative data were collected from 374 4th grader pre-service teachers who were studying ELT in state universities. This study used the Turkish versions of the Teaching and Learning Conceptions Questionnaire and Teacher Sense of Efficacy Scale. Open-ended questions were used to gather qualitative data from 42 pre-service teachers who consented to respond. Descriptive statistical techniques and content analysis were used for the data analysis. The study found that teachers adopted a constructivist conception more than a traditional one. The results also suggest that the pre-service teachers have high level of self-efficacy beliefs. The results showed that pre-service teachers' teaching-learning conceptions and sense of self-efficacy were related. High and positive correlations were found between their constructivist conception and efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management. The pre-service teachers felt efficacious in instructional strategies, student involvement, and classroom management. Their traditional conception is negatively correlated to their efficacy for student engagement.Taking the results into consideration, implications and suggestions were formulated for the main stakeholders of language teacher education.

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Anahtar kelimeler
Öğretme-öğrenme anlayışları, öz-yeterlik, yapılandırmacı anlayış, geleneksel anlayış, öğretmen eğitimi.

Keywords
Teaching-learning conceptions, self-efficacy, constructivist conception, traditional conception, teacher training.

INTRODUCTION

Investigating teaching-learning conceptions of teachers will open the doors to the classrooms and give us chance to see the real situation; their teaching-learning preferences and their beliefs about the roles of teacher and students as stated by Chan & Elliott (2004). Sense of self-efficacy is another important concept that has gained popularity with the advent of social cognitive theory. It is defined as one's assessment of their own capacity to organize and carry out an action (Bandura, 1989), the belief that teachers have in their own capacities to succeed in activities related to teaching (Bandura, 1997). In light of this, teaching-learning conceptions that deal with how we learn things may be among the factors affecting teachers' self-efficacy. Different variables connected to the sense of self-efficacy have been investigated by researchers. Swars (2005) and Eslami & Fatahi (2008) investigated teachers' attitudes towards using innovative instructional strategies. Ashton & Webb (1986), Caprara, et al (2006), and Tella (2017) investigated students' academic achievement. Teachers' commitment to teaching was investigated by Coladarcı (1992), democratic values by Zehir & Yavuz (2011), and motivation by Guskey & Passaro (1994). However, there has been little attempt to investigate the relationship between self-efficacy and teaching-learning conceptions.

When the instructional beliefs of pre-service teachers are examined, some differences can be noticed although they receive similar education with similar curriculums. The differences might be resulting from various factors like experience, environment, working conditions, student levels, the difference between theory and practice, or some other factors affecting their beliefs. In order to find the reasons, the first thing to do must be to understand whether there are any differences between their beliefs. One approach to improving the quality and efficiency of foreign language instruction in Turkey may be looking into the deficiencies in teacher training programs. However, even if some deficiencies are found and necessary changes are made, some other problems would arise when the most important components that might be affecting these problems are not investigated.

Teachers' teaching learning-conceptions and their sense of self-efficacy are also considered to be among the crucial topics that might be affected from each other and investigating these constructs together might also contribute to improving the quality of teacher training and foreign language teaching accordingly. This study aims to investigate the relationship of teaching-learning conceptions and sense of self-efficacy of pre-service EFL teachers. It is hoped that the study will contribute to the current literature of ELT teacher education studies. This article, based on a PhD dissertation, will be limited to the following research questions:[i]

1. What are the EFL pre-service teachers' teaching-learning conceptions?

2. What are the EFL pre-service teachers' sense of self-efficacy?

3. Is there a relationship between pre-service EFL teachers' teaching-learning conceptions and sense of self-efficacy?

LITERATURE REVIEW

Teaching-Learning Conceptions

According to several studies (Burns, 1996; Busch, 2010; Johnson, 1992; Kern, 1995; Peacock, 2001; Richards & Lockhart, 1996; Smith, 1996), teachers' views or beliefs about teaching and learning significantly affect all aspects of their decisions regarding instruction. Chan and Elliott (2004)

claim that teachers' conceptions of teaching and learning have an impact on their beliefs about their preferred methods of instruction and the roles of both teachers and students.

Teaching and learning conceptions are frequently linked to the traditional and constructivist conceptions of learning (Chan and Elliott, 2004; Clements & Battista, 1990; Clifford, 1992) although they are occasionally referred to as student- and teacher-centered approaches or transmissive and progressive modes of learning. The former relates to the transmission of knowledge from the teacher to students, whereas the latter stresses the production of knowledge using students' past learning experiences under the guidance of the teacher (Chan and Elliot, 2004).

Meighan and Meighan (1990) state that teachers choose a teacher-centered approach when they view students as "resisters," "receptacles," or "raw materials," whereas they teach in a learner-centered way when they view students as "clients," "partners," "individual explorers," or "democratic explorers." There are a lot of differences between traditional and constructivist conceptions in terms of constructs such as learning and teaching, teachers' and learners' role, motivation, and evaluation. Table 1 illustrates the difference between Traditional and Constructivist Models of Education according to Kohonen (1992).

Table 1. *Traditional and Constructivist Models of Education* (Source: Kohonen, V. (1992). Experiential language learning: Second language learning as cooperative learner education. In D. Nunan (Ed.), Collaborative Language Learning and Teaching. Cambridge: Cambridge University Press.

Dimensions	Traditional Model: Behaviourism	Experiential Model: Constructivism
1. View of Learning	Transmission of knowledge	Transformation of knowledge
2. Power Relation	Emphasis on teacher's authority	Teacher as "learner among learners"
3. Teacher's Role	Providing mainly frontal instruction; professionalism as individual autonomy	Facilitating learning (largely in small groups; collaborative professionalism)
4. Learner's Role	Relatively passive recipient of information; mainly individual work	Active participation, largely in collaborative small groups
5. View of Knowledge	Presented as "certain", application problem-solving	Construction of personal knowledge; identification of problems
6. View of Curriculum	Static; hierarchical grading of subject matter, predefined content and product	Dynamic; looser organization of subject matter, including open parts and integration
7. Learning Experiences	Knowledge of facts, concepts and skills; focus on content and product	Emphasis on process; learning skills, self-inquiry, social and communication skills
8. Control of Process	Mainly teacher-structured learning	Emphasis on learner; self-directed learning
9. Motivation	Mainly extrinsic	Mainly intrinsic
10. Evaluation	Product-oriented: achievement testing; criterion-referencing (and norm referencing)	Process-oriented: reflection on process, self- assessment; criterion-referencing

Traditional Conception

Dewey (1987) states that knowledge can be imparted to students only by the instructor according to the traditional conceptions of teaching and learning. Knowledge is passed down from teachers to students since they are thought to be the sources of knowledge (Chan and Elliot 2004). Students serve as passive recipients of knowledge while the teacher has the dominating role in information transmission. Students are also cut off from social interaction in traditional education because they are passive and exclusively under the teacher's control (Dewey, 1987).

According to Howard et al. (2000), teachers and textbooks are the primary sources of knowledge for students to learn well-defined concepts in traditional conception because learning is seen as receiving information from authorities. In traditional conception, while teachers are described as "tellers of truth who inculcate knowledge in students" (p. 15), students have the passive role of being "accumulators of material who listen, read, and perform prescribed exercises" (Cohen (1988, p. 15). This means that the teacher is the only authority who thoroughly understands the subject and can properly and clearly explain it to the students.

When teaching a second or foreign language, traditional approaches prioritize teaching grammar as the building block of language proficiency. Grammar is taught through direct instruction made up of repetitions and drills (Richards, 2006). Such approaches use a number of memorizing, question-and-answer practice, and drilling-based techniques. According to Richards (2006), a typical lesson consists of three phases: Presentation (where the teacher explains the new structure), Practice (where the student uses the new structure through drills and substitution exercises), and Production (use of new structure in a different context). Such conceptions put the teacher in the center and give them the duty to teach by disseminating knowledge. The teacher is the one who actively talks, interacts, and asks while students listen, get what they are given, and do not question why.

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As a result of the 1970s reaction to grammar-based instruction, traditional approaches began to lose their popularity. Learning grammar as the primary goal of language learning has been questioned in light of the recognition that communicative purposes require learning the necessary knowledge and skills (Richards, 2006).

Constructivist Conception

Constructivism became the paradigm of choice in education in the 1980s. According to constructivist conception, active learning environments are created to promote collaboration, critical thinking, and discovering (Chan and Elliot 2004). In such an environment, students engage in higher-order thinking while engaging in reading, discussing, and writing activities with an emphasis on discovering their own attitudes and values (Bonwell & Eison, 1991).

In contrast to the traditional conception, where the teacher is the authority who transmits knowledge, the constructivist conception holds that knowledge is created through interactions between students or between students and teachers, with the teacher acting as a facilitator throughout this construction process (Watkins, 1998). Since learners employ sensory inputs and create meaning from those inputs during the learning process, this conception is regarded as learner-centered. According to Dewey (1987), learning is the responsibility of the student.

Constructivism in language teaching calls for collaborative learning, student participation, and creativity. It is built on student-centered learning, where students may utilize their knowledge

to create something on their own. By employing the proper strategies and techniques, teachers facilitate learning. While traditional classrooms need the teacher to impart knowledge to students, student-centered classrooms allow for learning to occur via experimentation, real-life problem-solving, reflection, interaction, and discussion.

Constructivism is rooted in notions from cognitive constructivism grounded in the work of Piaget (1970) and social constructivism focusing on the social construction of knowledge proposed by Vygotsky (1978). According to Piaget's theory of cognitive constructivism, people should construct their own knowledge instead of being given the information directly (Piaget, 1953). Learning is considered as a developmental process, which occurs through the construction of new understandings. Piaget's theory of cognitive development suggests that children construct their knowledge cognitively by passing through a series of stages (1953).

Vygotsky (1978) underscored how effective the social environment is on learning and knowledge construction. Children's thinking and meaning-making are socially constructed when interacting with their environment where parents, peers, teachers, and others around them facilitate their learning. In a school context, teachers can provide instructional support by designing appropriate, authentic, and meaningful lessons and by scaffolding which is to help learners achieve (Wood et al., 1976).

Self-efficacy

Self-efficacy is a concept based on Social Cognitive Theory and defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). We can evaluate our own capabilities to organize and complete an action. Our self-efficacy beliefs determine how we think, feel, and behave. When we have confidence in our capabilities, we can manage to deal with a difficult task (Bandura, 1994). It is important because it leads to giving up in the face of a difficult task if we do not have the belief that we will be successful (Pajares, 1996). As Schunk (1990) states, a higher sense of efficacy will make us set higher goals and thus we will fail less; even when we do fail, we are more likely to look for alternative strategies.

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The concept of self-efficacy is not the same as self-concept and self-esteem, which contain general sums and are composed of different sources (Pajares and Schunk, 2001). However, self-efficacy is related to how we see our competence rather than the exact level of competence. Since self-efficacy is task-specific, high efficacy in one task may not be at the same level in another task (Jabbarifar, 2011). Self-esteem is related to how we value our-selves, but self-efficacy to how well we perform a task (Bandura, 1997). Self-efficacy demonstrates how successfully we can accomplish tasks in the classroom. Self-efficacy level was discovered to have an impact on a variety of classroom-related constructs, including instructional strategies (Eslami & Fatahi, 2008), academic success (Kotbaş, 2018), and problem-solving skills (Behjoo, 2013). In order to determine how effective a teacher education program is, we need to investigate the factors that influence the self-efficacy levels of pre-service teachers (Woolfolk, 1990).

METHODOLOGY

Research Design

This study used a mixed method approach. The results were verified or disproven using a convergent parallel mixed methods design, which included qualitative and quantitative data

collection, analysis, and comparison (Cresswell, 2009). In correlational design, the researcher explains the relationship between two or more variables and whether one variable predicts the score on another variable by using the correlational statistic (Creswell, 2012). Therefore, this study can also be considered as correlational research because the relationship between the teaching-learning conceptions and sense of self-efficacy of the pre-service EFL teachers is investigated.

Sampling and Participants

This study investigated the relationship of teaching-learning conceptions and sense of self-efficacy perceptions of pre-service EFL teachers. The data were collected from 374 fourth-graders in English Language Teaching departments of four Turkish state universities. 42 of the 374 pre-service teachers agreed to answer the open-ended questions. The data were gathered near the end of the spring semester, when prospective teachers were expected to have finished their practicum, which gave them an opportunity to practice in a genuine school setting. The sample was selected using convenience sampling approach (Büyüköztürk, 2019), as it was readily available (Fraenkel, Wallen, & Hyun, 1993). Personal information was not collected. Participants' consent forms were taken. The demographic information of pre-service teachers is shown in Table 2.

Table 2. *Demographic Characteristics of Pre-Service EFL Teachers*

		N	%
Gender	Male	80	21,4
	Female	294	78,6
Age	20-25 years old	351	93,8
	26-30 years old	10	2,7
	31-35 years old	9	2,4
	36-40 years old	4	1,1
Total Number		374	

Data Collection Tools

The following data collection tools were used to answer the research questions: Teaching and Learning Conceptions Questionnaire (TLCQ) was used to investigate teachers' concerns, thoughts and beliefs about teaching and learning. Teacher Sense of Efficacy Scale (TSES) was used to evaluate the sense of efficacy of pre-service EFL teachers. Open-Response Questions were formed to confirm or disconfirm preliminary findings. All the necessary permissions to use the questionnaires were taken from the authors. Students' consent forms were taken. The approval of the universities was obtained before applying the questionnaires. No personal information was collected.

Teaching and Learning Conceptions Questionnaire (TLCQ)

The questionnaire developed by Chan and Elliott (2004) includes thirty items scored on a Likert scale of five points (1 = Never; 2 = Rarely; 3 = Sometimes; 4 = Often; 5 = Always), having two factors measuring two different conceptions of teaching and learning. The Cronbach alpha value of the whole scale was found to be 0.86. The confirmatory factor analysis was conducted and the results showed a good fit (GFI =0.93, AGFI = 0.91, RMSEA =0.54, RMR = 0.50) (Chan and Elliott, 2004). The TLCQ was modified by Aypay (2011) for use in a Turkish context. Using the Cronbach

Alpha coefficient, the questionnaire's reliability was measured. The 30-item scale was evaluated using a Confirmatory Factor Analysis. The results, NFI 0.72, CFI 0.80., RMSEA 0.067 showed that there was a fit in the model. The sub-scale reliability for the constructivist conception was .88, and for the traditional conception, it was .83. The overall reliability was found to be .71. The following items are those connected to the instrument's sub-scales (Aypay, 2011):

 (a)   Constructivist Conception (1, 3, 4, 6, 11, 15, 17, 19, 22, 25, 28, 30)

(b)   Traditional Conception (2, 5, 7, 8, 9, 10, 12, 13, 14, 16, 18, 20, 21, 23,24, 26, 27, 29)

Teacher Sense of Efficacy Scale (TSES)

Teacher sense of self-efficacy scale, developed by Tschannen-Moran and Woolfolk Hoy (2001) aims to evaluate teachers' sense of efficacy, based on Bandura's (1998) scale. Both a lengthy 24-item form and a short 12-item form are available for the scale. This study used a 24-item long-form survey with three subscales each containing eight items. The following items are connected to the instrument's sub-scales:

(a) efficacy for student engagement (1, 2, 4, 6, 9, 12, 14, 22)

(b) efficacy for instructional strategies (7, 10, 11, 17, 18, 20, 23, 24)

(c) efficacy for classroom management (3, 5, 8, 13, 15, 16, 19, 21)

Open-Response Questions

An open-response questions form was developed by the researcher to strengthen the findings of this study, to get a deeper insight into the topic, and to support quantitative data with qualitative data. Mack et al (2005) state that qualitative research is "effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations" (p. 1). With this aim, the researcher wanted to reach qualitative data about pre-service EFL teachers' teaching-learning conceptions and sense of self-efficacy. The questions in the form were written in Turkish and later translated verbatim. The aim of the study, the scales, and the open-response questions were all thoroughly explained to each participant. 42 out of 374 teachers who filled in the scales volunteered to answer the open-response questions.

Data Collection Procedure

The data were collected towards the end of the 2019-2020 spring term. After taking the necessary permissions from the universities, 374 pre-service teachers were given pen and paper versions of the TLCQ and TSES in Turkish. Colleagues with doctorates in English language teaching handed the questionnaires to the pre-service teachers so that they may consult with the subject-matter experts as needed. Those who volunteered to respond to the open-ended questions received the Open-Response Questions Form immediately following the delivery of the questionnaire in front of experts. The open-response questions were prepared in Turkish to avoid misunderstanding.

Data Analysis

Descriptive statistical analysis was used to investigate the teaching-learning conceptions and sense of self-efficacy of pre-service EFL teachers and to learn about the participants' demographic information and to determine whether the data set was normally distributed for

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the subsequent analyses. Using the SPSS 23, Pearson Correlation analysis was conducted to see and understand the relationship between two continuous variables in a dataset that is normally distributed (Büyüköztürk, 2019). Thematic analysis pattern, as suggested by Braun and Clarke (2006), was used to assess the qualitative data collected through open response questions. Throughout the analysis, the researcher consulted two colleagues who hold Ph.Ds. in English Language Teaching to ensure the accuracy and validity of the data as much as possible (Huberman & Miles, 2002).

RESULTS

Teaching-learning conceptions of pre-service EFL teachers

Table 3 shows the standard deviations and means of the teaching-learning conceptions of pre-service EFL teachers.

Table 3. *Pre-service EFL Teachers' Teaching-Learning Conceptions*

	N	Minimum	Maximum	Mean	Std. Deviation	Mean (five point Likert scale)	Skewness	Kurtosis
Constructivist conception	374	36,63	60,00	53,26	5,21	4,43	-0,76	0,28
Traditional conception	374	18,00	73,00	41,70	9,89	2,3	0,32	0,15

The data is normally distributed because the Skewness and Kurtosis values are between -1 and +1. The mean score of the items related to the constructivist conception of pre-service EFL teachers (dimension 1) is 4,43 with a standard deviation of 5,21. The mean score is 2,3 for the items related to traditional conception (dimension 2) and the standard deviation is 9,89. These items show the importance of transmission-based and teacher-centered instruction.

Self-efficacy of pre-service EFL teachers

Table 4 displays the standard deviations and means of the sense of self-efficacy of pre-service EFL teachers.

Table 4. *Sense of Self-efficacy of Pre-service EFL Teachers*

	N	Min.	Max.	Mean	Std. Deviation	Mean (five point Likert scale)	Skewness	Kurtosis
Efficacy for classroom management	374	17,00	40,00	29,72	4,13	3,71	-0,04	-0,14
Efficacy for student engagement	374	19,00	40,00	30,55	3,64	3,81	-0,16	0,32
Efficacy for instructional strategies	374	20,00	40,00	30,82	3,76	3,85	-0,05	-0,22

The data is normally distributed when the Skewness and Kurtosis values (between -1 and +1) are examined. The mean score for classroom management, which measures how successfully

pre-service EFL teachers employ classroom management techniques, is 3,71 with a standard deviation of 4,13. The mean score for the items related to efficacy for student engagement, i.e., success in engaging students in the lesson (dimension 2) is 3,81 with a standard deviation of 3,64. The mean score is 3,85 for efficacy for instructional strategies that show the successful use of different instructional strategies (dimension 3) with a standard deviation of 3,76.

The Relationship between pre-service EFL teachers' teaching-learning conceptions and sense of self-efficacy

Table 5 shows the relationship between teaching-learning conceptions and sense of self-efficacy of pre-service EFL teachers.

Table 5. *The Relationship between pre-service EFL teachers' teaching-learning conceptions and sense of self-efficacy*

	Constructivist conception	Traditional conception	Efficacy for classroom management	Efficacy for student engagement	Efficacy for instructional strategies
Constructivist conception	1				
Traditional conception	-,480*	1			
Efficacy for classroom management	**,202***	**-,013**	1		
Efficacy for student engagement	**,376***	**-,107***	,538*	1	
Efficacy for instructional strategies	**,253***	**-,011**	,570*	,689*	1

*p<.05

According to the results, the constructivist conception and efficacy for student engagement have the highest correlation (r=,38); then come the constructivist conception and efficacy for instructional strategies (r=,25), and the constructivist conception and efficacy for classroom management (r=,20). On the other hand, traditional conception and efficacy for student engagement are correlated in a negative way (r=,11). The results show that pre-service teachers who adopt constructivist conception are more efficacious in student engagement, instructional strategies, and classroom management.

QUALITATIVE FINDINGS

Qualitative data were based on open-ended questions voluntarily answered by 42 pre-service teachers. 5 themes emerged as a result of content analysis. Table 6 shows the frequencies and ratios by codes under each theme.

Table 6. *The Frequencies and Ratios by Codes under Each Theme of Pre-Service EFL Teachers*

Themes	Codes	N	%
1- Knowledge Constructed by Students	Possible through interaction	36	87,8
	Possible if guided well	5	12,2
	Learning occurs with repetition	6	15
2- Classroom management	Very successful	14	33,3
	Moderately	15	35,7
	Have some difficulties	13	31
3- Student engagement	Very successful	26	61,9
	Moderately	14	33,3
	Have some difficulties	2	4,8
4- Use of instructional strategies	Very successful	26	69
	Moderately	11	26,2
	Have some difficulties	2	4,8
5- Effectiveness of transferring information to students	Learning occurs with repetition and practice	22	55
	Not enough for learning	12	30
	Learning occurs with repetition	6	15

Theme 1: Knowledge Constructed by Students

Table 6 shows that pre-service teachers believed that it is possible for students to construct knowledge themselves. Two codes emerged within this theme. 36 of the students believed that the construction of knowledge by students is possible through interaction, and 5 of them stated that it is possible if the students are guided well. The following extracts exemplify their opinions:

"I believe in the power of interaction and peer education. If the necessary conditions are provided, knowledge can be constructed by students." (Pre-service teacher 1)

"If the teacher supports, informs about the process and motivates the students, they can construct the knowledge." (Pre-service teacher 21)

Theme 2: Classroom Management

3 different codes emerged within the theme of classroom management. 14 stated that they were very successful in classroom management. Similarly, 15 of them were moderately good at classroom management while 13 stated that managing the classroom could sometimes be difficult. The following extracts exemplify these:

"I think that I am really good at classroom management. I try to learn the interests of problematic students, and I change the techniques that I use considering the individual differences." (Pre-service teacher 8)

"I try to manage and most of the time I can. However, I try to talk to the parents when I cannot." (Pre-service teacher 34)

"I have difficulties doing this. I try not to hurt them, but they do not care me. I sometimes do not know what to do." (Pre-service teacher 13)

Theme 3: Student Engagement

Student engagement comprises 3 codes that emerged with the answers of the pre-service teachers. 26 of the pre-service teachers are very successful in student engagement. 14 of them stated that they are moderately successful whereas 2 of them have some difficulties in engaging students. The following extracts respectively show how successful they are:

"I can effectively engage the students in the lesson. I try different techniques based on their interests and I communicate with parents to achieve student engagement." (Pre-service teacher 34)

"I often manage to do this by letting them to collaborate with the others, finding their interests and encouraging them." (Pre-service teacher 38)

"I think it is really hard to engage students. I always have some difficulties." (Pre-service teacher 15)

Theme 4: Use of Instructional Strategies

The pre-service teachers were asked about how successful they were in using instructional strategies. 29 stated that they used instructional strategies successfully while 3 of them used instructional strategies moderately. Only one stated that it was difficult to use instructional strategies. The following extracts exemplify their opinions respectively:

"I believe that I am really successful in using instructional strategies. I consider their levels, interests, and expectations. I use different strategies." (Pre-service teacher 37)

"I am good at using instructional strategies moderately. I try to use several techniques." (Pre-service teacher 35)

"I have some difficulties using different strategies. It requires a lot of effort." (Pre-service teacher 22)

Theme 5: Effectiveness of transferring information to students

3 codes emerged from the answers of the pre-service teachers. 22 of the pre-service teachers stated that learning occurs with repetition and practice whereas 6 of them believed that learning occurs only with repetition. 11 believed that transferring information is not enough for learning. The following extracts exemplify the beliefs hold by pre-service teachers about the effectiveness of transferring information to students:

"When the practice is combined with repetition, it helps to learn things better." (Pre-service teacher 35)

"Repetition and practice is not enough for learning. The students should be active in the learning process." (Pre-service teacher 41)

"Repetition is the most important factor in learning. It reinforces and helps the information to be permanent. (Pre-service teacher 37)

"This leads to memorizing not learning." (Pre-service teacher 34)

DISCUSSION

Pre-service EFL teachers' teaching-learning conceptions

According to Kohonen (1992), there are a lot of differences between traditional and constructivist conceptions in terms of constructs such as views of knowledge and learning, teachers' and learners' role, and motivation and evaluation. Identifying teachers' teaching and learning conceptions will show their views on these differences. The results of this study are important in showing the teaching and learning conceptions of pre-service teachers. The results revealed

an important mismatch between teachers' beliefs and their actual classroom behavior as suggested by some studies (Çalışır-Gerem & Yangın-Ekşi, 2019; Farrell & Lim, 2005; Ng & Farrell, 2003; Uztosun, 2013). The participants in this study mostly believed that students can construct knowledge if there is interaction (87,8%) or if they are properly guided (12,2%); however, when asked whether students can learn if information is transferred to students by the teacher, only 30% stated that this was not enough for learning. This result contradicts with the quantitative findings showing a huge difference between constructivist conception (4,43) and traditional conception (2,3). Although the constructivist conception in the current study had a significantly higher mean score than the traditional conception, a very small number of teachers believe that information transmission alone is insufficient for learning, which is consistent with the constructivist conception.

The findings of this study are in line with those of Yalçın's (2019), who found that pre-service EFL teachers preferred subject-cantered curriculum design orientations (traditional conceptions of teachers) least and student- and problem-cantered curriculum design orientations (constructivist conceptions of teachers) most. Sarıçoban and Kırmızı's (2021) study, which revealed that pre-service EFL teachers utilize constructivist teaching strategies (M=4,34) rather than transmission-based (traditional) teaching strategies (M=2,57), had findings that were comparable to those of this study.

However, the findings of Ketabi et al. (2014) run counter to those of the present study. In contrast to constructivist conceptions (M=3.86), they discovered that pre-service EFL teachers tended to favor traditional conceptions (M=4.73). According to Ketabi et al. (2014), Iranian English teachers don't concentrate on teaching the four skills; instead, they prepare students for the multiple-choice final test, which includes questions on grammar, vocabulary, and reading comprehension. All the participants in their study were reported to have informal teaching experience. We may also discuss the influences of their own language learning experiences on their beliefs (Lortie, 1975) about teaching-learning conceptions as teacher candidates in addition to these informal teaching experiences that might affect pre-service teachers' beliefs.

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The findings demonstrate that although pre-service teachers choose constructivist conception over traditional conception more often, their comments regarding traditional conception imply that they nevertheless employ some techniques peculiar to traditional, teacher-centered conception.

Pre-service EFL teachers' sense of self-efficacy

Both the qualitative and quantitative results of this study show that the participants felt more efficacious in instructional strategies than in engaging students into the lesson despite the small difference. This may be attributed to the focus on instructional strategies during their education or to the practicum period as pointed out by Atay (2007), who found a positive change in the beliefs of pre-service teachers regarding instructional strategies and student engagement as a result of practicum. A similar result was found by Karakaş (2016), who states that pre-service teachers' sense of self-efficacy levels, including emotional intelligence and teacher knowledge levels, grew higher after completing the teaching practice. However, according to Şahin and Atay (2010), who investigated changes in pre-service EFL teachers' self-efficacy beliefs in their training years and induction year, their overall levels of self-efficacy beliefs increased linearly

from training years and decreased slightly through the end of induction year although instructional strategies had higher values than classroom management and student engagement.

The results also show that the pre-service teachers in this study did not feel as much efficacious in classroom management. This might be because they are still students and do not have much teaching experience except the practicum period. These results are supported by the results of the study by Dolgun (2016), who found that pre-service EFL teachers had a higher level of self-efficacy in instructional strategies than in student engagement, which is also the case in the current study. Similar to this, Dağlıoğlu (2013) found that pre-service EFL teachers had high levels of self-efficacy in instructional strategies, classroom management, and student engagement respectively.

The results point out to the importance of identifying the self-efficacy levels of pre-service EFL teachers as self-efficacy involves the teachers' belief in their capability to accomplish the tasks in the teaching context (Tschannen-Moran et al., 1998). Further, having a high level of self-efficacy shows their use of various instructional techniques and strategies and their interaction with students and coping with the possible problems in the classroom. As Bandura (1997) states, teachers' sense of efficacy affects the classroom environment and the learning tasks teachers use. Self-efficacy is also directly related to student achievement (Ashton, 1982). High level of self-efficacy is also associated with enhancing student motivation (Ashton & Webb, 1986; Roeser, Arbreton, & Anderman, 1993), increasing self-esteem (Borton, 1991), having more positive attitudes toward school (Miskel, McDonald, & Bloom, 1983), and decreasing classroom management problems (Chacon, 2005). All these studies show that teacher self-efficacy has a direct influence on student outcomes.

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Teachers are expected to be open to new ideas and be ready for the requirements of the new era, which means taking actions for personal and career development all the time. Cousins and Walker (2000), Guskey (1988), and Stein and Wang (1988) point out that high self-efficacy levels of teachers help them try new methods, adopt new ideas and be open to innovations to conduct a more effective teaching process. Teachers who have high level of self-efficacy also use new techniques better and they are good at classroom management and teaching tasks compared to the ones who have low level of self-efficacy (Özder, 2011). Teachers with high efficacy level are more enthusiastic about their profession (Guskey, 1982), and more committed to their jobs (Evans & Tribble, 1986; Coladarci, 1992). Ashton & Webb (1986) point out that teachers with high efficacy are less critical about the mistakes made by students.

The relationship between pre-service EFL teachers' teaching-learning conceptions and sense of self-efficacy

It is important to determine whether the self-efficacy of pre-service teachers relates to their teaching-learning conceptions to understand their beliefs about teaching and learning and efficacy. As seen in the qualitative results, most of the pre-service teachers considered themselves very successful in using instructional strategies and engaging students into the lesson whereas they did not consider themselves as much successful in managing the classroom. This finding was supported by the quantitative results also, which revealed that the class management dimension had the lowest mean. The findings also reveal that they mostly adopt constructivist conception although they also used some techniques peculiar to traditional conception.

When it comes to the relationship between teaching-learning conceptions and self-efficacy, the results showed both positive and negative correlations. Each of the three dimensions of self-efficacy is positively related to the constructivist conceptions and negatively to the traditional conceptions of pre-service teachers. Although their self-efficacy in using instructional strategies had the highest mean score, the highest correlation was found between their constructivist conception and efficacy for student engagement. Their constructivist conception is significantly related to the efficacy for student engagement. There is also a lower but significant relation between their constructivist conception and efficacy for instructional strategies. Another lower but significant correlation was found between their constructivist conception and efficacy for classroom management, which was also the case in both the qualitative and quantitative results.

The results of this study confirm the findings of a study conducted in Israel, although, to our knowledge, no studies have specifically examined the relationship between teaching-learning conceptions and self-efficacy among pre-service EFL teachers. According to Wertheim and Leyser (2002), there are small but statistically significant positive correlations between personal teacher efficacy and each of the instructional categories for willingness to use and perceived effectiveness. This suggests that the higher the sense of personal self-efficacy of pre-service teachers, the higher is their willingness to adopt different instructional approaches that promote the learning of children with various educational needs. In this context, using different instructional approaches also reflects the characteristics of constructive teaching concepts. These approaches include frequently using individualized and diagnostic teaching strategies; implementing a range of behaviour management techniques; and communicating with parents, professionals, and students (Wertheim and Leyser, 2002). However, the findings of this study contradict the findings of another study conducted by Gerges (2001), who found no statistically significant correlations between the variables of instructional variation and pre-service teachers' sense of teaching-efficacy. The reason can be the fact that the number of the participant is not high enough to represent the whole population, and the instruments are different.

Concerning their traditional conception, the only negative but significant correlation was found between their traditional conception and efficacy for student engagement. There was no significant correlation between their traditional conception and efficacy for classroom management and efficacy for instructional strategies. Since traditional and constructivist conceptions have opposite practices in student engagement, this result validates the earlier findings that there are high correlations between constructivist conception and efficacy for student engagement. According to Bandura (1997), efficacy beliefs can be shaped during early learning, so understanding pre-service teachers' self-efficacy beliefs and the connection between their conceptions of teaching and learning and sense of self-efficacy is essential to making the necessary interventions in forming their efficacy beliefs, which also affect their conceptions of teaching and learning. As Tschannen-Moran and Hoy (2001) state, once established, efficacy beliefs are hard to modify and therefore, they must be understood well enough.

The findings suggest that the more constructivist a conception pre-service teachers adopt, the more efficacious they feel in student engagement, instructional strategies, and classroom management. On the other hand, the more traditional conception they adopt, the less efficacious they feel in terms of student engagement.

CONCLUSION

The data in this study were limited to the 4th-year students studying in ELT departments of four state universities, and for this reason, the results cannot be generalized for all the pre-service teachers. As the study used self-reporting of students, it should be kept in mind that there may be overestimations or underestimations of self-efficacy and teaching-learning conceptions, which is a weakness of self-reporting. Keeping this in mind, it can be concluded that the pre-service teachers in this study favor the constructivist conception more than the traditional conception despite the mismatch between their beliefs and their actual classroom behavior as in the case of information transfer. The results also suggest that the pre-service teachers have high level of self-efficacy beliefs. They feel more efficacious in instructional strategies than in student engagement and classroom management. High and positive correlations were found between their constructivist conception and efficacy for student engagement, efficacy for instructional strategies, and efficacy for classroom management. Their traditional conception is negatively correlated to their efficacy for student engagement. It is important to note that the participants favored the constructivist conception more than the traditional conception because it shows their belief in the value of student-centered learning and the construction of knowledge by students.

Implications of the Study

One implications is for the stakeholders involved in language teacher education when the findings are taken into account. According to the qualitative and quantitative findings, pre-service teachers favor the constructivist conception more than the traditional one, but they also favor strategies relying upon traditional conception. If we take the findings into account, we should take steps to change their preferences for teaching-learning conceptions. As stated by Kitchener (1981) and King & Kitchener (1994), people with more sophisticated and relativistic beliefs also believe that new solutions to problems may be developed. According to Klassen et. al (2009), "teachers' sense of self-efficacy plays a key role in influencing important academic outcomes."

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Teacher training should be designed effectively because the biggest factor affecting the success of students is teacher quality (Darling-Hammond, 2000). Therefore, importance should be given to constructivist teaching and learning conceptions (Baxter-Magolda, 1996; Brownlee, 2004). Student-teachers should be allowed to question, discuss, analyse, experience, reflect and evaluate instead of accepting everything delivered by the experts in the field. A Richardson (1996) states, "beliefs are thought to drive actions; however, experiences and reflection on action may lead to changes in and/or additions to beliefs" (p. 107). According to Chan (2007), self-efficacy is developmental and can be learned; therefore, training programs can help teacher develop their self-efficacy because, as Cousins and Walker (2000) state, when teachers have higher efficacy, they will try new ideas, new methods, and commit themselves to teaching. As Klassen (2009) states, "school administrators could help teachers build their self-efficacy by providing clear opportunities for successful experience, positive modeling from successful peers, and verbal encouragement."

Suggestions for Future Research

In light of the findings of this study, it is suggested that such studies should be replicated with pre-service teachers in other universities. This study is based on pre-service teachers' self-reports in the questionnaires and open-response question forms. It is recommended to do more research

utilizing more qualitative data collected through observations or interviews as interviews could give detailed information about their teaching-learning conceptions and sense of self-efficacy. Another suggestion is to use an instructional intervention to alter or enhance pre-service teachers' conceptions of teaching and learning, as well as their self-efficacy, in future studies.

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