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NOVICE TEACHER SELF-EFFICACY BELIEF: A STUDY OF SCALE DEVELOPMENT

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Abstract

The aim of this study is to develop a scale on Novice Teacher Self-efficacy Belief (NTSB). In the development of NTSB scale, three steps, namely Study1, Study2 and Study3 were followed. Three dimensions and eighteen items were obtained as a result of the validity and reliability analyses of NTSB in Study1. In this study, it was confirmed that the dimensions of NTSB were strong in terms of internal consistency, but limited in terms of the explanatory power of the structure. In Study2, validity and reliability analyses of the scale obtained from Study1 were repeated, and a scale with ten items and two dimensions was obtained. Study3 was conducted by combining the data gathered in Study1 and Study2.

Keywords: self-efficacy, novice teacher, teacher self-efficacy, scale development, reliability, validity

1. Introduction

According to Bandura (1977), who first introduced the concept of self-efficacy, self – efficacy beliefs are the beliefs in one's capabilities to organize and succeed in activities and actions required to show a certain performance. Schunk (1991) defines self-efficacy belief as the ability to control one's emotional performance in difficult situations. Self-efficacy belief determines what one feels, and how one thinks, motivates himself/herself and behaves (Bandura, 1994). Bandura (1977, 1994) states that self-efficacy beliefs have four sources, namely performance success, indirect experiences, verbal persuasion and psychological situation. Performance success refers to mastery experiences defined as success or failure of a person in the past. Indirect experiences appear as one takes others as a model or sees others as a symbolic model. Verbal persuasion involves the advice and support that strengthen the feeling that one has the abilities required for success. In psychological situation, on the other hand, one can develop self-efficacy by alleviating fears and stress, which decrease one's performance, reduce success, and lead to abstention from negative behaviors. Thus, if self-efficacy belief is strong, one exerts more effort when confronted with difficulties and shows more determination. According to Bandura (1977), people with high self-efficacy perceive challenging tasks as a self-test that can be overcome rather than threats to be avoided. In fact, such people defy challenges by adopting some coping strategies.

Creating an environment that facilitates learning mainly depends on the ability and self-efficacy of the teacher (Altunçekiç et al., 2005). Teacher self-efficacy beliefs are teachers' personal beliefs regarding their abilities to undertake special education and learning activities successfully (Taşkın & Hacıömeroğlu, 2010). Thus, the beliefs held by the teachers play an effective and determining role in cognitive, affective, motivational and selection processes

(Bandura, 1977). As stated by Çapri and Çelikkaleli (2008), teachers' self-efficacy beliefs have a significant impact on their attitude toward teaching profession. They argue that teachers with high self-efficacy influence students' emotional, social and academic learning, and shape their academic orientations. A teacher with high self-efficacy never surrenders when faced with failure, is flexible while implementing the curriculum, adopts new instructional methods, reaches better results in terms of student achievement, and better motivates students to learn (Gibbs, 2002).

In Turkey, the studies on self-efficacy beliefs have focused on experienced teachers (Yılmaz, Yılmaz, & Türk, 2010; Demir, 2008) and particularly on pre-service teachers (Harurluoğlu & Kaya, 2009; Çoklar, 2008; Gülev, 2008; Çapri & Çelikkaleli, 2008; Demiralay & Karadeniz, 2010). Bümen (2009) maintains that although studies on teacher self-efficacy beliefs in Turkey are on the increase in recent years, they are still insufficient in number and quality. Moreover, no studies in Turkey have yet explored the self-efficacy beliefs of novice teachers. Thus, the current study was aimed at developing a self-efficacy belief scale for novice teachers. Here, a novice teacher is defined as a teacher who is employed by an educational institution on a salary or wage basis and who becomes a regular teacher at least in two years in accordance with the provisions of "Ministry of Education Code regarding the Training of Probationary Employees" (MEB, 1995). Although probationary teachers normally do not have a class, they may have to teach their own class once they are appointed due to lack of staff. Based on the provisions of the related code, a probationary teacher receives minimum 50 hours of "Basic Training" and minimum 110 hours of "Preparatory Training". The final stage for a probationary teacher is minimum 220 hours of "Practice Training". During the practice training, a willing and successful mentor teacher with sufficient teaching experience is charged with educating the novice teachers (MEB, 1995), which emphasizes the significance of the support to be given to the novice teachers who have recently entered the profession and who have a desire to apply what they learnt in their training sessions.

2. Method

In the development of the scale, three steps, namely, Study 1, Study 2 and Study 3 were followed. These steps are explained in detail below.

2.1. Study 1: Sampling

The study involves 334 novice teachers appointed to public or private educational institutions in Antalya province in Turkey in 2007–2008 academic year. Data were collected by Antalya Provincial Directorate of National Education at the beginning of the preparatory training program. A total of 254 novice teachers answered the questionnaire, meaning that the return rate was 76%. The average age of the novice teachers in the study was 24 years. 167 of the participants were female, while 87 were male. 161 of the participants graduated from education faculty, while 40 graduated from faculty of science and letters, 18 from faculty of vocational technical education, and 33 from other faculties.

2.1.1. The Development of Data Collection Tools

Novice teacher self-efficacy belief scale was developed by the researchers in the current study. In the development of the scale, an item pool was created based on theoretical knowledge and other research studies. The items in the pool were then analyzed by the researchers, and in the end, 33 items that are assumed to measure self-efficacy belief most appropriately were selected. All items in the scale were answered on a six-point Likert scale [not at all true (1), barely true (2), slightly true (3), quite true (4), mostly true (5) and exactly true (6)].

2.1.2. Exploratory Factor Analysis

The SPSS software package version 13.0 was used for testing the construct validity of the scale. The Cronbach's alpha for the scale was .895, and the Cronbach's alpha coefficients for the three dimensions (efficacy in teaching, general professional efficacy, and efficacy in classroom management) were .790, .790 and .797, respectively. These values show a high degree of internal consistency (Hair et al., 1998). The Cronbach's alpha coefficients for each item of the scale and corrected item-total correlation for each item are given in Table 1. Cronbach's alpha coefficient values should be ≥ 0.70, and item-total correlation of ≥ 0.25 is considered to be acceptable (Nunnally & Bernstein, 1994; Carretero-Dios et al. 2007). As seen in Table 1, the Cronbach's alpha coefficient values for the items in the scale and corrected item-total correlation coefficients are within acceptable range.

Table 1. *Item Analysis for the Novice Teacher Self-Efficacy Belief Scale*

Dimensions	Items	Arithmetic Mean	Standard Deviation	Corrected Item-Total Correlation	Alpha when item is omitted
Efficacy in teaching	I believe I can rectify my students' misconceptions.	4.98	.886	.447	.785
	I can give satisfactory answers to my students' questions.	5.16	.782	.558	.754
	At the end of the lesson, my students accomplish the objectives I set.	4.56	.853	.598	.748
	I can create a comfortable and safe learning environment for my students.	5.23	.870	.581	.749
	I can plan my lessons considering my students' level of readiness.	4.85	1.010	.529	.763
	I can use the necessary verbal and visual techniques (image, chart, graphic, formula etc.) effectively making use of instructional technology.	4.97	1.036	.576	.754
General professional efficacy	I can act in accordance with professional principles and obligations.	5.42	.815	.524	.764
	I can guide or orient my students based on their abilities.	5.05	.891	.686	.733
	I can establish effective communication with parents.	5.16	.973	.572	.753
	I can give appropriate reinforcers to my students.	5.31	.850	.559	.757

	I can help my students use Turkish language correctly and properly.	5.27	.840	.439	.777
	I can teach my students how to reach information.	5.14	.876	.593	.751
	I can organize some activities for my students who need special education.	4.20	1.340	.382	.811
Efficacy in classroom management	I can speak in a way that has an impact on my students (correct stress, intonation, pronunciation etc.).	5.19	.847	.665	.734
	I can intervene with the problematic students using body language and tone of voice.	4.92	.998	.561	.764
	I can maintain my students' interest and attention throughout the lesson with the activities I implement.	4.51	.935	.654	.733
	I can use the class time efficiently.	4.98	.955	.504	.781
	I can make my shy students active in class or group work by motivating them.	4.95	.962	.522	.776

As far as descriptive statistics is concerned, the item "I can create a comfortable and safe learning environment for my students." in efficacy in teaching dimension, the item "I can act in accordance with professional principles and obligations." in general professional efficacy dimension, and the item "I can speak in a way that has an impact on my students (correct stress, intonation, pronunciation etc.)." in efficacy in classroom management dimension have the highest mean scores (Table 1).

Prior to factor analysis, appropriateness of the data for the analysis was tested in the construct validity study. In this test, corrected item-total correlations were performed for each item in the scale, and nine items were eliminated as their correlation with the corrected item total was ≥ 0.25 or below. The remaining items were then subjected to factor analysis, and it was found that KMO = .898 and Bartlett Test = 2025.099 (p= .000). After it was determined that the data is appropriate for factor analysis, five dimensions with eigenvalues greater than 1.0 were obtained with the remaining 24 items. This resulted in a total explained variance of 54.187%. When the factor loadings of five dimensions with a total of 24 items were examined, five items were eliminated since the difference between the factor loadings of those items was found to be .10 (Tavşancıl, 2002), and varimax orthogonal rotation method was used again. As a result of rotation, a structure with four dimensions and 19 items was obtained. Four dimensions explained 55.6% of the total variance. However, as a result of this rotation, one item with a factor loading below .30 (Hair et al., 1998) was eliminated, and finally a scale with a total of 18 items was obtained. As a result, items with an approximate

value on more than one factor were removed from the scale. Moreover, in the first stage, five items and in the second stage, one item that did not load on any factors and whose factor loadings were below .30 were eliminated. In the third analysis, 18 items were retained in the scale, and three dimensions were obtained. The scale explained 51.7% of total variance as a result of factor analysis, and the percentage of variance explained by each dimension was 19.141%, 17.241% and 15.314%, respectively. Factor loadings for the items range between .753 and .476 for the first dimension, between .716 and .473 for the second dimension, and between .755 and .474 for the third dimension. The KMO value was calculated to be .900, and the result for Bartlett test of sphericity was 1693.194 and p = .000 (p<0.001) (Table 2). When KMO value is .60 or above, Bartlett's sphericity test results are expected to be statistically significant (Jeong, 2004). In the current study, KMO value and Bartlett's sphericity test result were found to be significant, meaning that exploratory factor analysis could be conducted for the scale. The findings of the exploratory factor analysis are shown in Table 2.

Table 2**.** *The findings of Exploratory Factor Analysis and the Cronbach alpha values for the factors*

Item number	Items	Efficacy in teaching	General professional efficacy	Efficacy in classroom management
1	I believe I can rectify my students' misconceptions.	.753		
2	I can give satisfactory answers to my students' questions.	.719		
3	At the end of the lesson, my students accomplish the objectives I set.	.613		
4	I can create a comfortable and safe learning environment for my students.	.598		
5	I can plan my lessons considering my students' level of readiness.	.554		
6	I can use the necessary verbal and visual techniques (image, chart, graphic, formula etc.) effectively making use of instructional technology.	.476		
7	I can act in accordance with professional principles and obligations.		.716	
8	I can guide or orient my students based on their abilities.		.702	
9	I can establish effective communication with parents.		.671	
10	I can give appropriate reinforcers to my students.		.610	
11	I can help my students use Turkish language correctly and properly.		.580	
12	I can teach my students how to reach information.		.577	
13	I can organize some activities for my students who need special education.		.473	
14	I can speak in a way that has an impact on			.755

	my students (correct stress, intonation, pronunciation etc.).				
15	I can intervene with the problematic students using body language and tone of voice.				.754
16	I can maintain my students' interest and attention throughout the lesson with the activities I implement.				.636
17	I can use class time efficiently.				.554
18	I can make my shy students active in class or group work by motivating them				.474
Total Variance Explained		=	%19.141	%17.241	%15.314 Total (51.696%)
Reliability Coefficients		=	.790	.790	.797 Total (.895)
KMO		=			.900
Bartlett's Test of Sphericity Chi-Square (Sd=153) = 1693,194 (p= .000)					

2.1.3. Confirmatory Factor Analysis

The scale which was obtained through exploratory factor analysis and which consists of three dimensions and 18 items was also tested with confirmatory factor analysis. Lisrel 8.54 software package (Jöreskog & Sörbom, 2001) was used for confirmatory factor analysis. Goodness-of-fit index calculated as a result of error variance (I 10 - I12 = -.18 and I 17 - I 18 = .22) and two modifications made in the same dimension (Hair et al., 1998) were compared with general measures, and it was observed that the values were within acceptable range. Goodness-of-fit indexes for the model obtained as a result of the confirmatory factor analysis of the scale was examined, and it was seen that RMSEA (the root mean square error of approximation) = 0.045, AGFI (adjusted goodness of fit index) = 0.90, GFI (goodness of fit index) = 0.92, NFI (normed fit index) = 0.96, CFI (comparative fit index) = 0.98, SRMR (standardized root mean square residual) = 0.046, and RMR (root mean square residual) = 0.044 conformity statistics of the scale with three dimensions were within acceptable range (Schermelleh- Engel, Moosbrugger & Müller, 2003). Goodness-of-fit indexes and acceptable values are given in Table 3.

Table 3. *Goodness-of-fit Indexes for the Novice Teacher Self-efficacy Belief Scale*

Goodness-of-fit Indexes	Goodness-of-fit	Acceptable goodness-of-fit	Suggested model
χ^2	$0 \leq \chi^2 \leq 2sd$	$2sd < \chi^2 \leq 3\ sd$	196.74 (sd=130)
χ^2/sd	$0 \leq \chi^2/df \leq 2$	$2 < \chi^2/df \leq 3$	1.51
RMSEA	$0 \leq RMSEA \leq 0,05$	$0,05 < RMSEA \leq 0,10$	.045
GFI	$0,95 \leq GFI \leq 1,00$	$0,90 \leq GFI < 0,95$	.92
AGFI	$0,90 \leq AGFI \leq 1.00$	$0,85 \leq AGFI < 0,90$	.90
NFI	$0,95 \leq AGFI \leq 1.00$	$0,90 \leq NFI < 0,95$	.96
CFI	$0,97 \leq CFI \leq 1.00$	$0,95 \leq CFI < 0,97$	.98
RMR	$0 \leq RMR \leq 0,05$	$0,05 < RMR \leq 0,10$	.044
SRMR	$0 \leq SRMR \leq 0,05$	$0,05 < SRMR \leq 0,10$	.046

Source: Schermelleh-Engel, K., Moosbrugger, H., & Müller, H. (2003). Evaluating the Fit of Structural Equation Models: Tests of Significance and Descriptive Goodness of Fit

Measures. Methods of Psychological Research Online, 8(2), 52. (Used upon receiving written permission from the first author.)

The model with three dimensions, factor loadings, coefficient of error, and interdimensional correlations are shown in Figure 1.

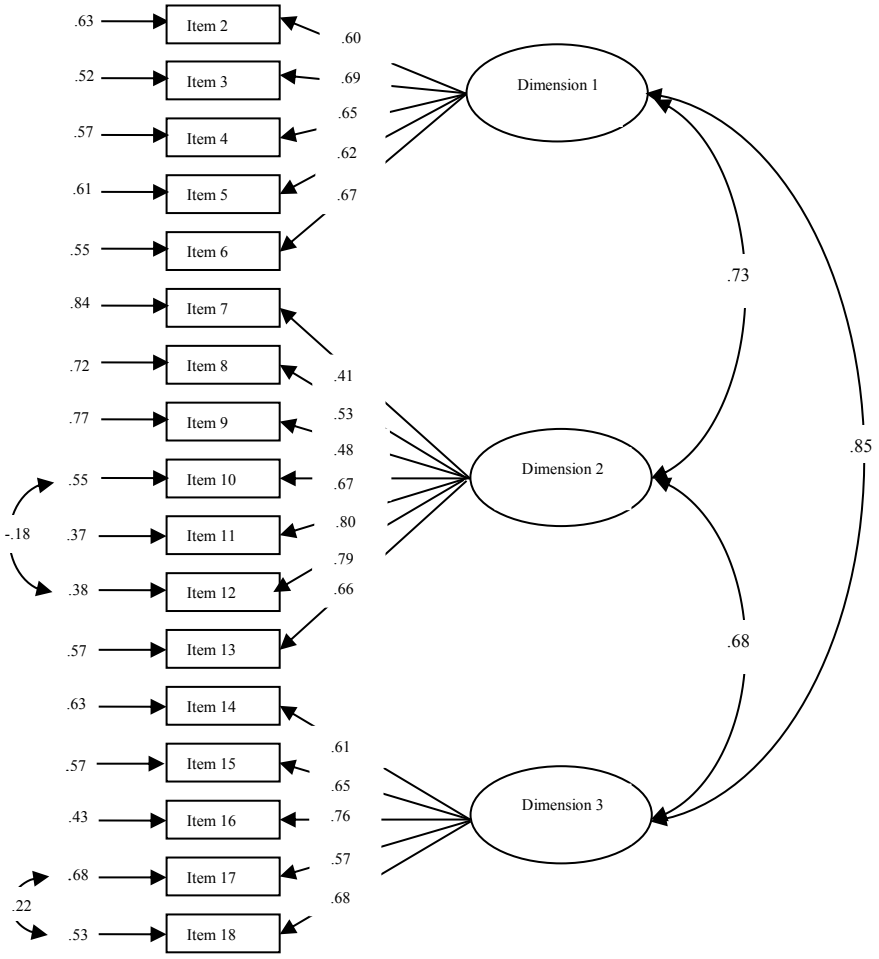
In addition to goodness-of-fit indexes, the composite reliability of the indicators in the scale was measured with tests of validity and reliability. Two reliability tests, namely construct reliability and variance extracted were used. Composite reliability is similar to alpha coefficient. It shows the internal consistency of the indicators in a factor, and the acceptable rate of reliability is .70. Variance extracted should be above .50. Below are the formulas for construct reliability and variance extracted (Hair et al., 1998, 611–612):

Construct reliability= (∑ Factor loadings) 2 / [(∑ Factor loadings) 2 + ∑Error coefficient]

Variance extracted= (∑Factor loadings 2) / [(∑Factor loadings2) + ∑Error coefficient]

When the composite reliability values of the three dimensions in the scale given in Figure 1 are examined, for the first dimension, construct validity is .79, and variance extracted is .39. For the second and third dimensions, construct reliability is .81 and .79, respectively, and variance extracted is .40 and .43, respectively. As evident from these figures, construct reliability for the dimensions is above .70, and variance extracted is below .50, which indicates that while the internal consistency of the dimensions constituting the novice teacher self-efficacy belief scale is strong, their explanatory power is limited. Thus, Study2 is needed to improve the original scale.

Figure 1. *Structural Equation Model for the Novice Teacher Self-Efficacy Belief Scale*



2.2. Study2: Sampling

The study involves 214 novice teachers appointed to public or private educational institutions in Antalya province in Turkey in 2010-2011 academic year. Data were collected by Antalya Provincial Directorate of National Education at the beginning of the preparatory training program. Some questionnaires were removed from the study due to inappropriate marking done by the participants. The analysis was carried out on 192 acceptable questionnaires, meaning that the return rate was 89%. The average age of the novice teachers in the study was 26 years. 120 of the participants were female, while 72 were male. 128 of the participants graduated from education faculty, while 29 graduated from faculty of science and letters, and 35 from other faculties.

2.2.1. The Development of Data Collection Tools

As a result of the analyses conducted in Study1, the scale with five dimensions and 33 items was changed into a scale with three dimensions and 18 items. Study 2 was done to test whether the new model with three dimensions and 18 items complies with the existing data. Thus, the scale developed in Study1 was reapplied to a new sample of 192 teachers.

2.2.2. Exploratory Factor Analysis

Principal component analysis and varimax rotation method were used in the exploratory factor analysis of the scale, and two dimensions (efficacy in classroom management, and efficacy in teaching) and 10 items were obtained. The Cronbach's alpha for the scale was .90, and the Cronbach's alpha coefficients for the two dimensions were .74 and .87, respectively. These values show a high degree of internal consistency (Hair et al., 1998). As seen in Table 4, the Cronbach's alpha coefficient values for the items in the scale and corrected item-total correlation coefficients are within acceptable range.

Table 4. *Item Analysis for the Novice Teacher Self-Efficacy Belief Scale*

Dimensions	Items	Arithmetic Mean	Standard Deviation	Corrected Item-Total Correlation	Alpha when item is omitted
Eficacy in classroom management	I can give appropriate reinforcers to my students.	5.16	.882	.624	.856
	I can help my students use Turkish language correctly and properly.	5.08	1.037	.578	.864
	I can speak in a way that has an impact on my students (correct stress, intonation, pronunciation etc.).	5.34	.854	.690	.848
	I can intervene with the problematic students using body language and tone of voice.	5.06	.941	.570	.863
	I can maintain my students' interest and attention throughout the lesson with the activities	4.67	.955	.719	.843

	I implement.				
	I can use class time efficiently.	5.07	.855	.713	.845
	I can make my shy students active in class or group work by motivating them.	5.05	.925	.663	.850
Efficacy in Teaching	I can give satisfactory answers to my students' questions.	5.19	.805	.517	.707
	I can create a comfortable and safe learning environment for my students.	5.01	.923	.644	.551
	I can plan my lessons considering my students' level of readiness.	4.98	.892	.538	.683

When descriptive statistics is examined, the item "I can give satisfactory answers to my students' questions" in efficacy in teaching dimension, and the item "I can speak in a way that has an impact on my students (correct stress, intonation, pronunciation etc.)" in efficacy in classroom management dimension have the highest mean scores (Table 4).

As a result of the factor analysis of the scale, KMO = .931 and Bartlett's test of sphericity = 1772.907, meaning that data are appropriate for factor analysis. Varimax orthogonal rotation method of principal component analysis was applied to the data, and two dimensions were obtained. These two dimensions explained 53.272% of the total variance. When the factor loadings of the scale were examined, two items were eliminated since the difference between the factor loadings of those items was found to be .10, and also, one item with a factor loading below .30 was eliminated, and varimax orthogonal rotation method was used again. As a result of the rotation, two dimensions and 15 items were obtained. The scale explained 53.5% of total variance. In the third factor analysis, one item whose factor loading was below .30, and four items which were not appropriate for classification in terms of size were removed from the scale. As a result, total variance explained increased to 60%. This rate was found satisfactory by the researchers, and thus the rotation was finalized. As a result, a scale with two dimensions and 10 items was obtained. The percentage of variance explained by each dimension was 36.7% and 23.3%, respectively. Factor loadings for the items range between .765 and .581 for the first dimension, and between .845 and .768 for the second dimension. The KMO value of the scale was calculated to be .899, and the result for Bartlett test of sphericity was 822.524 p=.000 ($p<0.001$) (Table 5). The findings of the exploratory factor analysis are shown in Table 5.

Table 5. *The findings of Exploratory Factor Analysis and the Cronbach alpha values for the factors*

Item No	Statements	Efficacy in Classroom management	Efficacy in Teaching
1	I can give appropriate reinforcers to my students.	.765	
2	I can help my students use Turkish language correctly and properly.	.756	
3	I can speak in a way that has an impact on my students (correct stress, intonation, pronunciation etc.).	.727	
4	I can intervene with the problematic students using body language and tone of voice.	.712	
5	I can maintain my students' interest and attention throughout the lesson with the activities I implement.	.689	
6	I can use class time efficiently.	.689	
7	I can make my shy students active in class or group work by motivating them.	.581	
8	I can give satisfactory answers to my students' questions.		.845
9	I can create a comfortable and safe learning environment for my students.		.768
10	I can plan my lessons considering my students' level of readiness.		.680
Total Variance Explained= Total (%60.083)		%36.746	%23.337
Reliability Coefficients = Total (.887)		.739	.871
KMO = .899			
Bartlett's Test of Sphericity Chi-square (Sd=45) = 822.524 (P=.000)			

2.2.3. Confirmatory Factor Analysis

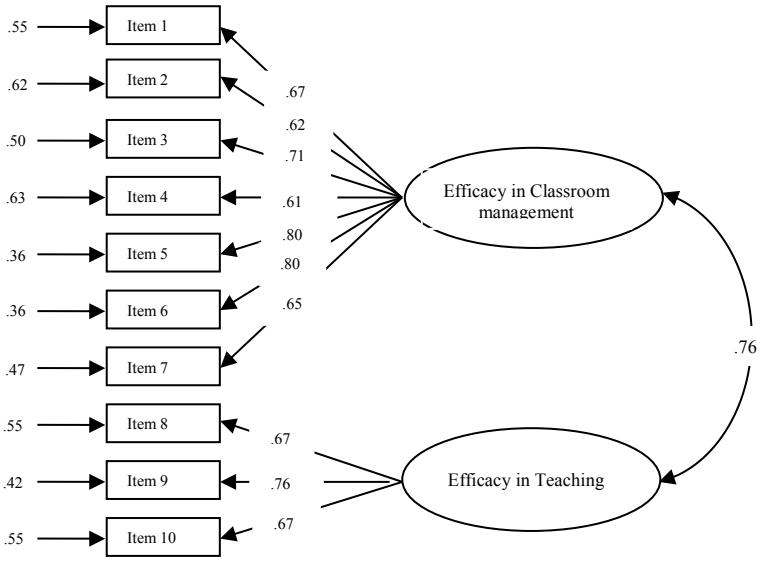
Goodness-of-fit indexes for the model obtained as a result of the confirmatory factor analysis of the scale were examined, and the conformity statistics of the model with two dimensions was within acceptable range (Schermelleh- Engel, Moosbrugger, & Müller, 2003). Goodness-of-fit indexes for the model were found to be χ^2 = 74.65 (sd= 34), χ^2 /sd= 2.19, RMSEA=0.079, GFI=0.93, AGFI=0.88, NFI=0.96, CFI = .98, SRMR= .047 and RMR= .039. As a result of the confirmatory factor analysis of the scale and goodness-of-fit indexes for the items, the model is a good fit. Factor loadings, error coefficients, and interdimensional correlations for the model are shown in Figure 2.

According to the data in Figure 2, when the composite reliability values of the two dimensions in the scale are examined, it is observed that construct reliability of the efficacy in classroom management dimension is .87 and variance extracted is .50. As far as efficacy in teaching dimension is concerned, construct reliability is .74, and variance extracted is .49. While construct reliability for the dimensions is above .70, variance extracted is .50 or slightly below .50. Thus, it is confirmed that the internal consistency of the dimensions

constituting the novice teacher self-efficacy belief scale is strong, whereas their explanatory power is limited.

When Study1 and Study2 are evaluated together, it is seen that in Study1, the number of items was reduced from 33 to 18, and three dimensions were obtained. The scale explained 51.696% of total variance. The scale was then subjected to confirmatory factor analysis, and two modifications were made. Since the internal consistency of the scale was strong in terms of composite reliability values, but the explanatory power was limited, Study2 was conducted. In Study2, the scale was subjected to exploratory factor analysis again, and the original scale with 18 items was changed into a scale with two dimensions and 10 items. It was found that there was an increase in the percentage of variance explained (60%) by the new scale obtained in Study2. When the new scale was subjected to confirmatory factor analysis, it was found that the scale was limited in composite reliability particularly in explanatory power although fit indexes were good. As a result, the scale with two dimensions and 10 items was a good fit to the data; however, Study3 was carried out to see whether increasing the amount of data will eliminate limitedness. Although the scale was acceptable as is, Study3 was conducted combining the data in Study1 and Study2 to test the scale with compositional data.

Figure 2. *Structural Equation Model for the Novice Teacher Self-Efficacy Belief Scale*



2.3. Study 3

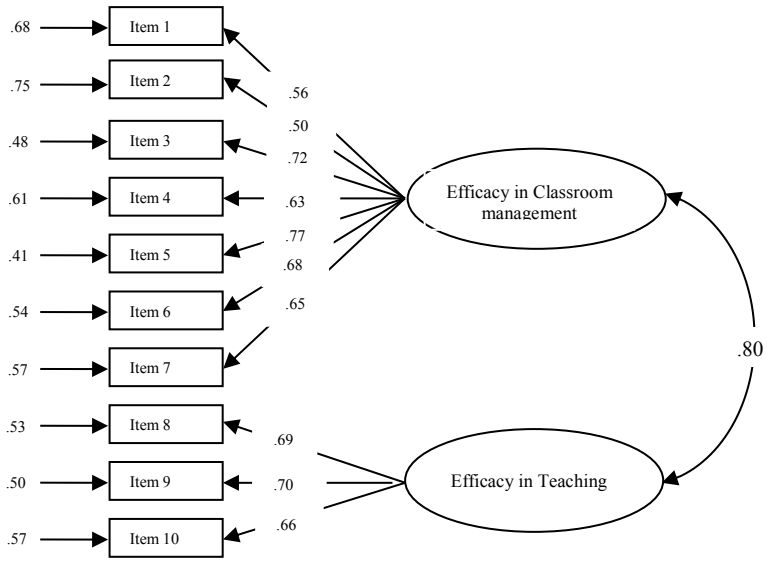
In Study 3, a sample of 446 participants was used by combining the data in Study1 and Study2, and the validity of the model with two dimensions and 10 items was tested.

2.3.1.Confirmatory Factor Analysis

Goodness-of-fit indexes for the model obtained as a result of the confirmatory factor analysis of the scale were examined, and the conformity statistics of the model with two dimensions was within acceptable range (Schermelleh- Engel, Moosbrugger, & Müller, 2003). Goodness-of-fit indexes for the model were found to be χ^2 = 126.66 (sd= 34), χ^2 /sd= 3.72, RMSEA=0.078, GFI=0.95, AGFI=0.91, NFI=0.96, CFI = .97, SRMR= .043 and RMR= .036. Chi-square is a test which determines whether the data fits the model and which is affected by the size of the sample. That χ^2/ sd = 3.72 ≤ 5 means that the data moderately fits the model (Sümer, 2000). Factor loadings, error coefficients, and interdimensional correlations for the model are shown in Figure 3.

According to the data in Figure 3, when the composite reliability values of the two dimensions in the scale are examined, it is observed that construct reliability of the efficacy in classroom management dimension is .74 and variance extracted is .49. As far as efficacy in teaching dimension is concerned, construct reliability is .83, and variance extracted is .42. Construct reliability for the dimensions is above .70, while variance extracted is below .50. It is seen in Study3 that increasing the amount of data does not have an impact on construct validity results. Thus, it may be asserted that the internal consistency of the dimensions constituting the novice teacher self-efficacy belief scale is strong, and that goodness-of-fit index obtained from confirmatory factor analysis is acceptable. Moreover, it seems that composite reliability is satisfactory, but variance extracted is limited. As a result, in Study 3, it was observed that the model obtained in Study2 was confirmed.

Figure 3. *Structural Equation Model for the Novice Teacher Self-Efficacy Belief Scale*



3. Conclusion

The scale developed as a result of the current research study was called " Novice Teacher Self-efficacy Belief Scale". The development of the scale involved three steps, namely Study 1, Study 2 and Study 3. Study 1 involved novice teachers appointed to the educational institutions in Antalya province in Turkey in 2007-2008 academic year. In Study 1, within the scope of validity and reliability studies of the novice teacher self-efficacy belief scale with 33 items, exploratory and confirmatory factor analyses were carried out. The scale explained 51.7% of total variance as a result of the exploratory factor analysis, and the Cronbach's alpha value for the scale was .895. As a result, a scale with three dimensions and 18 items was obtained. In the confirmatory factor analysis applied to test construct reliability, goodness-of-fit indexes were found to be within acceptable range following the two modifications. However, when composite reliability values were examined, it was found that construct reliability was strong, whereas variance explained was limited. Thus, Study 2 was initiated. Study 2 involved novice teachers appointed to the educational institutions in Antalya province in Turkey in 2011–2012 academic year. In Study 2, as a part of validity and reliability studies of the novice teacher self-efficacy belief scale with 18 items, exploratory and confirmatory factor analyses were performed. As a result of exploratory factor analysis, total variance explained was calculated to be 60.1%, and the Cronbach's alpha value for the scale was .887. As a result, a scale with two dimensions and 10 items was obtained. Goodness-of-fit indexes were found to be within acceptable range as a result of the confirmatory factor analysis done to test construct validity. When composite reliability

figures were examined, it was found that construct reliability was strong, while variance explained was limited. Consequently, it was observed that the scale with two dimensions and 10 items was a good fit to the data; however, to see whether increasing the amount of data will eliminate the limitedness, Study3 was carried out. Although the scale was acceptable as is, Study3 was conducted combining the data in Study1 and Study2, thus testing the scale with compositional data. As a result, the model obtained in Study2 was confirmed in Study3.

The researchers in the current study suggest that the scale be used by other researchers to test the validity and reliability of the scale in other contexts. Thus, while an awareness of novice teacher self-efficacy beliefs is created, a contribution can also be made to the prevalence and development of the scale.

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SHORT STORIES IN ENGLISH LANGUAGE TEACHING

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SHORT STORIES IN ENGLISH LANGUAGE TEACHING

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Abstract
Being an important part of culture, literature should be included in foreign language teaching programs. As it is written for the native users of the language, it is an authentic material and presents good examples of target language. Reading literary works gives students great opportunities to improve their language. Nevertheless, students believe that literature is difficult to understand, boring and unnecessary. Therefore, teachers who want to use literature in language classes face a strong resistance of students against studying literature. It is possible to break the resistance of the students by choosing suitable materials to use and finding enjoyable activities. In ELT departments, students are taught how to use literature in EFL situations. This is a descriptive study which shows the ideas of 40 junior students of ELT department of Akdeniz University about the contributions of studying short stories. They were given a questionnaire to learn their ideas about the benefits of short stories. The data were examined through SPSS and the results were interpreted. Their answers showed that they didn't find it boring, difficult or unnecessary any more. They also become aware of the fact that reading short stories has contributed to them in many ways. In the light of the findings, some suggestions were made related to the use of literature in EFL classes.

Keywords: short stories, teaching literature in EFL classes, English language teaching

1. Introduction

It is an indisputable fact that teaching literature is an important part of foreign language teaching. As a reflection of culture of the society in which the language is spoken, literature should be included in all curricula. Literature is an authentic material and by reading literary texts students face language written for native speakers and try to understand the texts. They also have to learn literary features such irony, exposition, climax, narration and so on (Collie & Slater, 1988, pp. 3-4). In this way, literature develops readers' language and literary awareness. It is very motivating and it provides them with an understanding of another culture (Lazar, 1993, pp. 14-15). Together with learning about the culture, students also learn about the past and present and about people's customs and traditions (Erkaya, 2005). It can also be used to reinforce the language skills and complement language teaching (Erkaya, 2005). Literature promotes students' creativity (Brumfit & Carter, 2000, p.193). It can stimulate the imagination of students, develop their critical abilities and increase their emotional awareness (Lazar, 1993, p.19). Another aim of using literature in language teaching is to encourage students to read and experience it for their personal enrichment (Pieper, 2006, p.5). While reading literary texts, the interaction between the reader and the text is very important; personal interpretations and analysis of literature are based on not only the textual elements but also the readers' personal views, experiences and feelings (cited in Khatib, 2011, p. 151). Cruz believes that studying literature enables students to construct their own interpretation and reflection, according to their own experience, by thinking critically and comparing and contrasting two different cultures (http://relinguistica.azc.

uam.mx/no007/no07_art09.pdf). As long as readers pay attention to what they are reading and they feel close to the characters and share their emotions, they will feel they are getting possessions of an unknown territory (Collie & Slater, 1988, p. 6). Vandrick states that literature motivates students to explore their own feelings through experiencing feelings of the characters in literature (cited in Erkaya, 2005). As can be seen literature is necessary and beneficial in EFL classrooms. However, what to teach in literature is the crucial point. Carter and Long (1991) emphasise this point as in the following:

> To encourage personal growth the teacher has to stimulate and enliven students in the literature class by selecting texts to which students can respond and in which they can participate imaginatively, by promoting the kind of conditions for learning in the classroom which will make the reading of literature a memorable, individual and collective experience and, above all, by enthusiasm for and commitment to the teaching of literature as literature. (p. 3)

The second step in literature teaching in EFL classrooms is to decide which genre should be taught first. Short story has some advantages to teach compared to other genres. Collie & Slater (1988, p. 196) claim that short stories are the ideal way of introducing students to literature. The short story provides the teacher with a rather convenient vehicle for examining literary elements in a limited context. Crumbley & Smith (2010, p. 292) state that short stories connect education with entertainment in order to make learning easier and interesting. Short stories provoke emotions in us. They inform us how people can behave; they teach us something about human psychology. In reading a story, we can recognise and understand ourselves and others (Bohner & Grant, 2006, p. 4). By analysing the short stories, students start thinking critically.

On the other hand, students believe that literature is something that is boring and difficult to understand. Lack of literary competence, they believe that they cannot interpret what the idea given in the literary text is. With this anxiety, mostly they refuse to read literature. In English language teaching departments there are some literature courses, which are compulsory. In these courses the students are expected to be familiar with literature and literary terms and also they should gain ability to use them in their language classes. The students of English language teaching departments are not expected to improve their literary competence as much as those of literature departments. In ELT department, literature is only a means of teaching the foreign language. Therefore, to appreciate literature, to enjoy it and to get benefits from literature will be enough for such students.

With these ideas in mind, the students of ELT department of Akdeniz University were exposed to short stories to develop their literary awareness and their abilities to use them. They were expected not only to analyse the short stories but also to develop some activities to teach them in language classroom. At the beginning of the course, they were mostly anxious and against the idea of studying literature. After finishing the education for two months, and reading7 stories, it was observed that their points of view for the course changed in a positive way. They started to enjoy literature, join the discussions and activities in class. This was the starting point of this study. It was tried to find out if the changes observed would reflect from the ideas of the students in terms of studying short story.

1.1. Problem

What are the benefits of short stories from the perspectives of ELT students?

1.2. Research Questions

With the aim to find an answer for the problem, the following questions are tried to be answered:

1. Does studying short stories broaden readers' perspectives for the events they have never experienced before?
2. Does studying short stories provide readers with a better understanding for different behaviour?
3. Does studying short stories enable readers to see the events from different perspectives?
4. Does studying short stories make readers develop empathy with the people in different situations?
5. Does studying short stories enable readers to think about the reasons rather than the result?
6. Does studying short stories show readers different life styles?
7. Does studying short stories increase readers' understanding about the personal relations?
8. Does studying short stories provide readers with a comparison between his/ her own culture and other cultures?
9. Does studying short stories teach readers ethical and moral values of other cultures?
10. Does studying short stories increase readers' wish to read short stories more?
11. Does studying short stories increase readers' appreciation for literature?
12. Does studying short stories make readers more tolerant?

2. Method

This is a descriptive study, which shows the ideas of students related to studying short story. In the study, 40 junior students at the ELT department of Akdeniz University were exposed to different examples of short stories. Short stories were chosen as the literary genre to teach literature because they are read in one sitting, as they have limited context, they are easy to understand and also studying short story is the easiest way to introduce literature to the students. The stories studied were as follows:

The White Stocking by D.H. Lawrence

Hills Like White Elephants by Ernest Hemingway

The Necklace by Guy de Maupassant

The Gift of the Magi by O. Henry

Button Button by Richard Mathison

The Open Window by Saki

Her First Ball by Katherine Mansfield

In all the stories, beside the literary analysis of the story, students had to discuss the topics in detail. Sometimes the story ended in a way they were against. At this point, they tried to see the events from different perspectives and understand the behaviour of the characters even if they did not behave in the same way they expected them to do.

After having finished studying short stories, students were given a questionnaire to see their ideas about studying short stories. This questionnaire was prepared under the control of the field experts. The results were analysed in SPSS statistical program and evaluated.

2.1. *Research Group*

The research group of the study is 40 junior students of ELT department of Akdeniz University in the 2011- 2012 academic year, fall semester.

2.2. *Limitations*

1. It was limited to 40 junior students of ELT department of Akdeniz University in the 2011- 2012 academic year fall semester.

2. It was limited to the short stories chosen by the researcher.

2.3. *Assumptions*

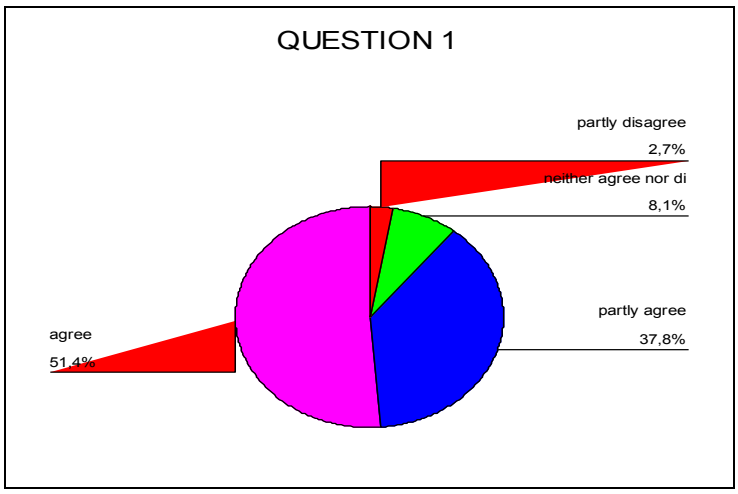
1. As the students are all students of English Language Teaching Department, their level of English is advanced.

2. It is accepted that literature reflects the differences between language varieties (Maibodi, 2008) and develops language awareness (Vural, 2013, p.16) and it gives the chance to students to travel in different cultures (Vural, 2013, p.18). Therefore the study is based on other benefits of studying short stories rather than linguistic and cultural basis.

3. Findings and Discussion

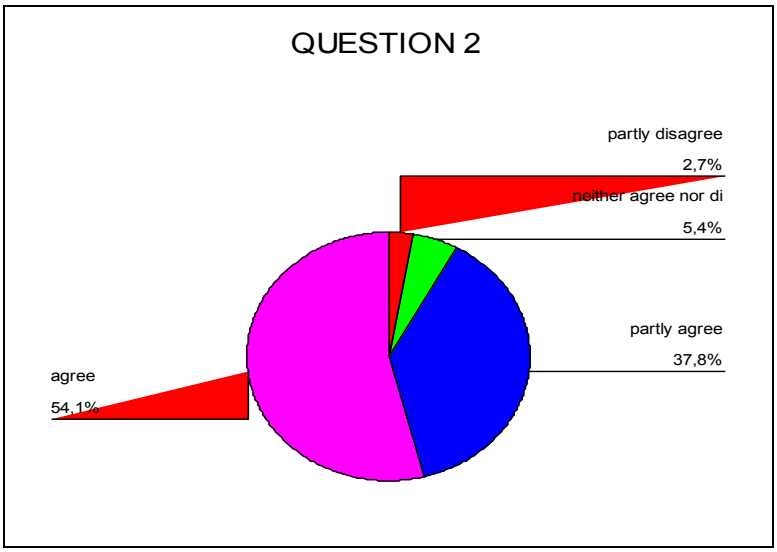
Students are asked if studying short story broadens readers' perspectives for the events they have never experienced before, 51.4% of them say that studying short story broadens readers' perspectives for the events they have never experienced before. Besides, 37.8% of the participants partly agree with this idea. The results can be seen in Graph I:

Graph 1. *Short story broadens readers' perspectives*



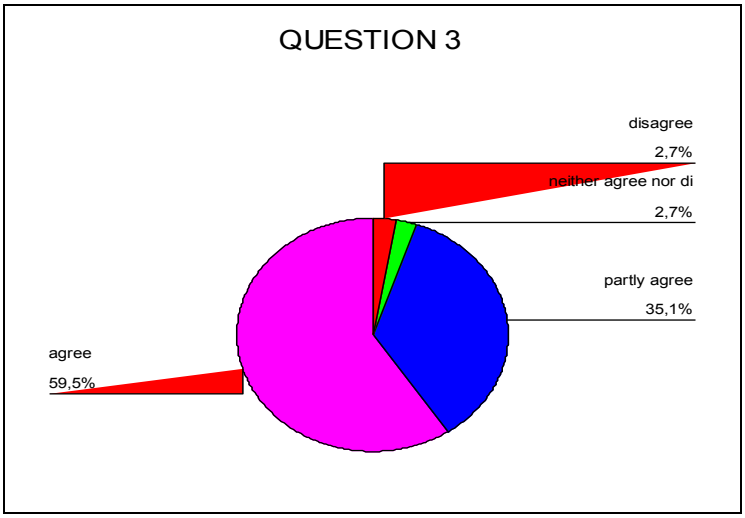
They are asked if reading short story provides readers with a better understanding as the 2nd question. The first group with the ratio 51.4% believes that it provides with a better understanding and the second group that follows it with the ratio 37.8% supports this idea with the answer 'partly agree'. Graph 2 shows the distribution as in the following:

Graph 2. *Short story provides a better understanding*



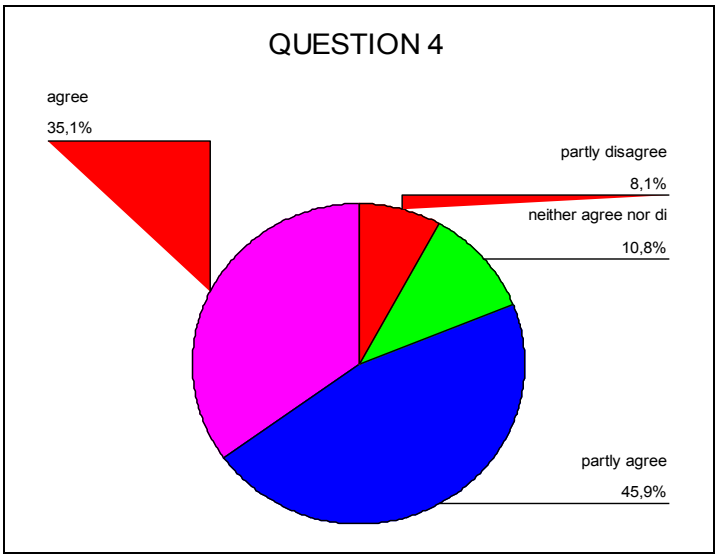
In the third question they are asked if studying short story enables readers to see the events from different perspectives. For this question, 59.5% of the group accept the idea that studying short story enables readers to see the events from different perspectives. The following graph shows the result:

Graph 3. *Short story enables readers to see events from different perspectives*



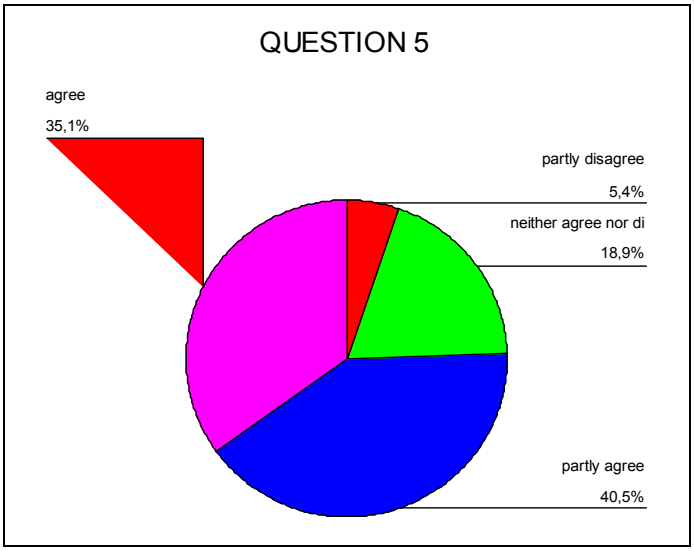
They are asked if studying short story makes readers develop empathy with the people in different situations. 35.1% of the students agree that studying short story makes them develop empathy with the people in different situations. The highest ratio, 45.9%, belongs to the students who partly agree with this idea. The result is shown in Graph 4 below:

Graph 4. *Short story makes readers develop empathy*



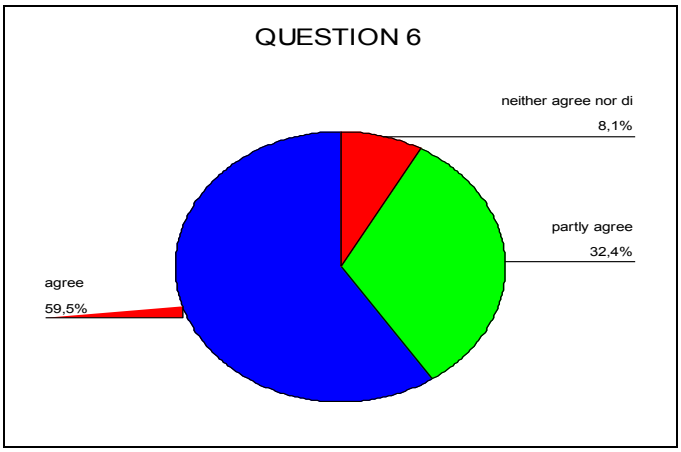
When students are asked if studying short story enables readers to think about the reasons rather than the result, 35.1% agree with the idea and 40.5% partly agree. The ratio of the people who do not agree is 18.9% and 5.4% of the group disagree with the idea. Graph 5 shows the ratio of different answers given for the question below:

Graph 5. *Short story enables readers to think about the reasons rather than the result*



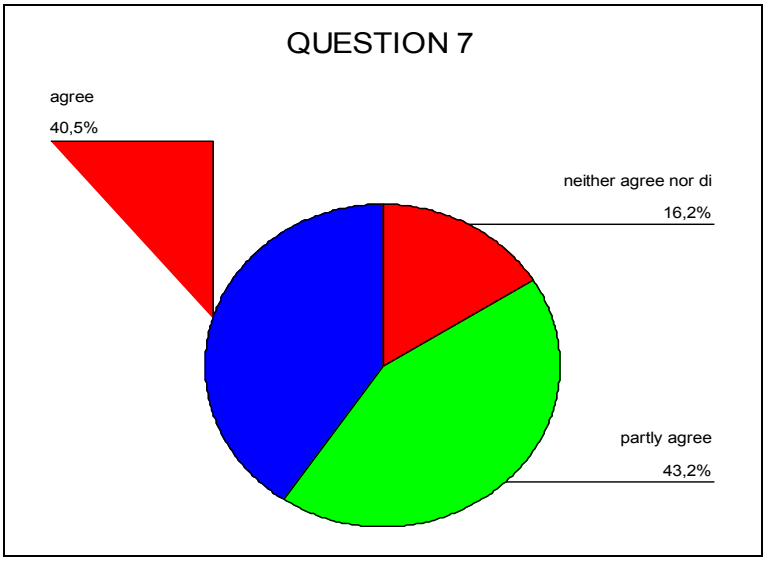
They are asked if studying short story shows different life styles. More than the half of the group believes that studying short story shows readers different life styles. 32.4% partly agree with this idea. 8.1% do not have any idea for this question. Graph 6 shows the answers given for this question:

Graph 6. *Short story shows different life styles*



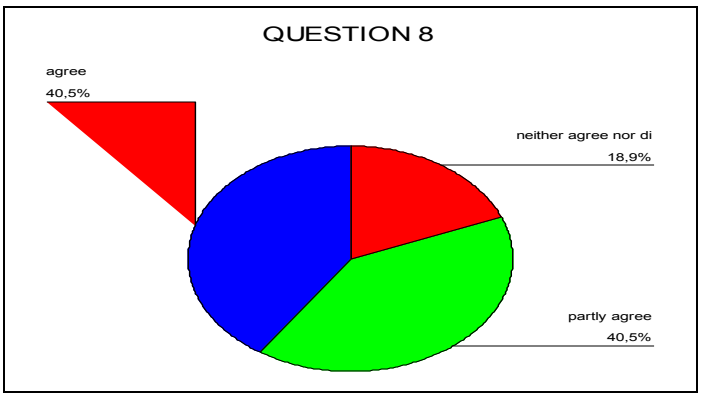
When they are asked if studying short story increases readers' understanding about the personal relations, 40.5% say that studying short story increases readers' understanding about the personal relations. 43.2% of the group partly agree with this idea. The others do not have any positive or negative ideas. The distribution of the answers among the participants can be shown as in Graph 7 below:

Graph 7. *Short story increases readers' understanding*



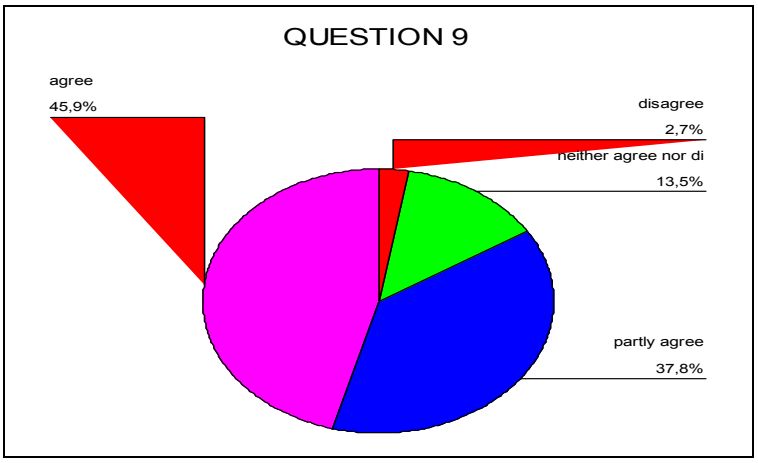
Question 8 was about the effect of short story on the comparison between readers' own culture and other cultures. 40.5% of the group believe that studying short story provides readers with a comparison between his/her own culture and other cultures. Other 40.5% of the group partly agree with this idea. 18.9% do not make a decision about this point. Graph 8 shows the result as in the following:

Graph 8. *Short story provides readers with a comparison between his/her own culture and other cultures*



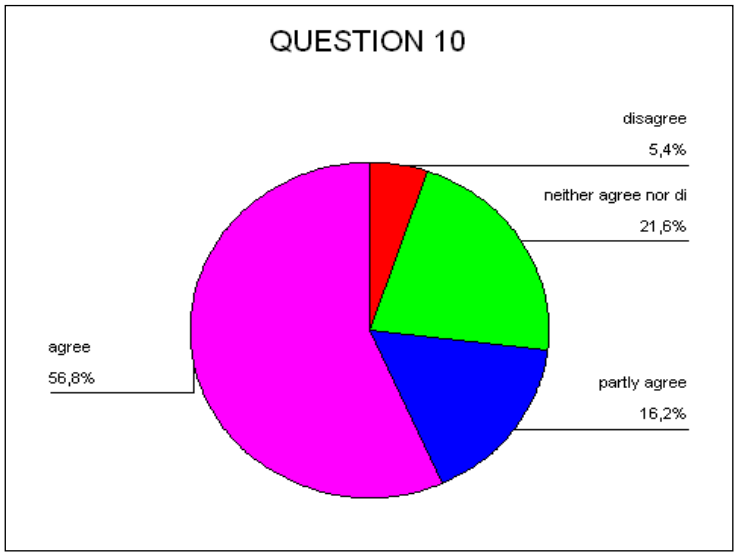
When they are asked if studying short story teaches readers ethical and moral values of other cultures, nearly half of the group say 'yes'. 37.8% partly agree with the idea. While 13.5% do not make a choice, 2.7% disagree with this idea. Graph 9 below shows the ratio of the participants who believe they learn about the ethical and moral values of other cultures, thanks to literature:

Graph 9. *Short story teaches readers ethical and moral values*



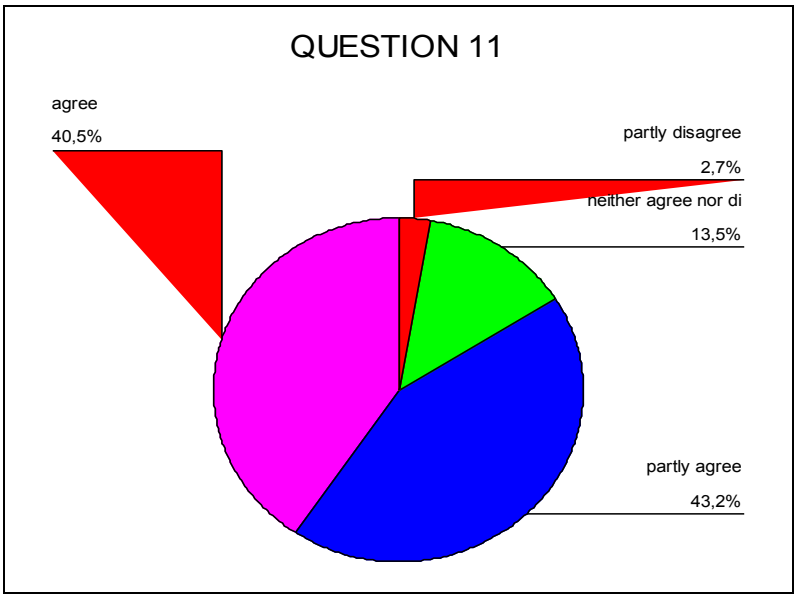
They are asked if studying short story increases readers' wish to read short stories more, 56.8% of the group want to read short stories more. 16.2% partly agree with this idea. 21.6% do not have any idea. 5.4% do not want to read more. Graph 10 shows the distribution of the answers as in the following:

Graph 10. *Short story increases readers' wish to read more*



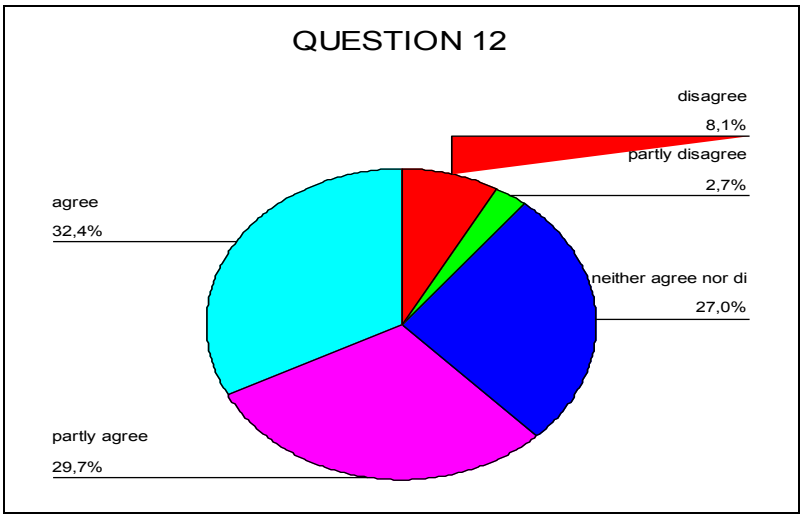
They are asked if studying short story increases readers' appreciation for literature, 40.5% of the group accept that studying short story increases readers' appreciation for literature. 43.2% partly agree with this. 13.5% do not say anything. 2.7% disagree with the idea. Their answers are shown in Graph 11 below:

Graph 11. *Short story increases readers' appreciation for literature*



When they are asked if studying short story makes readers more tolerant, 32.4% say that studying short story makes readers more tolerant. 29.7% partly agree with this idea. 27.0% have no idea. 8.1% disagree with it. Graph 12 shows how much the participants believe that short story makes them more tolerant:

Graph 12. *Short story makes readers more tolerant*



4. Conclusion and Suggestions

Students believe that short story broadens their perspectives. When they read different stories and see different lives and events which they have never experienced before, they realise that the same event can be seen differently from different perspectives. Seeing the same event from different perspective provides them with a better understanding. While they are reading the short story, they sometimes have the feeling or the idea of the character as if they were their own. Therefore they mostly agree that short story develops empathy. Examining lives of other people in the short stories shows students that people should think of the reasons for something rather than the result, which we tend to do the opposite. It is clear that short stories present different lives and life styles. It increases understanding for the events or behaviour around us. It is a good way to read short stories to see the similarities and differences between cultures. Students agree that each story gives an idea or moral to the readers. Reading short story increases their wish to read more. It also increases their appreciation for literature, which is the main aim of the literature course. By reading good examples of literature, students will be aware of the world of short stories. These findings are similar to those of Erkaya (2005, p.10), who claims that short stories provide readers with literary, cultural and thinking facilities. On the other hand, despite the positive changes in their feelings and ideas, when the students are asked about a change in behaviour, the answer is not the same. They cannot say that reading literature made them tolerant. It may be easy to change ideas, feelings or thoughts but not behaviour or attitudes. This may be the reason why they do not say that they will be more tolerant.

As a result, the suggestions to be made for this study are as follows:

1. Short stories should be included in all the curricula and students should be encouraged to study them.
2. Short stories should be chosen carefully according to the needs or interests of the students and supported with suitable activities to develop their critical thinking.
3. During literature sessions, students should be given opportunities to express their own ideas.
4. Booklets or materials based on short stories should be prepared with supportive activities to improve the language level, cultural understanding and interpretative abilities of students.

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THE INFLUENCE OF THE CONTENT AND FORMAT OF TEXTBOOKS ON LEARNERS' CREATIVE LITERARY WRITING

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Abstract

The study aimed at finding the effect(s) of two types of learning materials on children's literary creativity: A Persian primary textbook and the supplementary material given to the students during their New-Year holiday as their homework. The former is a classic textbook with some texts (both literary and non-literary) followed by exercises as well as some illustrations, while the latter, in appearance, looks like a story book, including lots of poems, stories and illustrations as well as some non-literary material. The sections comprised the corpus of the study should aimed at teaching writing (with regards to grammar, diction, etc.) The participants of the study were 30 primary school students. They were given two types of questions, chosen from both texts, designed for testing learners' writing ability. It was to find out which would promote students' creative writing more-- the conversational questions or non-conversational ones. In particular, it sought to see if the type of questions would affect their creativity in writing. The students' writing was evaluated considering the following criteria: point of view, adjective, figurative speech, narrating, and personification. Based on the findings of the study, the researchers gave some suggestions for making textbooks more interesting and user friendly.

Keywords: Literary creativity, writing, primary school textbook, supplementary material

1. Introduction

A successful teaching/learning situation comprises numerous interrelated components, namely the teacher, teaching method, and textbook. Daoud and Celce-Murcia (1979) divide the components into human and nonhuman elements. By human elements, they refer to the teacher's and learner's role in the act of teaching and learning. By nonhuman elements, they mean the textbook, the syllabus, the time available, etc. Now, the question is which element can be more effective and important. While emphasizing the importance of both, the researchers of this study tend to work on the role of the type of exercises used in a textbook in a teaching/learning context.

Concerning the crucial role that textbooks can have in educational settings, it seems pertinent to focus on the need for textbook improvement through discussing issues related to the content of textbooks and the way to make them more interesting. Especially now that, with the advent of the computer, the world seems to be on a faster- than- expected shift from written texts to more visual ones, the learners' demand and expectation from a textbook is greatly changed. This issue is advocated by Mohammad and Kumar (2007: 2) who assert that "[I]n this post-modern world of technological advancement, rapidly changing markets and increasing competition, teachers are faced with new academic and pedagogical challenges." This issue is supported by a number of scholars (Els *et al*. 1977; and Finger, 1987, to name just a few). In this regard, Els et al., while emphasizing the psychological as well as didactic

features of the textbook to enhance learning and teaching, agree that the material of the textbook should be attractively presented and appropriately illustrated. One way to make textbooks more attractive is designing books containing colorful illustrations.

The textbooks under study are mostly designed for improving the reading skills. However, there are some scholars (Clay, 1992, Edelsky, Altwerger, and Flores 1991, and Goodman, Kenneth S. 1969) postulate that children should be exposed to meaningful contexts to better acquire reading skills. The program following whole language approach does not limit learners to certain structures or materials. Learners, instead, are subject to authentic materials and will learn the required skill through meaningful interactions. They, in fact, take a more creative approach to reading. Krashen (2002), for example, calls these approaches the *Skill-Building* and the *Comprehension Hypothesis*. The latter hypothesis emphasizes "providing students with interesting, comprehensible texts". It, *involves instilling a love of literature, problem-solving and critical thinking, collaboration, authenticity, personalized learning, and much more* (Goodman, Bird, and Goodman, 1991, as cited in Krashen2002). This is what every education setting, along with the textbook, is expected to accomplish: helping learners to be more independent and creative.

Independency and creativity are, in fact, interdependent. Creativity, as defined by Ochse (1990) is one's ability to yield new and suitable ideas. Wilson (1997, as cited in Wikipedia) holds that there are two types of thinking, *divergent* and *convergent* thinking leading to creative thinking. The former has to do with the student's ability to elaborate issues and the latter is related to the learner's ability to employ *logical and evaluative thinking*. Wilson (2004) enumerates the features of creativity as follows: fluency, flexibility, elaboration, originality, complexity, risk-taking, imagination, and curiosity. Some of these features have already been introduced by Torrance (1979) who presented a framework for critical thinking. They are as follows: fluency, flexibility, elaboration, and originality.

1.1.The present study

The study aimed at finding the effect(s) of two types of learning materials on children's writing creativity: A Persian primary textbook and the supplementary material. The former is a classic textbook with some texts (both literary and non-literary) followed by exercises as well as some illustrations, while the latter , in appearance, which looks like a story book, including lots of poems, stories and illustrations as well as some non-literary material, seems more appealing to the students.

This study examines the types of exercises and questions included in these books. It intends to find out which type of questions would promote learning in general and creative writing in particular.

The reason for investigating the types of questions found in the textbook is that textbooks make up the basis of education in schools. Despite the importance of textbooks and their function(s) in the success of an educational program, scant attention is paid to investigating the role the content of a textbook may play in promoting learning (Carpenter et al., 2006). This led the researchers to make inquiries into questions used in the textbooks and their effectiveness in promoting writing creativity. The paper offers some suggestions to improve the textbook as an indispensible tool used in classrooms (Freeman & Porter, 1989, cited in Oakes & Saunders, 2004).

2. METHODOLOGY

2.1 *Participants*

Participants of this study included 30 students of the second grades of the primary school. The participants were selected on the basis of a purposeful selection; for the purpose of this study, we needed top students who could easily express their ideas and who were well in writing sentences. Then, we chose a private high quality school. There was only one grade two class in that school and hence all students of the class comprised the participants of the study.

2.2 Instrument

Two types of question were used to see which would promote creative writing more. A brief explanation of each is as follows: One type of question is more conversational (Type A); the second type contains classic questions and asked learners to answer the questions (Type B). Both types of questions may or may not accompany illustrations. Four questions are devised for each type of questions, comprising eight questions. The reason behind using a few questions was that the participants were primary school students and could not answer more questions effectively. Despite the small number of questions, the researchers devised the questions with great care so that they could encourage learners to include as more description and explanation in their writing as possible.

To measure creativity, the following features were considered to be signs of creative thinking and writing: point of view, adjective, figurative speech, narrating, and personification.

The present study, though, has not used the same terms found in the published literature, such as fluency, flexibility, and the like, those considered instead are quite related; in fact, some of these terms are either merged or divided into some subcategories. The term 'fluency' and 'flexibility' are merged; the former, as stated by Torrance (1979), refers "to the production of a great number of ideas or alternate solutions to a problem" and the latter, 'flexibility' "to the production of ideas that show a variety of possibilities or realms of thought". They entail describing pictures and expressing their feelings in different ways. Concerning the response we received from the students, we used the terms 'adjectives and personification', to be more exact. Furthermore, instead of the term 'elaboration' concerning "the process of enhancing ideas by providing more detail" (Torrance, 1979) we used 'point of view and narrating.' The other feature of creativity, according to Torrance (1979), is 'originality' referring to "the production of ideas that are unique or unusual". In this study, this idea is presented as 'figure of speech'. It is supposed that using figure of speech requires originality on the part of the speaker/writer. It is postulated that the more these features were used in their writing, the more creative their writing would be and the better their learning in general.

Table 1. *Translation of the questions used in the study*

Type A	Type B
1. If I were a book,…	1. What kind of book makes you happy?
2. Write your feelings about these pictures	2. What do you know about flowers?
3. Have you ever made snowman? Do you see any similarities between snow and cotton?	3. Complete the following sentences.
4. Look at the following pictures. Write what you see.	4. Name each of these items and write one sentence foe each.

Table 2. *Translation of students' response to questions-- some examples*

	Type A	**Type B**
Question 1 **Point of view**	I had a lot of knowledge. Whoever opens me up, (s)he would learn a lot. Then I would have a special house, called, a bookcase.	We will learn a lot of them, when we take care of them and we will do what is written there.
Question 2 **Adjective**	This boy and girl and very neat. I think, the mother of theses nice children is satisfied with them. So she should give them a gift. They are always smiley and always brush their teeth.	The flowers are beautiful and have good scent. We get some medication from some flowers. They are very useful. Flowers have different parts: ovary, petal, sepal, receptacle and anther. They are both beautiful and make everywhere beautiful.
Question 3 **Figurative speech**	Yes, I made. The snow is made by the God but human cultivates the cotton and makes it grow. The snow falls in winter but cotton is found all the year. The sun melts the snow but it cannot melt the cotton.	Foot for the human is like the wheel for the car. Clothes for human /animal covering. Food for human animal food. Hand for human is like foot. The plane flies in the sky. The wings of the bird, the wing of the plane.
Question 4 **Narrative**	Two girls and one boy are playing with small things. One with the dog, the other with the ball and the other the car. All three are playing enthusiastically.	Flowers are in different colors. The car is beautiful. Butterflies live in many places. We need water.
Question 5 **Personification**	In future, I like to become a girl because boys cannot have long hair.	Flower is a kind of plant which bears fruit and seeds.

3.3 Data Analysis

This study investigated the relationship between task types (promoted through two question types) on the creativity of learners. Table 1 presents the frequency of the features observed in the students' reply. Apparently there is a big difference between the reply to the two types questions.

Table 3.*The frequency of the features observed in students' writings*

Question Types	Personification	Adjective	Figurative speech	Point of view	Narrating	Total value	Total sentences
A	63	148	71	10	13	305	398
B	4	72	11	10	11	108	468

According to Table 3, in the corpus , out of 866 sentences, the most frequent feature used in the students' reply belongs to the adjectives (148 instances in Type A verses 72 in Type B), followed by personification (63 instances in Type A verses 4 in Type B). Figurative speech stands the third in terms of frequency (61instances in Type A verses just one instance in Type B. Concerning other features, no significant differences were observed.

Table 4. *A cross-tabulation of adjectives, personification and figure of speech used by learners*

	Observed N	**Expected N**	**Residual**
Adjective A*	148	110.0	38.0
Adjective B	72	110.0	-38.0
Total	220		
Personification A**	63	33.5	29.5
Personification B	4	33.5	-29.5
Total	67		
Figure of speech A***	61	31.0	30.0
Figure of speech B	1	31.0	30.0
Total	62		

* $p<0.01$ ** $p<0.01$ *** $p<0.01$

As shown in Table 2, there were significant differences in the number of adjective, personification and figure of speech but no significant difference observed in other features, narrating ($p<0.683$), and point of view (each $p<1.000$). That is, except for the last two features which show insignificant or no difference in the number of instances used, with regard to the significant differences noticed, one can vividly see the effect of question types in promoting creative writing.

4. Concluding Remarks

This paper has focused on two types of questions derived from two types of reading materials (a textbook and a supplementary book) and investigated how students' reactions to these two input vary. More specifically, it looked at differences in utilizing innovations in describing the pictures and/or answering questions. As a result, it some considerable differences were observed in terms of employing those features considered as signs of creativity.

As the findings of the study show, students responded the questions differently in terms of the features they employed. That is, in comparison with the answers given to questions type B, the students, while answering question type A, used more innovations and more descriptions. What is important to note is that although the students made greater number of sentences in answering questions A in terms of the number of personification, adjectives, and the like, they were more productive. This indicates that questions Type B were more successful in encouraging learners to use their imagination and be more innovative in their replies to questions A. The other point worth mentioning is that students, in answering the questions, were very similar in employing the story telling style; they used narrations (13:10 instances) and took a particular narrator point of view (10 instances in each) in describing pictures or explaining the point in questions. This implies that although the students are equipped with utilizing narrations, in their response to one type of questions (Type A); they displayed their talent of giving life to their imagination more significantly. This further confirms that the type of questions in particular and type of texts the learners are exposed to can stimulate innovation and possibly facilitate learning in general.

The study of the effect of question types used in textbooks can shed some light into how they can lead learners to be more creative. This can have important implications for those involved in writing and preparing textbooks for primary school students.

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EUROPEAN UNION EDUCATION POLICIES AND CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS IN TURKEY

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Abstract

Education system is seen as a key element which triggers and initiates all kind of changes in the social systems. Significant social, economic, political, cultural and technological achievements have been gained in the societies which have made continuing development and change in their education system part of their culture. Educational systems always keep themselves dynamic by evaluating national and global changes as a crucial input while maintaining the transformation. Educational systems' producing outputs affecting the other systems as a value by internalizing global changes makes necessary the continuing professional development of teachers, which are the most significant elements of the system. Continuing professional development of teachers become crucial within the scope of information-based economy or more generally the concept of lifelong learning, one of the most important value in the information society. In line with the changes in the duties of educational system, professional development, which contains pre-service and in-service training, to provide teachers needed knowledge, ability and attitudes have been discussed intensively in EU educational policies as in the many other countries. Turkey have tried to take an active role in the global and developing world. The most important elements in this effort are teachers who are the most crucial actors of educational systems. For this reason, in the EU negotiation process, to keep up with educational norms, as a requirement of harmonization process in the educational system, it is necessary to examine existing practices in Turkey by determining educational policies in terms of continuing Professional development of teachers. The aim of the study is to evaluate the existing applications in the Turkish Educational System in accordance with European Union policies in terms of continuing professional development of teachers.

Keywords: teacher' professional development, EU teacher education policies, Turkish teacher education policies

1. Introduction

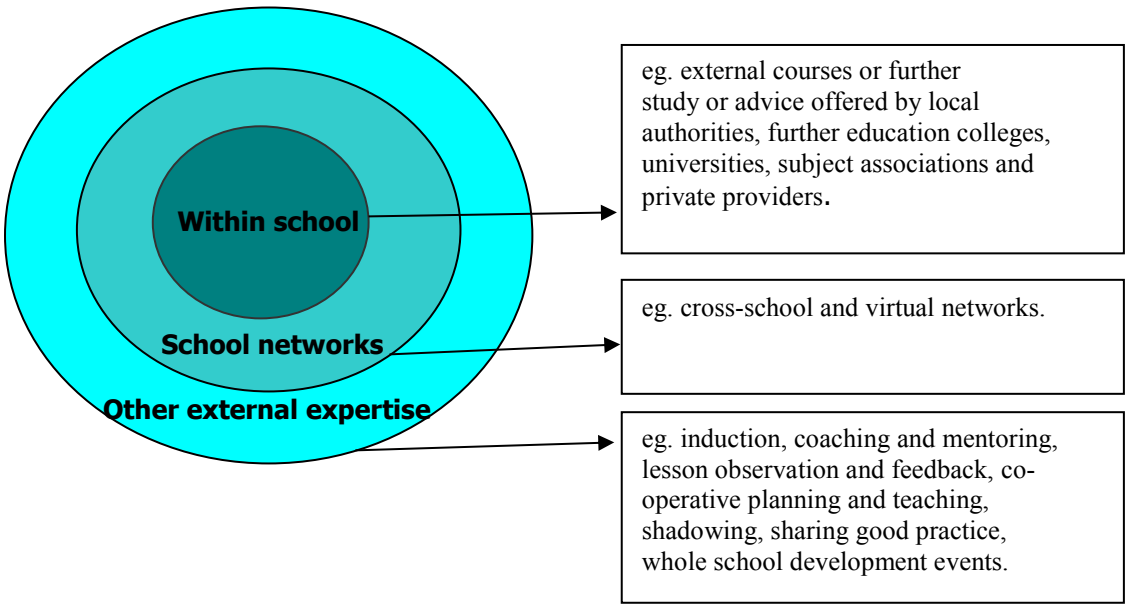
Rapid changes, requirements for high standards, efforts for enhancing quality have made skills development of teachers compulsory through professional development. In service training practices which were entitled as in-service training, have been defined as continuing professional development (CPD) nowadays (Gray, 2005, p. 5). Continuing professional development consists of reflective activities that are designed to improve knowledge, attitudes and skills of individuals. Supporting individual needs is also crucial as well as developing professional practices on the basis of continuing professional development (TDA, 2008, p. 4).

Continuing professional development process is closely consistent with pre-service education, novice teacher education, in-service training and advanced educational

components. Continuing professional development is also related with educational innovations (like school development) and educational research.

No matter how qualified pre-service education which teachers get, it wouldn't be enough to cope with the problems that they may encounter during their professional carrier. So educational systems try to supply opportunities on continuing professional development in order to sustain high standards in education and hold well qualified teacher labor force (OECD, 2009, p. 49). Accordingly, there are so many facilities for continuing professional development of teachers in educational systems. As it is shown in Figure 1, there are different facilities on continuing professional development of teachers (Gray, 2005, s. 9).

Figure 1. *Sources of continuing professional development of teachers*



(Derived from TDA, 2008, p.4)

Continuing professional development of teachers come in to prominence with the frame of the concept of lifelong learning that is one of the basic value of knowledge society in general or knowledge-based economy. Knowledge, skills and attitudes of teachers required for the changing tasks in educational system and continuing professional development that includes pre-service and in-service training accordingly are discussed in detail in European Union educational policies as well as in other countries.

While it is not regarded as necessity in most of the countries, continuing professional development is limited in different time limits in some of the countries. According to PISA 2000 research, %40 of the teachers have attended professional development programs. Most of the countries have indicated that they have difficulties in improving skills of teachers (ETUCE VE CSEE, 2008, p. 44). In OECD (2009, p. 49) report it is asserted that %89 of teachers who attended TALIS (Teaching and Learning International Survey) study in 23 countries stated that they attended professional development activity at least one day in last 18 months. However, attending rates of teachers to professional development activities is not easy to scale and analyze exactly. Because continuing professional development includes too many different activities both formal and informal.

In the research carried out by ETUCE in 2006 it is reported that more than half of the institutions are not satisfied with the quality and variety of topics presented in both in-service training and postgraduate education. For continuing professional development of teachers it is

crucial to focus on quality and content of education as well as focusing on rights of teachers to benefit from postgraduate education and in service training. Continuing professional development should be constituted upon not only for the needs of systems and schools but also for individual needs of teachers (ETUCE VE CSEE, 2008, p. 44).

Turkey tries to undertake an effective role in the process of globalizing and rapidly changing world. One of the most important factor for this effort is teachers who have a key role in educational system. Hence, it seems compulsory that education and training policies for continuing professional development in EU should be examined and implementations in Turkey should be evaluated within this context because of the negotiation process requirements with EU. The aim of the study is to define general aims and policies of practices in EU related with continuing professional development of teachers and reveal general view of the studies in Turkish Educational System accordingly.

2. European Union Policy Related to Continuing Professional Development of Teachers

The main aims of the EU policies are to encourage the citizens of member countries to mutual understanding, to construct education in line with European education insight and educational identity, to train students and teachers, to insert the Union to all kinds of issues related to technology and higher education (Karluk, 1996, p. 345). In line with this approach, restrictive and mutual educational policies are not determined; however extensive education programs and projects are conducted for the purpose of ensuring co-operation and interdependency among EU countries (Barçkin, 2002, p. 31).

Council and Parliament decisions of EU related to “Improving Quality Evaluation School Education” (2001), which direct education in general and direct teacher education in particular, and “Promoting Key Competencies for Life-Long Learning” (2006) are existing. Agreements of Education Council such as “Improving the Efficiency and Equality of Education and Training Systems” (2006), “Improving the Quality of Teacher Education” (2007), “Preparing Young People for the 21st Century: An Agenda for European Co-operation on Schools”” (2008) are also existing. These developments reveal that educational systems in general, schools in particular have a crucial role for achieving Lisbon aims intended for economic growth, social integration and environmental sustainability (Scheerens, 2010, p. 11).

Within the scope of Maastricht Treaty, signed on 7 February 1992, objectives directing Educational Action Programs can be summarized under three sub-titles (Ibanez-Martin and Jover, 2002, p. 41):

- Improving the dimension of Europe
- Enhancing mobility, exchange and co-operation
- Encouraging academic recognition and the exchange of knowledge

At Lisbon Europe Council meeting, it has been stated that EU is in the process of a crucial change derived from globalization and knowledge-based economy. Council considers the modernization of educational and social systems of Europe to overcome the problems of globalization necessary (Livingston, 2003, p. 587).

EU focuses on high quality training as the main precondition of education and training. It defines the tasks of the school as globalization, innovativeness, creativity, providing competencies required for complicated environments dominated by entrepreneurship, ensuring commitment besides ensuring knowledge (European Commission, 2011, p. 2). Teachers are acknowledged as one of the most crucial actors of transformation at educational systems and schools. Therefore, continuing professional development of teachers, starting

from the pre-service training of teachers and continues along their professional careers, are essential for the transformation of educational systems and development of European Dimension.

Role of teachers and the importance of their continuing professional development in the process of building "Knowledge Europe" are frequently emphasized by Europe Commission, Ministers of Educations of member countries and many pedagogue. Acceptance of the education and training of teachers as one of 16 indicators in the report called "Quality of School education" could be one of the important developments on continuing professional development of teachers in EU (Europe Commission, 2002). It is stated in the report that there exist inevitable and unique changes in the roles of teachers. Accordingly, continuing professional development of teachers is a primary issue now and in the long-term.

In the report, issued by the Commission in 2003 it is emphasized that the change in roles of teachers is necessary change in European communities in which active citizenship practices shaped by bigger social integration are existing. The factors causing the change in the roles of teachers are social changes, number of students, changes in the educational environment, professionalization of teaching job increasingly, building a common frame for competencies and qualifications.

Europe Commission has declared "trainers and their training" as one of the 15 indicators of evaluating participation in lifelong learning (European Commission, 2002). Participation rate of teachers and trainers in continuing professional development activities has been defined as one of the indicators of realization of work program called "Education and Training 2010". Teaching profession is not seen as a profession which can be maintained with the knowledge obtained only during pre-service training. Therefore, teacher education has been seen as a field in which lifelong learning is embedded, knowledge increases and new learning never ends. Accordingly, continuing professional development of teachers and the concept of lifelong learning are examined integrative. In the context of lifelong learning, teaching profession has the quality of continuity including pre-service training, internship and continuing professional development each of which is interconnected and complementary.

Policies related to continuing development of teacher competencies have been adopted with European Parliament resolution of 23 September 2008 on "Improving the Quality of Teacher Education". In line with these policies, issues such as improving internship practices of teachers, building networks to share knowledge, supporting teacher mobility, improving the skills of using information and communication Technologies, enhancing language competencies, developing the understanding of European citizenship have been given priority (TED, 2009, p. 43).

When EU policies related to continuing professional development of teachers are evaluated as a whole, it is seen that prominent factors are as following:

- accepting continuing professional development of teachers as the most crucial component of economic growth,
- structuring continuing professional development as an integrative component of teacher education,
- accepting it as an individual motivator as well as an external need,
- balancing needs of schools and interests of teachers,
- making all of continuing professional development opportunities inside the school or outside of the school accessible for everybody and supporting teacher mobility,
- enhancing applied continuing professional development practices in terms of quantity and evaluating quality dimension of them,

- improving the usage of European citizenship and its values, language and information-communication skills through continuing professional development activities.

While carrying out the practices especially for continuing professional development, co-operation among Ministries of Education, schools, teacher training institutions, private educational institutions and all the other stakeholders; usage of information and communication technologies as reflection of lifelong learning understanding and accepting continuing professional development practices of teachers as both financial gain in their careers and one of the career development tools are taken into consideration.

3. Teachers' Continuing Professional Development in Turkey

Since the founding years of the republic, in order to meet the societies' educational requirements, policies for quantity have been held at the forefront while the quality has been considered crucial during pre-service training in Turkish Educational System. Since the year of 1998 when the Turkish education was restructured and especially after 2000 a new era has started in our relation with EU and professional development of teachers continuity has started to be cared out even though not being fully compatible with the principle of. The projects and applications to support teachers' continuing professional development are listed below.

4. Studies of General Directorate of Teacher Training and Development

In Turkey, where there is a central system in teacher education, teachers' in-service training are carried out by units of the Ministry of National Education. The duties and responsibilities for in-service training are conducted by the department of in-service training in the Ministry of National Education up to the date of 14/09/2011. After this date, the department of supporting professional development within the General Directorate of the Teacher Training and Development took responsibility. The duties and responsibilities of the General Directorate of the Teacher Training and Development and the Department of Supporting Professional Development are declared in law 652.

The various courses and seminars for Teachers ' professional development are held by the General Directorate of the Teacher Training and Development, Ministry of Education. Indeed, the TALIS research showed that Turkey among 23 participant countries is the leading country supplying conferences and seminars. (OECD, 2009, p. 58). At these events, training manager and Foundation courses, new application programs, developments in technology and training tools and materials are given priority (Ministry of National Education, 2005; cited in Uddin and Silk, 2006, p. 37).The courses and seminars that will be held every year are announced with published training plans.

In Turkey teachers are responsible for carrying out studies related to their profession during the period from the end of semester to the 1st of July and from the 1st of September to the beginning of the new term, besides the activities of in-service training. This is called as a seminar period. During the seminars, teachers are expected to prepare documents on various topics.

5. Fatih Project

Fatih Project, was initiated for the effective use of information technologies and to ensure equality of opportunity in education by the State planning organization covering the years 2006-2010 within the framework of the information society strategy. One of the core components of the project is teachers' in-service training program. Within the framework of the project covering all classes at preschool, primary and secondary-level in Turkish Educational System teachers are expected to be covered by the seminars of "Information

Technologies and the Internet Conscious'. In this context, it is aimed to let teachers use information technology and the Internet in a safe, ethical, sanitary, conscious way, and guide their students for digital citizenship and internet offences (Ministry of Education, 2013). The project, welcoming the part of qualities of information society, is important for development of professional proficiency and leadership of teachers. In this context, Fatih Project is seen as the most important policy implementation in the Turkish Educational System in the 2000s.

6. The Project 'There is No Limit of Teachers'

One of the projects towards the development of teachers ' professional practice, is the project called "There's No Limit of Teachers". The project was realized within the context of the Protocol between the Ministry of National Education and Garanti Bank/Teacher Academy Foundation (ÖRAV) within the framework of the Protocol signed on June 20, 2008 eith the Ministry of Education, in the academic year 2009-2010. The project was implemented in the academic year 2009-2010, and aimed to the goal of reaching 100 thousand teachers. The 2013-2014 school year was ended in June 2013 reaching 82759 teachers (http://ekampus.orav.org.tr/blogger/osyp, 25.05.2014.).

Project has been implemented to increase the number of teachers who are contemporary, democratic, have the principle of enlightened, productive, lifelong learning and high self-esteem with tolerance, can renew themselves, think critically, at peace with the idea and can express themselves in a civilized manner. To achieve these objectives the project focused on communication, classroom management and motivation, measurement and evaluation in order to contribute to the teachers' personal, emotional, vocational development and with implementing in-service training (ÖSY, 2014).

7. Career Steps

Teaching career system is another important application in the teachers' professional development. According to the regulation numbered 5204 and called "Teaching Career Steps' teaching profession career steps are candidate, specialist and head teacher (Official newspaper, 13.08.2005/25905). The main purpose of this system is the development of professional knowledge and skills of teachers. Career steps aimed to gain teaching profession with dynamism. It is planned to constitute competition at their professional knowledge, skills and job performance, providing the opportunity for teachers' professional and personal development. It is aimed to enhance their professional performance in the form of teaching career. In our country the first application relating to the career steps was carried out in 2006, but has not become sustainable applications for a variety of reasons. Related duties and responsibilities have been assigned to the department of teacher competencies and quality improvement within the General Directorate teacher training and development.

8. Basic Education Support Project and School-Based Professional Development Project

After the new phase of the process of the nomination with the EU entered the 2000s, one of the first projects carried out in this sense is the "Basic Education Support Project (BESP)". In the scope of BESP, EU-funded and implemented in 2002 pre-service teacher training programs, teachers' in-service training and qualifications for recognition and career development for teachers are defined (Ministry of Education, 2008, p. 9). Teaching competencies are defined as teaching profession general competencies and teaching profession field competencies. These competencies are defined in the frame of "School-Based Professional Development Project (SBPDP).

SBPDP is defined as the process which supports the development of effective learning and teaching environments, skills, values and attitudes of teachers inside and outside of the school. SBPDP is a new concept in Turkish Educational System for the reason of offering a

road map to teachers who want to improve their proficiency in teaching profession with applying and monitoring the professional development plan (Ministry of Education, 2007, p. 4).

SBPDP provides the integration of school and environment, supporting teachers' responsibilities for development of themselves and school, time and resource allocation for this development, developing material, sharing their experiences with colleagues. Therefore, ongoing development is intended by learning student, learning teacher and learning school with the model of SBPDP (Ministry of Education, 2007).

There are a number of regulations at the level of the Ministry of Education which support their further education in order to go on their personal and professional development while teaching. Accordingly; those who continue further education, not disrupting their tasks, are allowed to provide the necessary facilities and able to continue their education. In addition, in regulations of in-service training of teachers it is implied that teachers will be sent abroad to get education and to be trained (Ünsal, Kaplan and Ertürkmen, 2012).

It is possible to talk about The Board of Education as one of the applications of Ministry of Education to support the teachers' professional development. Through this portal, the programs, the activity instances, examples of various materials, such as plans are shared with teachers via internet (TTKB, 2010, cited in Holidays, 2010, p. 49).

9. Discussion and Conclusion

Teachers' pre-service trainings are not enough to take responsibility actively during their careers and to solve the problems which they meet under changing conditions. For this reason, both EU countries and Turkey have taken a step aimed at providing continuing professional development of teachers since 2000. However, the most important and fundamental difference teacher education between EU countries and Turkey in terms of teacher education is about sustainability of professional development. Thus, the results of PISA 2012 have emphasized that supporting teachers' professional development, increasing quality of teachers and teachers' participation in activities related with professional development (%90 participation rate) are the common features of Finland which sustains its success even if not in the success rating and Poland which starts to increase with other successful countries (Şirin and Vatanartıran, 2014, pp.37-39).

The other significant difference between EU countries and Turkey is that teachers' professional development activities is not associated with careers and economic levels of teachers in Turkey. Constituting conditions to professionalize teaching job in EU countries necessitate continuing effort for professional development, depends on a performance based-career system, which starts with pre-service trainings of teachers within the scope of profession progression criteria.

Although the efforts of applying constructivist education programs and inserting modern education practices Turkish Education System, parallel vision change haven't been implemented in professional development of teachers in Turkey. Not only pre-service teacher training programs but also in-service professional development activities haven't been adapted with modern education practices. To provide students with more complex and analytical skills, required in twenty first centuries, EU countries give responsibility to teachers for teaching the ways of high level thinking and outperformance (European Commission, 2011, p. 9). Consequently, Turkish Education System has offered teachers with tools consistent with EU educational policies. However, it resulted in a vision for continuing professional development, not created with the same vision. So, this situation have led not to get expected success in outputs of education system.

The other difference between EU countries and Turkey in terms of teachers' continuing professional development is the kinds of professional development activities. While professional development activities focus on seminars and conferences in Turkey (İlğan, 2013, p. 53), EU policies support professional development activities with many sources from schools or out of schools.

When the practices and policies about continuing professional development of teachers in Turkey is considered, it is seen that the system which does not integrate lifelong learning and pre-service trainings having been applied. Moreover, not applying teacher career system effectively and not integrating activities of professional development with teacher career system could be evaluated as an important problem in Turkey. However, in educational system of 18 EU countries including Germany France, Poland, participation rate in professional development activities are directly associated with promotion or profession progression system (European Commission, 2013, p. 61).

It can be claimed that the source of differences or incongruities about teachers' continuing professional development at policy level is the inconsistency between the vision of EU educational policies and Turkey's 2023 vision. While in Turkey's 2023 educational vision, "An educational system which is people-oriented, accessible and makes the creativity and imagination of individuals prominent" (TUBİTAK, 2004, p. 9) will have been expected, in EU educational vision, "Educational systems which are competitive, focus on knowledge-based economic development and train individuals who are needed in 21st centuries" will have been expected.

The consistency between EU countries and Turkey about teachers' continuing professional development could be seen in the policies related with school-based professional development and Fatih Project. Fatih Project which depends on the strategy to be an information society shows consistency with EU insight of knowledge-based, competitive economy. Most educational systems of EU have to have school-based plans for continuing professional development. Furthermore, in educational systems of 11 EU countries including Holland and England, teachers need to have their own continuing professional development plans. Generally these individual plans are developed during teacher evaluation process (European Commission, 2013, p.59). However, in Turkey, since most of the pre-service training programs are prepared by central administration and teacher evaluation process is not associated with teachers' continuing professional development school-based professional development deviates from its political aim.

One of the main objective of EU is to become most powerful competitive knowledge-based economy. In case of full membership in EU, Turkey will be a partner of EU's competitive structure. Therefore, Turkey has to renew policies and aims of education scientifically and to start studies with long-term planning (Tuzcu, 2006, p. 185).

Based on the political efficiency analysis of PISA, the point to be considered is that Turkey's educational policies has not been affected from the results of PISA at desired level (Şirin & Vatanartıran, 2014, p. 53). However, Turkey should not remain insensitive to international educational policies due to its relationship with EU and being an effective part of globalization. Accordingly, Turkey has to evaluate policies and practices at global and EU level for continuing professional development of teachers within the scope of its own social, economic and cultural structure and has to realize holistic and systematic transformation in Turkish Educational System.

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