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[Aziz Mousa Khalil](mailto:Aziz.Mousa.Khalil@paluniv.edu.ps)
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INVESTIGATING SPEECH ACT REALIZATION IN *ENGLISH* FOR PALESTINE TEXTBOOKS: FOCUS ON GRATITUDE, AGREEMENT AND DISAGREEMENT

AZIZ MOUSA KHALIL

*PhD, Professor of Applied Linguistics,
Palestine Ahliya University, Bethlehem, Palestine a.khalil@paluniv.edu.ps*

ABSTRACT

This research investigates the realization of the speech acts of Gratitude, Agreement and Disagreement in English for Palestine Textbooks taught at Grades 5 to 11 at public schools in Palestine. All the occurrences of the three speech acts were identified and the strategies by which they were realized classified. Cheng's (2010) classification of Gratitude strategies and Khammari's (2021) classification of Disagreement strategies were adopted. The results revealed that only (28) instances of Gratitude, (13) instances of Agreement and (9) Disagreement were covered in the seven textbooks. Moreover, very few mitigating devices were used to reduce the face-threatening effect of Disagreement. All these frequencies indicate that the coverage of the three speech acts under study is so inadequate. The paper concludes with some recommendations for material developers and EFL instructors.

Keywords: speech acts; pragmatic content; gratitude; agreement; disagreement

INTRODUCTION

Research on textbooks analysis and evaluation abounds with studies that focus on the occurrences of pragmatic elements in the textbooks. Special focus on pragmatic competence coincides with the popularity of communicative language teaching, which advocates as its major objective the development of students' communicative competence (CC) in English as a foreign/second (EFL/ESL) learning and teaching. CC, according to Tarvin (2015), is the "ability to use language, or to communicate, in a culturally appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interaction. (p. 6). Communicative Competence comprises four sub-competencies: linguistic, sociolinguistic, pragmatic and discourse. Pragmatics is the use of language in context. Pragmatic competence, according to Ishihara (2007), is "the ability to use language effectively to achieve a specific purpose and understand language in context." (p. 21)

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Searle et al. (1980) stressed that, "The theory of speech acts starts with the assumption that the minimal unit of human communication is not a sentence or other expression, but rather the performance of 31 certain kinds of acts, such as making statements, asking questions, giving orders, describing, explaining, apologizing, thanking, congratulating, etc." (p. 7).

Materials writers responded to this movement for developing L2 pragmatic competence by including pragmatic content in textbooks. There has been a shift of focus in textbook analysis and evaluation studies on speech acts realizations, such as requests, apologies, compliments, thanks, promises, among others. The present study focuses on the realizations of the Gratitude, Agreement and Disagreement speech acts in the seven English for Palestine (EFP) textbooks (Grades 5 to 11), used at public schools in Palestine.

In 1999 the Palestinian Ministry of Education formed teams initiated commissioned to design and produce national curricula for all the subjects taught at the twelve grades in public schools. The Guidelines for the English curricula were prepared by a team of Palestinian educationalists for all school subjects with the exception of the English language textbooks, which were written by British authors.

The General Guidelines for the English Language Curriculum (2015) clearly emphasize that the curriculum is based on the communicative language teaching principles. The overriding goal of EFL teaching and learning is to develop students' communicative competence (both linguistic and pragmatic), which prepares them well for engaging in cross-cultural interactions with others who hold different world views, life experiences, cultures and language.

LITERATURE REVIEW

This section is limited to a review of previous research studies that investigated the realizations of different speech acts in English as a foreign/second language textbooks, with special focus on the expressions of Gratitude and (dis)agreement speech acts, the subject of this study.

A. *Gratitude*

Trosborg (1994:15) provides more general definition of thanking as "the speaker expresses gratitude for the hearer's participation in a prior action which was beneficial to the speaker".

This section will only review studies that deal with Gratitude in EFL Textbooks, which is the focus of the present study.





The great majority of research done on the gratitude speech act has been limited to its use by foreign language learners, mostly English as a foreign/second language (e.g., Yasmini and Rastegar (Iranian), Faeq et al (2019): Kurdish, Hanz and Burgucu (2016): Turkish.

To the best of the researcher's knowledge, Al-Khayyat and Abdul Razaaq's (2019) study focuses on the occurrences of the thanking speech act in the themes, subjects and illustrations in the 6th primary student's textbook taught at Iraqi schools. The results showed that the occurrences of thanking are so limited.

Cheng (2010) investigated native English speakers' use of the speech act of thanking, using a corpus-based approach. The corpora consisted of the Michigan Corpus of Academic Spoken English and the spoken part of the British National Corpus. He identified six thanking strategies: Thanking, Appreciation, Non-gratitude, Combination, Thanking a 3rd person, Formal speech. He identified 342 instances thanking expressions, distributed among the six categories.

Thanking: 257 (75.15%)

Non-gratitude: 62 (18.13%)

Appreciation: 7 (2.05%)

Combinations: 7 (2.05%)

Thanking a 3rd person: 5 (1.46%)

Formal speech: 4 (1.17%)

He concluded: "Neither *appreciation* nor *appreciative(ly)* occurs in either corpus. It seems, thus, that appreciation strategy is not so commonly used in daily interactions." (p. 270)

The only study that investigates the pragmatic content in *English for Palestine* textbook taught at the 9th Grade is Qawasmi (2016). She also found very few instances of thanking speech act in the dialogues.

The scarcity and paucity of research on thanking speech act in EFL/ESL textbooks highlights a gap in the literature. The present study aims at investigating the thanking/gratitude speech act occurrences in seven *English for Palestine* textbooks.



**B. (Dis)agreement**

Leech (1983) was the first scholar who referred to the speech acts of agreement and disagreement in his agreement maxim: “minimize disagreement and maximize agreement”. That is why disagreement has been described in the literature as a face-threatening act.

Song (2020) analyzed authentic data collected from 2-hour interviews with native speakers of English. He identified the strategies that native speakers adopt in realizing disagreement. Besides, he aimed to review the scarcity of focus on disagreement in EFL materials. He says:

...studies show that the focus on disagreement as a speech act is still minimal as global textbooks rarely provide comprehensive explanations on vital elements to achieve pragmatic competence such as the level of formality, the relationship between the interlocutors or the topic of the speech act (Ren W. and Han 2016, Velenga 2004)

(p. 29)

Moreover, Song states that such materials lack pragmatic information, such as politeness and appropriateness.

Nu and Murray (2020) analyzed the speech acts presented in 6 textbooks, taught at Vietnamese schools. The results revealed that only one textbook included occurrences of dis(agreement) speech act.

Liew (2016) explored how agreement and disagreement are presented in Malaysian and *New Headway* course books. The results showed that there are differences between the two sets of textbooks.

In his analysis of 13 business ELT materials, Bjorge (2012) found that 80% of these textbooks included “no” and partial agreement plus “but” to express disagreement.

Pearson (1986) noted that disagreement and agreement speech acts are usually presented equally in language textbooks, which is misleading since native speakers usually agree with each other and often use face-saving strategies when they disagree (p. 100).

Pearson (1985) compared how the speech acts (disagreement) occur in recorded natural conversational data and language learning textbooks. The results revealed that the textbook presented expressions which did not appear in conversations among native speakers.

Song (2020) proposed 9 strategies for realizing disagreement speech act:

- absolute or unmitigated disagreement (e.g. *No, you're not gonna challenge me.*)
- hesitation sounds or words (e.g., *well uh*)
- a question (e.g., *Would you agree that this is different.*)





words to express slight agreement (right, sure) before *but* (*Sure, but you my integrity is pretty powerful as well*)

humor (e.g., *I will believe it when I see it.*)

a personal or emotional reason to avert being disagreeable (e.g., *I think I would look at it like a baseball team*)

modal verbs (e.g., *may, might, could*) (e.g., *Certain players may be popular than others, but you need to feel the team to win*)

repeating some part of the proposition (*Making a joke of it?*)

placing responsibility in a more general context (*(it) depends on who you who ask*)

(PP. 27-28)

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The above survey of relevant literature shows that there exists a gap in the research on the pragmatic content of the EFL textbook series (*English for Palestine*) used at the Palestinian





public schools. Even the only study by Qawasmi (2016) is limited to Grade 9 textbook. The present study, in contrast, aims to study the occurrences of Gratitude and (Dis)agreement speech acts expressions in seven **EFP textbooks** taught at Grades 5 to 11.

RESEARCH QUESTIONS

The study addressed five research questions:

First Research Question: To what extent is the Gratitude speech act covered in the materials?

Second Research Question: What strategies are employed in the realization of the Gratitude speech act?

Third Research Question: Are the Gratitude expressions followed by a response? If yes, what type of response?

Fourth Research Question: To what extent are the agreement and disagreement speech acts covered in the materials?

Fifth Research Question: What strategies are employed in the realization of the disagreement speech acts? And what mitigating devices are used to soften disagreement?

METHODOLOGY

This research study uses a descriptive-analytic method, with a qualitative approach.

Materials

The materials under study are the English curriculum textbooks (*English for Palestine*) taught at Grades 1 to 12 in Palestinian public schools. Initial screening of textbooks 1-4 and 12 revealed that these textbooks do not cover pragmatic content. So, the analysis focused on Grades 5 to 11. Each Grade has two textbooks A and B. Therefore the corpus covered 11 textbooks.

EFP textbooks were based on the Guidelines prepared by a team of ELT experts consisting of members representing university professors and schools supervisors and commissioned by the Curriculum Directorate at the Ministry of Education. The English Curriculum Guidelines were sent to Macmillan publishing company to write the materials.





The Guidelines explicitly state that the syllabi should be designed according to communicative language teaching principles.

In the present curriculum, communicative competence (CC) is the goal. CC consists of the knowledge that users of a language have internalized which enables them to understand and produce messages in the language. Various models of communicative competence have been proposed; however, most of these models recognize that it entails both linguistic competence (i.e. knowledge of grammatical rules) and pragmatic competence (i.e. knowledge of what constitutes appropriate linguistic behavior in a particular situation). Thus, the core objectives for teaching English in Palestine fall under these two categories with sociolinguistic, strategic, and discourse competence included under the rubric "pragmatic competence". (p. 17)

The Guidelines also stress the importance of the functional-notional approach to language teaching, which considers language as a vehicle for performing language functions and notions.

Instruments

Expressions of Gratitude in the materials were analyzed according to Cheng's (2010) classification of gratitude strategies. He proposed six strategies:

Thanking

simple thanking:

Thank you or Thanks

elaborated thanking:

Thank you very much.

Thank you for your help.

Appreciation:

I appreciate it.

It's much appreciated.

Non-gratitude:

Thank God for that.





No, thanks.

Combinations:

Thank you dear. Very kind of you.

Thank you very much. I'm sorry to bother you.

Thanking a 3rd person:

Many thanks to Eunice and Matt for lots of hard work.

Formal speech: I thank you Pam, because I think the committee's done a great job.

(pp. 262-265)

As for disagreement speech acts, the analysis adopted Khammari's (2021) classification of disagreement strategies and mitigation devices. He proposed the following strategies:

Bald on record strategies

They "are direct ways of saying things, without any minimization to the imposition, in a direct, clear, unambiguous and concise way".

Direct refusal

e.g. I'm sorry to tell you we are taking the wrong turn.

Positive Politeness: It attempts to attend the hearer's interest, wants, and goods

Partial agreement (to soften disagreement):

e.g. That's a great topic too but

Explanation (to reduce face-threatening effect)

e.g. You know, I bought a Dell and it had a defective hard drive. And Dell would not let me use the warranty.

Negative politeness

Request e.g. This is unfair dad, I gave my word?

Off record strategies: indirect to avoid imposition on the listener

Indirect refusal: e.g., Wow. That's a really interesting topic but I'm not very familiar with it at all.

(p. 5-8)



*Mitigation devices*

Mitigation devices are used to soften the face-threatening load of an utterance, reduce effect of face loss and limit the effect of imposition of disagreements. Among the most common devices are:

Modal verbs: might, could

Discourse markers: but, well

Verbs like: guess, seem think

Hedges: sort of, a little bit, somewhat

Procedure

Each occurrence of Gratitude and (Dis)agreement in the dialogues and conversations that appeared in the textbooks was identified and classified according to the strategies used in realizing these speech acts.

RESULTS AND DISCUSSION

Results of the data analysis are presented according to the relevant research questions.

First Research Question: To what extent is the Gratitude speech act covered in the materials?

Table I presents the frequency and percentage of the Gratitude expressions by Grade Textbooks.

Table I: Frequency and Percentages of Gratitude Expressions by Grade Textbooks

GRADE	FREQUENCY	PERCENTAGE
5 th	1	3.6
6 th	0	0
7 th	6	21
8 th	10	36
9 th	11	39
10 th	0	0
11 th	0	0
Total	28	



The above figures reveal that the total number of thanking occurrences in the seven textbooks is extremely limited. Three textbooks lack any examples of thanking expressions. This result reveals a mismatch between these figures and the clear claim made in the Guidelines for designing the English curriculum, which state that the a major goal of the curriculum is to provide students with adequate opportunities to acquire pragmatic competence, which is one of the four competencies that make up communicative competence. Moreover, thanking is one of the speech acts that should receive adequate coverage in the textbooks. Moreover, the paucity of coverage was highlighted by Qawasmi in her (2016) MA thesis in which she investigated the pragmatic content in *English for Palestine* textbook taught for 9th Grade. Furthermore, Khalil's (2021) investigation of the speech acts of requests and apology arrived at the same conclusion.

With regard to the inclusion of contextual and social factors, such as social distance (familiarity) and social power, the results show that the 28 thanking occurrences took place between friends (13), strangers (5) and relatives (10).

Second Research Question: What strategies are employed in the realization of the Gratitude speech act?

Classification of gratitude strategies followed Cheng's nine gratitude strategies, presented above in the instrument section. The gratitude strategies identified in the data are presented in Table II.

Table II: Frequency and Percentage of Strategies Employed in the Realization of Gratitude Speech Act

STRATEGY	FREQUENCY	PERCENTAGE	EXAMPLES
Simple thanking	16	57.1%	Thank you. Thanks.
Elaborated thanking and compliment	2	7.1%	Thank you, Uncle Basim, Amal, Nadia. It's lovely to be here.
Elaborated thanking and reason	6	21.4%	Thank you very much. You've been a great help.
Compliment and thanking	1	3.5%	That's a good example, thank you.
Compliment	3	10.6%	That's really kind.
Total	28		



The figures above reveal that more than half of the thanking instances were realized by simple thanking strategy (57.1%), followed by elaborated thanking and reason (21.4%), compliment (10.6%), elaborated thanking and compliment (7.1%) and compliment and thanking (3.5%). Appreciation, non-gratitude and formal speech strategies are not covered in the seven textbooks.

Third Research Question: Are the Gratitude expressions followed by a response? If yes, what type of response?

The analysis showed that only three out of the 28 gratitude expressions are followed by a response. That means students have very little exposure to possible responses to gratitude expressions.

7th Grade Unit 12 (p. 20)

Nisreen: Ok. Turn left at the mosque. Finally, you'll find the gift shop on the right.

Jade: Thank you very much. You've been a great help.

Nisreen: You're welcome. Goodbye

Jade: Goodbye

Unit 6, P. 64 Strangers: unequal status

Othman: Go along the road for a bit and you'll get the restaurant at the left.

James: Thank you.

Othman: You're welcome. (polite response)

8th Grade Unit 14, p. 76

Omar: I've got some magazines, and they're heavier than anything else. Would you like them

Yasmeen: Thanks, take them in your paperback. You can carry them with you on the plane.

Omar: Good, I'm ready.

Yasmeen: Great! Let's go.



Fourth Research Question: To what extent are the agreement and disagreement speech acts covered in the materials?

Table III presents the frequencies and percentages of Agreement and Disagreement by Grade Textbook

Table III: Frequency and Percentage of Agreement and Disagreement Expressions by
Grade Textbooks

GRADE	AGREEMENT FREQUENCY	PERCENTAGE	DISAGREEMENT FREQUENCY	PERCENTAGE	TOTAL
5 th	0	0	1	11	1
6 th	7	54	2	22	9
7 th	5	38	3	33	8
8 th	1	8	3	33	4
9 th	0	0	0	0	0
10 th	0	0	0	0	0
11 th	0	0	0	0	0
Total	13		9		22

The above figures reveal that the seven textbooks included (13) and (9) instances of agreement and disagreement, respectively, which reflects striking paucity of coverage. Moreover, all the expressions are covered in three textbooks: Grades 6, 7 and 8. These figures show that these two speech acts are not adequately covered in *English for Palestine* textbooks. This result is surprising in light of the fact that the syllabus Ministry of Education Guidelines clearly states that the English syllabus is based on the communicative and functional-notional approaches. Moreover, the Guidelines state that the overriding goal of English language teaching is to develop students' communicative competence. This goal necessitates that pragmatic content should be adequately covered with many authentic examples of speech acts and their realization strategies. Such coverage should reflect what native speakers express in a variety of contexts that incorporate social factors such as social power and social distance.

Fifth Research Question: What strategies are employed in the realization of the disagreement speech act? And what mitigating devices are used to reduce the effect of disagreement face-threat?

Table IV presents the frequency and percentage of the strategies employed in realizing the speech act of Disagreement.

Table IV: Frequency and Percentage of Disagreement Strategies

Strategy	Frequency	%	Examples
Performative disag. and reason/explanation	4	44.4	- I don't agree with you Alia. I think it is more interesting than exploring the oceans. Oh no. Look the weather is going to get worse in the afternoon.
Questioning	2	22.2	Really? Do you understand dogs?
Performative disag.	1	11.1	I don't agree.
Bald on record and personal opinion	1	11.1	I don't either. Lots of girls play it here.
Repeating the proposition, disag. and personal opinion	1	11.1	Really good? I don't think so. Football is boring.
Total	9		

The above figures show that five strategies were used in realizing disagreement in the data. About half of the disagreement expressions were realized by performative disagreement and reason or explanation (44.4%), followed by Questioning, Performative disagreement, Bald on record and personal opinion and Repeating the proposition, disagreement and personal opinion.

Since disagreement generally constitutes a face threat on the addressee, native speakers use a variety of mitigating devices to soften or limit the effect of both face loss and the imposition of disagreement. Such devices help the interlocutors avoid conflict, which may result from disagreement. Surprisingly, the collected data included three types of mitigation:

Discourse marker: **Oh**, no.

Verb: I don't **think** so.



CONCLUSION

The main purpose of this study is to investigate the coverage of three speech acts (gratitude, agreement and disagreement) and the strategies used to realize them in *English for Palestine* textbooks used at Palestinian public schools. Based on the above findings, the following conclusions can be drawn. First, the coverage of the speech acts of gratitude, agreement and disagreement in the seven textbooks is inadequate in light of the fact that the syllabus Ministry of Education Guidelines clearly states that the English syllabus is based on the communicative and functional-notional approaches.

The frequencies of occurrences of the three speech acts in the seven textbooks under study are so low. That is, the three speech acts are underrepresented in *English for Palestine* textbooks taught at Grades 5 to 11. There are twenty-eight thanking instances, thirteen agreement and nine disagreement. Besides, the strategies used in realizing these speech acts are so limited. Neither do they mirror how native speakers express speech acts.

The findings of the current study can be of value for material writers and classroom teachers. Material writers should revise the textbooks and fill the gaps identified in the research studies. Moreover, speech acts should be recycled in the different grades so that there is progression in the presentation of examples and the strategies used in realizing speech acts. As for classroom teachers, the gaps identified in the analysis can help them in preparing supplementary materials (activities and exercises) with more examples of the three speech acts under study to fill these gaps. Besides, they can benefit from the findings in including more contextual information and social factors (e.g., social distance and social power between the addresser and addressee) in the supplementary materials.

The study focused on the coverage of three speech acts in the *English for Palestine* textbooks taught at grades 5 to 11. Grades 1 to 4 focus on listening and speaking and do not contain dialogues or conversations that usually include speech acts. Moreover, Grade 12 textbook prepares students for the secondary school-leaving examination. It also does not include dialogues or conversations. This explains the reason for limiting the study to the three speech acts taught at Grades 5 to 11.





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ASSOC. PROF. DR. SÜLEYMAN DAVUT GÖKER

*Assoc. Prof. Dr. Süleyman Davut Göker
Canakkale 18 Mart University, Department of Educational Sciences
gokersd@gmail.com*

ORCID [0000-0003-3291-7879](https://orcid.org/0000-0003-3291-7879)

**This article has been produced from the Ph.d Dissertation of Süleyman Davut Göker
entitled ‘An Instructional Supervision Model to Develop ELT in Turkey.**

ABSTRACT

Recent innovative and leadership-based learning objectives and learning environments created by Education 4.0 have formed new teacher evaluation systems giving teachers of English new tasks in taking greater ownership of change. This process requires teachers to have higher levels of cognition be able to survive in the spaces created by both digital and physical classrooms. Focusing on the some parts of results of the researcher's Ph.D thesis ‘An Instructional Supervision Model to Develop ELT, this study aimed to explore the impact of an instructional coaching developed by the researcher targeted on the main principles of cognitive development and teachers' teacher sense of efficacy. The instructional coaching program, for which 8 volunteer pre-service teachers were trained, was organized to target instructional coaching coaching, classroom observation for creating innovative environments for learning. A concurrent mixed model design of Creswell (2003) was utilized collecting both quantitative and qualitative data based on pre/post test design. The treatment of instructional coaching had a meaningful effect on development of cognitive development and development of teacher sense of efficacy of EFL teacher candidates. Thus, this study became a sample to outline, design, and explore the impact of instructional coaching on development of EFL teacher candidates in the Turkish context attempting to find out some possible sources regarding teacher sense of efficacy (TSE). Results gained through this study are believed to create new guidelines and practices to develop further instructional coaching programs in EFL teacher training contexts.

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KEYWORDS: Instructional coaching, cognitive development, teacher sense of efficacy, EFL teacher candidates, reflection, reflective learning community.

INTRODUCTION

Recent innovative and leadership-based learning objectives and learning environments created by Education 4.0 have formed new teacher evaluation systems giving teachers of English new tasks in taking greater ownership of change. This environment gives EFL teachers imposes them to take more ownership of change in their taching environments. That type of change could only be conducted through a redefinition of teacher evaluation. These Education 4.0 based innovations seem to have accelerated many things. The ways through which EFL teachers change and develop could be possible by means of developing skills in learning management and formation of knowledge abilities considering each society (Sinlarat, 2016). Instructional coaching, within this context, is one of the process evaluation models in teacher evaluation based on cognitive development of teachers (Göker, 1999). Göker (1999) argues that this process-based teacher evaluation requires teachers to gain higher levels of sense of efficacy as well as a more efficient cognitive development. Within this context, this study became a sample to outline, design, and explore the effects of instructional coaching on development of student teachers in EFL given in the Turkish context attempting to find out some possible sources regarding teacher sense of efficacy (TSE).

LITERATURE REVIEW

Innovation in education

Innovation in education basically means change, creating flexible teachers with higher levels of TSE, lessons, and curriculum and keeping students engaged and excited to learn in a safe, positive learning environment letting them make mistakes, take risks, and ask questions. This process also requires teachers with increased levels of sense of efficacy.

Innovation would just be a word and without the right action plan, the art of education would miss out on some great accomplishments. That's directly concerned with a teacher's cognitive development towards a change. Within this framework, instructional coaching is expected to change teacher behaviors and increase teacher's sense of efficacy introducing a description of new supervisory process of individual reflective practices.





It is well-known that many of the early career teachers withdraw from their jobs during their first years because their image of what it means to be an EFL teacher guides their behaviours in managing challenges and becomes an essential part of formation of teacher identity. It is important for them to inquire associations between ‘coping’ (to survive) and ‘managing’ (to flourish), and the unusual manners that these impact teachers’ perceived effectiveness of sense of efficacy and cognitive development, if we need to understand why some of them leave whereas others stay.

Teachers’ sense of efficacy

Coaching studies consistently find significant improvements in teacher efficacy. That’s also related to a teacher’s cognitive development towards a change. As an individual’s sense of efficacy is essential in understanding how difficult problems are solved, efficacy can become the most essential of the five states of mind. It is clear that as they feel little efficacy, then blame hopelessness, despair, rigidity, and withdrawal could follow. However, research studies indicate teachers having robust efficacy could expend more energy in their work, define more intriguing targets, persevere longer continuing against failure barriers (Costa & Garmston, 2002, p. 127).

Most literature offers that TSE is a strong construct impacting teacher development and motivation and classroom behavior contributing to student learning in a more effective way (Ashton & Webb, 1986; Coladarci, 1992; Ross, 1992 (Woolfolk, Rosoff, & Hoy, 1990), motivation (Midgley Feldlaufer, & EICles, 1989).). Earlier research studies on teacher sense of efficacy offer that teacher sense of efficacy is greatly affected by the experiences during pre-service teaching and early career (Göker, 1999; Woolfolk-Hoy & Spero, 2005). As mentioned earlier, many of the new teachers leave their jobs during their first years. Nonetheless, research on the TSE development by means of teacher training programs in various contexts have so far failed to reach consensus on how their efficacy beliefs change over time. We should also accept the fact that each pre-service teacher education program has its own unique characteristics, so studying on pre-service teachers’ development, just like in our study, in various contexts would enable new insights to scholar work regarding teacher education. Doing so, this study became a good example to outline, design, and explore the impact of instructional coaching on development of student teachers of EFL given in the Turkish context over time attempting to find out some reasons.

Regarding the sources of social cognitive theory and teachers’ sense of efficacy and, there seems to be a joint relation between the person and environment. Teachers interpret information from four main sources: enactive experience, vicarious experiences, social persuasion, and physiological/affective states (Bandura, 1997). Teacher sense of efficacy has been searched within various contexts such as Australia, Greece, Korea, Turkey the United States (e.g. Atay,





2007; Charalambous, Philippou & Kyriakides, 2008; Fives, Hamman & Olivarez, 2007; Gorrell & Hwang, 1995; Mergler & Tangen, 2010; Pendergast et al., 2011; Woolfolk-Hoy, 2000).

RESEARCH QUESTIONS

This study attempts to find out the possible impact of the instructional coaching on EFL teacher candidates over a six-month time and reveal some factors that are likely to affect efficacy beliefs of EFL teacher candidates. Based on these assumptions, the following research questions were outlined:

1. To what extent does instructional coaching help EFL teacher candidates increase their TSE?
2. In what ways (possible sources of information) does instructional coaching help EFL teacher candidates increase their TSE?

METHODOLOGY

Research design

This is single case study based on pre/post test design to explore any possible development in TSE development of student teachers. Therefore, implementation of 14-week instructional coaching as a specific phenomena was focused while collecting both qualitative and quantitative data. A concurrent mixed model design of Creswell (2003), in which qualitative and quantitative approaches are used to confirm and corroborate findings, was utilized.

Participants and program

8 (7 female and 1 male) volunteer pre-service teachers students, aged from 22 to 27, enrolled in Teaching Practice course within the pedagogical formation program implemented by the Faculty of Education, Canakkale University, Canakkale, during the Fall term of the 2019-20 Academic year participated in the study. They were chosen by using volunteer sampling as one of the main types of non-probability sampling methods. During the implementation of instructional coaching program, the participants were 4th year students, studying at the Department of English language and Literature, faculty of Arts and Sciences of the same university. In Turkey, the teaching practice, both during the pre-service TEFL program and within the pedagogical formation program, is conducted as two different 14-week consecutive courses: school observation (4 hours per week) and student teaching (6h/week). The teaching practice courses in this study was carried out in a high school in Çanakkale, Turkey. The participants were assigned to this school in two groups of 4 teacher candidates each. Two different English teachers and the researcher as the mentor were appointed.





Instruments and procedures

Data were collected during the Teaching Practice course using both quantitative and qualitative methods to triangulate the findings. For the pre/post test design of this study, one case study group was formed. The quantitative data were collected through the Teachers' Sense of Efficacy Scale (TSES) (long form) developed by (Tschannen Moran and Woolfolk Hoy, 2001, p. 783). The TSES is a 24-item likert type scale.

The qualitative data were collected through (a) discussions related to evaluation of videotaped lessons based on the principles of instructional coaching, (b) results with statistical data obtained from the pre/post-test application, (c) cognitive conversations of teacher candidates with the researcher as instructional coach (IC), and (d) open-ended questions framed within journals (J), recordings of video (RV).

All teacher candidates video-recorded their courses during the treatment and joined these conference sessions, and the researcher as a instructional coach organized coaching conference sessions. He discussed the performance of the teacher candidates considering the 24 items in the TSES with the student teachers and give feedback on their teaching performance.

For the TSES, internal consistency reliability coefficient, Cronbach's alpha, scores reported for this survey were .94 for the entire scale, .87 for engagement, .91 for instruction and .90 for management (Tschannen-Moran & Hoy, 2001) and from .76 to .84 for the entire scale (Humphries et al., 2012). Sample items are: "How much can you do to help your students think critically?" (item 2) and "How much can you do to help your students value learning?" (item 9). The TSES questionnaire was administered to the teacher candidates twice. The first measurement (pre-test) was implemented before the beginning of the 14-week instructional coaching program prior to any teaching experience in the high school. The last measurement (post-test) was carried out following the end of the 6-week treatment. As the questionnaire was to be administered twice, an identification (ID) code was used for each teacher candidate.

Data analysis

For the analysis of quantitative data, descriptive statistics on the demographics of age, gender, and responses to TSE of the 8 participants were analysed using SPSS. A mixed methods design with both qualitative and quantitative methods was used in this study. SPSS 18 (the statistical Package for the Social Sciences) was used to analyze the quantitative data collected through pre/post test results. To see changes in TSE beliefs of the teacher candidates over time, the responses given to TSES questionnaire were analysed and compared using T-test and one-way analysis of variance (ANOVA) with repeated measures over this period.





Data from pre- and post-tests were analyzed using total score from the TSES before and after the instructional coaching and the researcher tried to distinguish whether the differences in the pre- and post-tests capabilities means occurred by chance. The significance level was established at $p < .05$. For the analysis of qualitative data, journals (J), recordings of video (RV), and cognitive conversations of teacher candidates with the researcher as instructional coach (IC) were used to observe the impact of the treatment.

While analyzing the first phase employing content analysis (Patton, 2002), It was read what was written in teacher candidates' journals, instructional coaching training evaluation form based on the opinions of teacher candidates about the treatment, interactions of teacher candidates with reflective coach during the post conference sessions several times to gain an overall understanding of the content and to identify themes. After that, we extracted information concerning the possible themes to be emerged. Having analysed the content of the dialogues and conversations and what was written in teacher candidates' journals using the qualitative content analysis method, all the information was identified, coded for themes and patterns, and described according to the themes extracted based on the TSES considering their similarities and differences.

All journals (J), recordings of video (RV), and cognitive conversations of teacher candidates with the researcher (IC) during the treatment were examined meticulously with a focus on their development of teacher sense of efficacy, a total of 3 themes covering 11 codes emerged for the qualitative analysis of the TSES: (1) Teacher candidates' accomplishments regarding efficacy in student engagement, (2) their accomplishments regarding efficacy in instructional strategies, and (3) their accomplishments regarding efficacy in classroom management.

RESULTS AND DISCUSSION

1. Results and discussion of Research Question 1

The research question aims to explore how instructional coaching helped the teacher candidates increase their sense of efficacy measured by the TSES. To be able to find out how participants in a research study respond to the questions, conducting a factor analysis is essential. Within this framework, three moderately correlated factors for the TSES have been obtained: 1. Efficacy in Student Engagement, 2. Efficacy in Instructional Practices, and 3. Efficacy in Classroom Management. Nevertheless, the composition of the scales could sometimes vary slightly. Because the factor structure often is less distinct for the teacher candidates, Tschannen-Moran and Anita Woolfolk Hoy (2001) recommend that the full 24-item scale be used for them. To determine the





efficacy in student engagement, efficacy in instructional practices, and efficacy in classroom management subscale scores, unweighted means of the items that load on each factor have been computed. The first research question will be discussed considering each subscale respectively. These groupings are given in Table 1.

Table 1: Subscale scores of TSES (long form)

Efficacy in Student Engagement	Items 1, 2, 4, 6, 9, 12, 14, 22
Efficacy in Instructional Strategies	Items 7, 10, 11, 17, 18, 20, 23, 24
Efficacy in Classroom Management	Items 3, 5, 8, 13, 15, 16, 19, 21

When examined the quantitative results, a significant difference was observed between the pre-test and post-test results of the group in all sub-dimensions of the teacher sense of efficacy. That is to say, it was seen that the mean scores of the pre-test-post-test of the group were in favour of the instructional coaching program. The data for these averages is shown in Table 2. T-test findings to compare the teacher candidates' TSES.

Table 2: T-test findings to compare the student teachers' TSE

	Measure	Mean	S.D.	Mean Difference	S.D. of Difference	D.F.	T-Value	Sig	Effect
Student Engagement	Pre	3.696	0.899	1.993	0.803	27	10.7	0.01	3.80
	Post	7.360	0.2887						
Instructional Strategies	Pre	7.5012	0.7316	5.996	0.74523	26	11.93	0.01	3.72
	Post	10.385	0.5997						
Classroom Management	Pre	13.0062	1.3356	4.0076	0.8435	28	9.8765	0.01	4.07
	Post	17.0123	0.9996						





When compared the impact of time on the teacher candidates' sense of efficacy, T-test and ANOVA (one-way repeated measures analysis of variance) were utilized to identify whether the instructional coaching treatment produced any impact on the teacher efficacy of the participants and the significance level was recorded at $p < .05$. A repeated measures ANOVA with a Greenhouse-Geisser correction showed that there was a significant effect for time ($F(1.876, 63.765) = 9.376, p < 0.000$), in other words, TSE impacted significantly across three efficacy levels. The analysis revealed that there were significant differences between pre and post tests (Efficacy in Student Engagement 1.99 and SD .89, Efficacy in Instructional Strategies 5.99 and SD .73, and Efficacy in Classroom Management 4.07 SD .92).

When examined Table 2 regarding the mean rank averages, it may be discussed that the coaching program has had significant impact on development of teacher candidates' teacher sense of efficacy. The highest scores were reported for efficacy in classroom management. Implementation part among the teachers' instructional skills play a key role in measuring the effectiveness of a teacher in a classroom. The ways s/he conducts methodology, uses materials, does evaluation are more related to implementation (classroom management) skills of that teacher than those of planning skills and personal and professional qualities. In addition, increased level of efficacy could be more observed through any possible change teachers gained in conducting implementation skills. Overall, the IC program had profound and significant effects on development of teacher candidates' TSE and this result was obvious through data results (Ballinger & Bishop (2011), Gilson, Chow & Feltz (2012), (Hobson, Ashby, Malderez, Tomlinson (2009), Kennedy & Smith (2013), and Tabancali & Çelik (2013).

It could be clearly seen that the implementation of the instructional coaching treatment significantly affected teacher candidates' teacher sense of efficacy and it was observed more in their efficacy in classroom management. Reflective and instructional coaching are addressed in education extensively from the literature, (Brooks, 2000; Göker, 2006; Edwards & Newton, 1995; McLymont & da Costa, 1998; Ray, 1998; as cited in Maskey, 2009).

2. Results and discussion of Research Question 2

For the first research question, journals (J), recordings of video (RV), and cognitive conversations of teacher candidates with the researcher (as instructional coach) (IC) were examined meticulously with a focus on their development of TSE, a total of 3 themes covering 11 codes emerged for the qualitative analysis of the TSES: (1) Teacher candidates' accomplishments regarding efficacy in student engagement, (2) their accomplishments regarding efficacy in instructional strategies, and (3) their accomplishments regarding efficacy in classroom management (see Table 3)



**Table 3: Themes, codes and data sources generated in relation to the teacher candidates' perception of their TSE development during the IC program**

Research Question	Themes	Codes from teacher candidates' utterances	Data sources and their abbreviations
1- In what ways (possible sources of information) does instructional coaching help teacher candidates increase their TES?	Teacher candidates' accomplishments regarding Efficacy in Student Engagement	<ul style="list-style-type: none"> -Coping with disruptive behaviors - Fostering student creativity and helping them think critically - Motivating slow learning students -Assisting students in valuing learning 	<ul style="list-style-type: none"> -Journals (J) - Recordings of video (RV) - Cognitive conversations of teacher candidates with the researcher as instructional coach (IC)
	Teacher candidates' accomplishments regarding Efficacy in Instructional Strategies	<ul style="list-style-type: none"> - Using effective questioning strategies - Using different process-based evaluation strategies 	
	Teacher candidates' accomplishments regarding Efficacy in Classroom Management	<ul style="list-style-type: none"> - Clarifying your expectations about student behaviors - Keepin activities in a smooth way - Making students obey classroom rules - Using proper feedback and instructions 	

Note: Based on Tschannen & Hoy (2001)

We examined the data sources on what the teacher candidates wrote and mentioned in journals (J), recordings of video (RV), and cognitive conversations of teacher candidates with the researcher as instructional coach (IC)), it was observed that teacher candidates stated about the positive contribution of the instructional coaching. For example, teacher candidate Ö, for example, stated his opinion on how to cope with disruptive behaviors in his (J) and (RV):

"I have benefitted from lesson preparation to cope with difficult students. I have learnt how to manage time efficiently and shape the students' sitting conveniently to apply communicative activities. This setting and the responsibilities each student was given helped me a lot to deal with disruptive behaviors."





Student (B) indicated that employing effective feedback strategies would be quite useful to foster student creativity and help them think critically (RV) and (J):

"I have witnesses a great progress in my students' work, which they have realised their capacity to be more ambitious and enthusiastic towards learning and study. I believe that the power of giving feedback played a key role in doing that. This approach has helped my students realise their mistakes on their own and they produced more quality papers showing their creativity and crtical thinking skills."

Another teacher candidate (P) underlined the importance of motivating slow learning students in classes. She said she had learnt how to use her body language, speech tones, eye contact while interacting with students in getting slow learning and stated in her (RV) and (IC):

"Through post-conference sessions, I have learnt that teachers sould be well-prepared and be aware of their impact they create on their students. For example, they should be very careful on using their body language, speech tones.."

In their attempts to motivate slow students, teacher candidate G stated in her (IC) and (J):

"I have realized that if a teacher is able to combine learner typesin different learning activities as in either a whole class activity or a group work, s/he can see all learning styles and their behaviors exhibited in classes. For example, I learnt how to use further questions and personalization all the time and I also learnt to ask different questionsrising the students' interests, which really motivated slow learners."

In terms of assisting students in valuing learning, teacher candidate (H) shared her experience (J) and (IC):

"I have learnt how to put it into practice in our post-conference sessions with the instructional coach."

Regarding their acomplishments in efficacy in instructional strategies, data sources were examined, a total of 3 codes emerged (Using effective questioning strategies, adjusting lessons to the proper level for individual students, and using different process-based evaluation strategies) Student teacher (H), for instance, expressed his opinions in his (IC) and (J):

"We have learnt how to ask effective qusetions."

In addition, teacher candidate (İ) adds her effective questioning strategies she gained (J) and (RV):





“I have realized that I need to be very sensitive in using my body language while giving clear instructions and positive feedback in order to motivate them.”

On the other hand, student teacher (K) indicated that calling the students by their names was important (J) and (RV):

“For the sake of improving my instructional skills and sense of efficacy, I have learnt one key thing today that it is so crucial to call students by their names. In addition, preparing a warm up activity also helped me to adjust lessons to the proper level for individual students. For my further teachings, I will definitely organize a warm up.”

Another key component among instructional skills, ‘using different process-based evaluation strategies’ was addressed by the student teacher (M), and he reflected his development in the following ways (IC) and (VR):

“In one of our post-conference sessions, the coach addressed the importance of using different process-based evaluation strategies and we watched a video on different ways to evaluate student products. I did not know that student portfolios would also be seen as the assessed products. He taught us many alternative ways of process evaluation. In my future teaching, I will not only assess the exam papers but also any thing reflecting the student development.”

It can be concluded that when examined the data sources, teacher candidates were seen to mention about the positive contribution of the IC regarding their development in efficacy in classroom management.

For example, teacher candidate (H), focusing on the importance of clarifying your expectations about student behaviors, reflected her level of development as in the following utterance (J) and (IC):

“The first lesson made me very sorry. I have learned that I should remind my students of my specific classroom rules and my expectations.”

Teacher candidate (P) indicated her opinions on having the right posture in his (J) and (RV):

“I have developed an understanding that I must have a certain the posture and be ready for my lesson. In my first teaching, my posture was not appropriate, and I was not self-confident





and moreover, I did not know what to do next. So, the students ignored me and did not pay attention to me.”

In order to improve efforts to make students obey classroom rules, teacher candidates progressed in a clear way. One of them (Ö) indicated that a teacher must give the class rules earlier, she expressed her opinions in her (J) and (IC):

“I have learnt that I must be well-prepared before all lessons. I must tell them about their boundaries with at the beginning. I should stay in one place between being an autocratic or democratic scale, and I should adjust it considering the situations in class. I could focus on giving instructions before the lesson.”

For example, teacher candidate (B) stated his opinion on giving feedback in his (J) and (VR):

“I learned different types of giving feedback during the IC program.”

As could be seen, the IC program seems to have impacted the teacher candidates mostly in efficacy in classroom management, specially on clarifying their expectations about student behaviors, creating right routines to keep activities running in a smooth way, making students obey classroom rule, using proper feedback and instructions.

Finally, the IC program may have played an important role in helping them develop their cognitive and reflective thought helping them become reflective and critical thinkers, identify reasonable objectives for themselves. Table 4. Shows the percentages calculated within each theme.

Table 4.: Frequencies and percentages of three sources of TSES

Themes	Codes	N=8	%
Efficacy in Student engagement	Coping with disruptive behaviors	1	20.00
	Fostering student creativity and helping them think critically	1	20.00
	Motivating slow learning students		
	Assisting students in valuing learning	2	40.00
		1	20.00
			100





Efficacy in Instructional Strategies	Using effective questioning strategies	2	50.00
	Organizing lessons in proper way for individual students	1	25.00
	Using different process-based evaluation strategies	1	25.00
			100
Efficacy in Classroom Management	Clarifying your expectations about student behaviors	1	20.00
	Creating right routines to keep activities running smoothly	1	20.00
	Making students obey classroom rules	2	40.00
	Employing proper feedback and instructions	1	20.00
			100

Note: Based on Tschannen& Hoy (2001)

The findings gained show that for the teacher candidates, items in efficacy in student engagement, specially on motivating slow learning students were the most frequently referred sources of TSE. From the eleven utterances extracted from the teacher candidates' answers, two of them concerned the student engagement impact of the Coaching Program on the ways they helped teacher candidates to motivate slow learning students (40.00 %). In terms of efficacy in instructional skills, the IC program seems to have developed the teacher candidates' development of efficacy in instructional strategies specifically on using effective questioning strategies in a very sufficient way (50.00 %). As far as their efficacy in classroom management, making students obey classroom rules seems to be prominent among the teacher candidates' statements (40.00 %).

CONCLUSION

When examined the findings of this study, it seems that some certain changes are observed in EFL teacher candidates' TSE during their final year when they take the Teaching Practice course. That is to say, the changes seen support the assertion that TESE beliefs are in a state of flux and they may open to development as the teacher candidates get experienced (Fives, 2003). It might





also be maintained that TSES beliefs of teacher candidates are not be stable and they could change in course of time.

Even though there has not been any study to see the impact of instructional coaching in TEFL context both in Turkey and in the world, there are a few studies related to instructional coaching in other subject areas. For example, Moche (2001) revealed instructional coaching helped teachers in New York City improve their reflective skills by means of a three-phase cycle (planning conversation, observation, and reflecting conversation) developed by Costa and Garmston (2002). Just like Eger, Newton (1994) revealed that beginning teachers under a coaching training program indicated the instructional coaching supported them to think more critically about their teaching performance. The similar results have also been gained through TSE studies to increase TSE (Hamman & Olivarez, 2007; Gorrell & Hwang, 1995; Mergler & Tangen, 2010; Pendergast et al., 2011).

The new tasks for teachers to take greater ownership of change and current innovative and leadership-based learning objectives introduced by Education 4.0 present a clear message and objective. Teachers must also change. To achieve an ownership of change, innovative learning opportunities must be created for the teachers by the educational systems for their cognitive development. This development could be gained with increased levels of sense of efficacy on the part of teachers. Coaching programs could be a great asset for increasing TSE and creating innovative learning opportunities for teachers to help them survive in the spaces created by both digital and physical classrooms.

Finally, the IC program, seen as one of the innovative learning opportunities for teachers, has been implemented in TEFL context in Turkey for the first time. It seems to have proven to be an effective model for teacher trainers in development of teacher sense of efficacy of their teacher candidates bringing a big picture for them.

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SÜLEYMAN DAVUT GÖKER

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