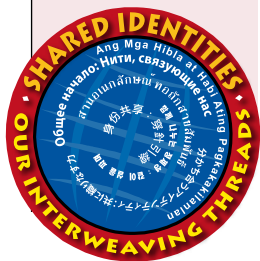


Shared Identities: Our Interweaving Threads



First year teachers' self-efficacy beliefs

Quint Oga-Baldwin
Kyushu Sangyo University

Reference data:

Oga-Baldwin, W. L. Q. (2009). First year teachers' self-efficacy beliefs. In A. M. Stoke (Ed.), *JALT2008 conference proceedings*. Tokyo: JALT.

The belief that actions will lead to positive outcomes is key to motivation. A teachers' sense of self-efficacy reflects their belief that they can positively affect student outcomes. Teacher self-efficacy in the second language environment has not been given sufficient coverage considering the number of publications that exist on the topic regarding first language settings. This paper explores the factors and reflective practices that cause native speaker EFL teachers in Japan to report improvement in classroom management self-efficacy. A longitudinal qualitative case study of 2 native speaker EFL teachers was conducted during their first year of full-time placement at a Japanese university. An open-ended survey and structured interviews were given after the first and second semesters of the Japanese academic year. Based on these results, the paper concludes that greater support and better collegial relations leads to higher personal teaching efficacy.

成功を思い描き行動する信念はモチベーションの鍵となりえる。教師の自己効力感とは教室での好結果を反映させるものとなりえる。しかしこれまでの研究をみても、EFL/ESL(第二言語)の教師の自己効力感の研究は、第一言語のものよりも少ない。そこで、この研究では、日本の大学のEFLネイティブ教師における、学級経営自己効力感の向上について語り合うことにより、どのような要因が潜んでいるかを探るものである。この中で、日本の大学に常勤として勤める二人のネイティブ英語講師を長期間の質的な事例研究を行った。二人には前期に面接とアンケートを依頼し、その内容を記録した。この研究の結果として表面化したことは、どちらの講師においても学校からのサポートと講師間の対人関係が自己効力感を高めるものであった。

Teacher self-efficacy

The theory of self-efficacy (Bandura, 1977; 1997) refers to the ability belief of an individual regarding a specific activity. The theory claims that specific judgments a person makes regarding the degree of skill with which they are able to accomplish a task or activity can help determine, among other things, his or her motivation relating to the endeavor. It takes into account the person's experiences of success and failure, vicarious experiences from watching others, encouragement from others, and emotional and physiological engagement, to create a picture of the skill-belief in regard to a certain activity (Bandura, 1997).

Teacher self-efficacy is a specific application of the theory, and refers to “teachers’ belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated” (Guskey & Passaro, 1994, p. 4). This theory has been related to professional and personal motivation (Jesus & Lens, 2006; Pintrich & Schunk, 2002). Several researchers have emphasized how teacher self-efficacy affects teachers’ behaviors and attitudes toward student learning (Ashton & Webb, 1986; Gibson & Dembo, 1984). These same teacher behaviors affect student learning and engagement, (Gordon, Dembo, & Hocoavar, 2007; Reeve, Jang, Carrell, Jeon, & Barch, 2004; Roth, Assor, Kanat-Maymon, & Kaplan, 2007; Wild, Enzle, & Hawkins, 1992) with positive correlations between teachers with high personal and professional self-efficacy and student motivation levels and achievement. Teacher self-efficacy has been shown to correlate to teachers’ engagement (Evers, Brouwers, & Tomic, 2002) professional commitment (Coladarci, 1992), and student achievement (Tschannen-Moran & Barr, 2004). These numerous positive educational outcomes indicate the importance of teachers’ self-efficacy beliefs.

Teacher self-efficacy is often considered along two lines of teacher beliefs: those regarding the teachers’ beliefs on the effectiveness of teaching, called general teaching efficacy [GTE], and those regarding teachers’ belief of their own personal effectiveness as a teacher, called personal teaching efficacy [PTE], with the sum of the two equaling teacher efficacy [TE] (Ashton, Buhr, & Crocker, 1984). One implication indicated is that less confident teachers tend to perceive external influences as more important, while more

confident teachers believe they have control over students’ attitudes (Tschannen-Moran & Woolfolk Hoy, 2001). This confidence often comes from mastery experiences early in teachers’ careers (Tschannen-Moran & Woolfolk Hoy, 2007).

Efficacy for management

Teachers who fail to create a system of discipline and classroom management are often unable to focus on student learning goals (Wilson, Floden, & Ferrini-Mundy, 2002), and thus unlikely to be able to develop self-efficacy in their teaching. Especially new teachers or teachers in a new environment, educators themselves express concerns regarding management and classroom discipline (Davis, Petish, & Smithey, 2006). Classroom management can be one of the greatest challenges teachers face, and its lack can damage student learning and teachers’ professional commitment (Gu & Day, 2007). In order for teachers to develop classroom self-efficacy, a primary concern must be rules, discipline, and organization.

A study done by Emmer and Hickman (1990) measured efficacy for classroom management as part of teacher efficacy. This study indicated higher efficacy trainees were more likely to seek help with class management problems. This factor has also been used in the Teacher Efficacy Scale [TES] (Woolfolk & Hoy, 1990) and later the Teacher Self-Efficacy Scale [TSES] (Tschannen-Moran & Woolfolk Hoy, 2001). Other studies have also utilized classroom management as a key element in teaching (Chacón, 2005).

Reflection

When discussing self-efficacy, professional development and motivation, one salient concept is that of a “will to learn” (Van Eekelen, Vermunt, & Boshuizen, 2007). One of the primary ways in which this “will to learn” can manifest itself is in reflective teaching practice, where the teacher utilizes one of a number of methods to concretely consider his or her teaching, its effectiveness, and methods of improving their professional practice (Jadallah, 1996). Research has demonstrated that reflective practice can improve teaching effectiveness (Clarke, 1995; Kettle & Sellars, 1996; Wilhelm, Coward, & Hume, 1996) thereby improving teachers' sense of self-efficacy. Many teacher-training programs now emphasize reflective practice (Atay, 2007; Lee, 2007; Brandt, 2008) and encourage future teachers to make journal writing and self-evaluation a habitual practice. Research has also shown that teachers become more reflective with experience in the field, and use reflection to grow professionally (Chiang, 2008; Korthagen, Loughran, & Russell, 2006)—whether they continue to outside of a teacher training environment, remains to be verified. In order to develop positive self-efficacy beliefs, teachers must engage in reflective practice and be aware of feedback from students.

Additionally, according to Marsh (2007), many university teachers do not continue to develop (i.e. reflect on their practice) after the first few years. Teachers did not change greatly over the course of his 13 year study (Marsh 2007), which may indicate a lack of reflection in university teachers, or that teachers reflect at the beginning of their careers, but gradually begin to do so less as they gain

in mastery experiences (i.e. positive feedback on job performance, student successes, etc.) and are less affected by their environment (Tschannen-Moran & Woolfolk Hoy, 2007). Since teachers are less likely to change after the first several years, and early experiences can build teacher self-efficacy, new teachers' willingness to reflect in order to build mastery experiences is extremely important for developing long-term teacher self-efficacy. For this reason, this study will focus on the experiences of teachers in the first year of their careers as university English educators.

Research question

This paper looks at the relationship between reflection and classroom management self-efficacy among Japanese university EFL teachers. As noted, numerous studies exist in the first language teaching context. In Japan, English teachers face difficulty with students' attendance and motivation to learn English (Berwick & Ross, 1989; Mori & Gobel, 2006). As a result of differences from general first language education and subjects, such as student affect and level of cognitive processing (Collier, 1995), as well as the student benefits related to teacher self-efficacy, second language teacher self-efficacy needs greater attention. Studies on EFL teachers exist (Chacón, 2005; Chiang, 2008); however, these surveyed non-native English speakers, in their home countries, teaching at or training for primary or secondary education. A review of the literature reveals no studies on the self-efficacy of native speaker EFL teachers in Japan at any level of education.

The research questions of this study are:

1. What, if any, specific factors cause native speaker EFL teachers in Japan to report improvement in their teaching-efficacy related to classroom management?
2. What, if any, reflective practices and processes were used to reach higher levels of reported teaching-efficacy related to classroom management?

Method

Participants and selection

This study focused on the experiences of two newly-hired foreign language teachers at two universities in southwestern Japan. Teacher A was a United States citizen and Teacher B was from the UK. Teacher B was finishing a master's degree in Linguistics, while Teacher A held a master's in TESOL, as well as a bachelor's in education. Both had worked part time in Japanese universities for less than a year prior to being hired for the present position, and had never held a full time position. Both teachers reported having only a basic command of Japanese language.

Design

In order to get a measure of the teachers' reflective practices and self-efficacy judgments, this study employed an exploratory qualitative longitudinal methodology. It is designed to build a bottom-up understanding of EFL language teaching self-efficacy. Experience was chosen as

a specific control in the case study, with both participants in their first year of academic placement in their first full time university position. By qualitatively measuring teachers after the first and second semesters, the hope is to track changes over the course of the year.

Instrument and implementation

Teachers responded to open-ended questions about their work environment in a short survey in the middle of the first semester, followed by semi-structured interviews at the end of the first and second semesters.

Data analysis

Teachers' responses were transcribed, coded, and then separated into content domains: teaching efficacy statements, classroom management efficacy, reflective practices, and institutional support to allow for comparison across participants' individual responses. Data was examined to find internal consistency and explore new themes coming out of the interviews.

Teacher A

Teacher A was originally a junior high school teacher, and came to EFL after changing careers. He has a bachelor's degree in education, and almost 15 years experience teaching at junior high schools in the United States. He recently earned his master's degree in TESOL, and taught at several conversation schools in Japan before starting teaching part time at two universities in western Japan.

Teacher A currently works at a private all women's university in western Japan. The school offers majors in English, culture, communications, psychology, and child development. He works with four other teachers in his department, two native and two non-native English speakers. Teachers in this department work exclusively with non-major first-year students, with each class meeting twice a week for one hour at a time.

Self-efficacy

One of the most telling efficacy statements came from his discussion of a problematic student:

This one student I had, no matter what I did, I thought well, this is an English class, you should speak English...but right after I said that, she spoke in Japanese...She just didn't seem so interested in learning English.

These statements would suggest a low personal teaching efficacy belief, and perhaps indicate an underlying belief that motivation is a stable rather than unstable trait.

He made a similar comment about one of his classes in the second semester. He reported that the students in this class had a number of behavioral problems, especially when listening to directions. In his own words:

Basically, the students didn't listen as much as they should have...Could be the class wasn't interesting, or maybe they weren't so motivated to learn in that class.

These statements further indicate a belief that students' preferences and interests may take precedence over the ability of the teacher to make the learning interesting. Teacher A does show reflection here, indicating that he may have had a role in the students' level of interest, but quickly tempers it with an external attribution.

Additionally, he stated in regards to his lesson planning that the textbook, rather than the teacher's decisions, made more of a difference, perhaps again indicating lower personal teaching efficacy. This suggests external, stable attributions for motivation that can be a face saving tactic for teachers with lower personal efficacy; if the lessons are solely taken from the textbook with no modification or personalization, they represent little investment on the part of the teacher, and do not reflect as poorly on him or her when they are ineffective (Jesus & Lens, 2005).

Teacher A indicated that he was worried about maintaining his energy due to his class load. He said preparation was quite easy and did not require a great deal of time, stating "The classes themselves, I didn't think that would be so difficult because we're only using two books, so I'm repeating the same lesson four times in one day." In order to cope with his 16 one-hour long lessons, he said he "didn't stay really late when the classes finished...I just sort of shut down and I went home. That was the only preparation for me." He maintained office hours as his contract required.

Reflection

Teacher A reported that he kept a record of his class plans through the year, and recorded student reaction in the form

of a “plus” or “minus” sign on each lesson plan, indicating positive and negative student reaction, respectively. He started out writing down the names of students who were not paying attention or were late, but did not formulate any action plans for them. Soon after the beginning of the semester, he stopped writing down individual comments as he “just wasn’t so interested in it, or maybe it just took too much time.” He did not have a specific mechanism for receiving direct student feedback outside of the standard university class evaluation surveys, nor did he explicitly elicit student feedback. He reported localized non-formalized reflective thinking in his classes specific to each lesson. He indicated that he viewed lessons as unconnected, but at the same time part of a larger whole.

He reported that he did not visit other teachers’ classes, nor did any teachers visit his, though this is due to scheduling as well as custom. He asked for help on administrative matters during the semester as was needed, though he did not ask for any specific teaching related help, nor did he collaborate with other teachers when dealing with the disruptive students described above. He stated that this kind of peer relationship was normal at his institution, and that teacher collaboration was not actively encouraged.

Classroom management

As was mentioned, this teacher had trouble getting all his students to work. When discussing classroom management specifically, he reported he did not need to work on it because his students were motivated. His confidence here seems to be another external attribution, wherein motivation was a pre-existing, stable trait that the students brought

to class rather than being cultivated by the teacher. This indicates his teacher’s efficacy beliefs are more contingent upon the environment.

This teacher also later stated that during the second semester, he continued to have difficulties with classroom management.

When I dealt with one of my classes, maybe as far as classroom management, I felt kind of unsuccessful...The second semester one class wasn’t as good as I thought it was going to be. The make-up of the students was probably the biggest factor. It was kind of a large class.

These statements further indicate a focus on the classroom environment rather than the teacher as most important to the teaching context. The attribution statements at the end indicate that the class size had a large effect students’ ability to pay attention.

Institutional support

In response to the open-ended survey questions, Teacher A indicated that his institution does not specifically encourage publication. The teachers receive a research budget, and have an in-house journal, but teachers are not required to publish in it. There is also no overt encouragement to publish in more recognized journals or present at conferences.

Teacher A published a review paper in the in-house journal, based on work he did in his master’s program. He reported that he received very little feedback on content, style, and organization of the paper, but did receive feedback on proper formatting.

Likewise, there is no pedagogical feedback outside of student surveys. Teachers do not visit each others' classes; they do they seek feedback from others, and nor are they encouraged to do so. As a qualifying note, most of the teachers in this department all have classes at the same time, so there is little opportunity to watch others in the same department, though there are other English classes that occur at different times. Teachers are given very general guidelines for classes, focusing on reading and vocabulary in one class and listening in another, though there is no standardization of curriculum at this time. Individual teachers have little influence in departmental decisions, and do not attend teachers' meetings. Teachers are allowed to create their own curriculum, though students are assessed by a standardized test at the end of the academic year.

Teacher B

Teacher B changed careers when he came to Japan, having no previous professional educational experience. He has been working toward finishing his Master's degree in Linguistics. He has a Certificate in English Language Teaching to Adults (CELTA) from Cambridge University, and previously worked at a private English conversation school, prior to working at a university part-time in the second semester of 2007. He was promoted to full-time status at the same university after one semester.

Teacher B's university is a large private coeducational school in western Japan. Majors include commerce, management, economics, engineering, international culture, information science, and fine arts. The university currently employs fifteen native and two non-native speaker full-time

English teachers. All English classes are first and second year courses, speaking and listening taught by native English speakers, with reading and writing taught by non-native speaker faculty. Classes met once a week for ninety minutes.

Self-efficacy

Teacher B was unsure of how to approach his teaching, and spent very little of the spring break preparing for the new school year. Once he had spent time collaborating with colleagues, he developed ideas and started working on his curriculum. His primary concern then was how to approach the school's vocabulary teaching. By working with other teachers, he felt able to work out a curriculum, suggesting vicarious encouragement improving his teaching efficacy.

In response to questions on the effectiveness of his curriculum and lessons, he stated

You have some good classes and not so good classes... Some classes that are exceptionally good, some in the middle that are kind of OK, and a couple that are atrocious. And I think with the atrocious classes I'm not effective at all, but I'm not sure to what extent that is that I'm not effective or that it's just a very difficult teaching situation.

Here, he refers to classes not as individual lessons but as groups of students. This indicates potentially low personal teaching efficacy beliefs, attributing external but stable rationalizations for less successful classes.

He also made statements indicating low general teaching efficacy, saying "you're always going to get those students that won't do it no matter what you say to them." He later

stated “I don’t think I can help them, I think they’ve got problems that originate outside the classroom.” This denotes a belief that the environment has a greater impact than the teacher. He reported one class in particular that was difficult for him to teach, which became a focus of the first interview. He discussed the student problems, but lacked effective solutions or ideas on how to deal with them on his own. He stated that he sought help from a more senior teacher on how to remedy this problem.

He did temper his statements, discussing several his easier classes, this time showing positive efficacy for teaching in regards to those students. He did not indicate that he motivates these students better, however, simply that he feels more effective when teaching students at that level of motivation.

Reflection

Teacher B indicated he did not keep a log, though he did make overarching curriculum changes based on student needs, working on new materials for difficult classes. He indicated these changes, based on his reflections, affected his entire curriculum. He moved away from what he perceived to be a non-functioning curriculum in the second semester after offering students the choice of a new textbook being piloted for the next school year or the one they had been using. He reported that the new textbook made his classes considerably easier, saying “I stopped using the textbook with them...and they improved dramatically, you know, they started actually paying attention and doing things.”

He also received direct feedback from another teacher on this class during the first semester. He believed it to have been very helpful, and stated that the benefits he received from this feedback continued through the second semester. The teacher watching his class offered suggestions on activities, modeling, and organizational methods. This had positive effects on his classroom practice, and seems to have helped his confidence with these difficult classes.

Also a key to reflection, Teacher B demonstrated a willingness to learn and develop as a professional. He discussed the difference between part time and full time work, believing full time teachers need to be more focused on results, and constantly be working towards improving their classes. This professional development orientation is key to reflective practice in education (Clarke, 1995).

Classroom management

Teacher B reported that the first semester had a number of management issues, primarily dealing with student behavior.

I had lots of those students in class who were disruptive...I threatened them with throwing them out of class if they didn’t cooperate and I didn’t follow through, or not quickly enough. I should have had a much stricter system, I had too many strikes before you were out...That was my fault, I was just too lenient on that... About halfway through the first semester was when I felt the least successful.

Here, his classroom management ability is the source of low personal self-efficacy judgments, as well as reflection toward

improvement. He spent the summer vacation between first and second semester considering how to better manage his students.

In the second semester, Teacher B indicated that his classroom dynamics improved. Below is his own response when questioned regarding his ability to manage students:

Towards the end of the second semester, quite well...I think that's something that's improved through the year. In the first semester I think lots of students were kind of wandering off task in class...I think it's got better, they've been doing the work I've been giving them, vocab scores have gone up...There's been more engagement out side the class...They focus and work more.

Here we see clear positive gains regarding his classroom management self-efficacy. As a combination of feedback, reflection, and experience, this teacher has demonstrated progress towards better class organization and student engagement, thereby improving his self-efficacy as well.

Institutional support

The university where Teacher B was employed offered significant encouragement to publish, and offered advice to teachers looking to publish. Teacher B also participated in research, working with other teachers in collecting data and performing analysis.

The university also had a policy of encouraging teacher collaboration. Teachers worked with the same texts, though each designed their own curriculum. Teacher B reported that throughout the year, many teachers shared materials

that they found useful. The curriculum was focused around standardized test gains, though teachers were also able to design their own individual classroom goals. Teachers at this institution also had influence over certain aspects of departmental decisions, with each teacher being involved in an aspect of the language education program, such as publication of the in-house journal, extra-curricular classes and activities, organizing conference information, testing, and materials creation. Teachers were encouraged to observe colleagues' lessons in order to learn and offer feedback.

Discussion

Teachers A and B were both oriented toward external attributions for student motivation, and that they could do very little to improve students' attitudes. This belief that motivation is a stable trait indicates a low general and personal teaching efficacy, placing the onus on students who fail to engage. This removes the teacher as a motivating factor in the classroom environment, and demonstrates a more passive attitude towards teaching.

Teacher B showed more dedication to reflective teaching practices and the teaching practice itself, working more at lesson preparation and retooling curricula. He tried to rethink activities, and reselected and tested new textbooks when he felt that the assigned text was not appropriate for the students or learning goals. He also showed a greater desire to work with other teachers for professional improvement, shared lessons and worked with other teachers on research projects.

While neither of these teachers engaged in formal reflective practice, both reflected about their teaching. While

Teacher A was primarily concerned with smoothing out extant textbook lessons, Teacher B actively reworked his lessons to create a more effective classroom environment. While Teacher A talked about making changes, the vast majority were minor, such as timing or grouping, rather than the framework of his lessons. Likewise, when Teacher A had problems with classes, he did not consult other teachers, as opposed to Teacher B who received feedback and was able to improve his management skills and effectiveness. These trends continued during the second semester, and resulted in more personal teaching efficacy related statements in the second semester from Teacher B, while Teacher A reported feeling unsuccessful with regard to class management. This would hold with the conclusions discussed in Javornik Krecic and Ivanus Grmek (2008) that team culture in schools can have positive effects on professional development.

One potential confounding variable to this issue may be Teacher A's years as a junior high school teacher. As documented in Tschannen-Moran and Woolfolk Hoy (2007), teachers' early experiences have a profound effect on their self-efficacy judgments, and have been indicated to be less likely to change over time (Marsh, 2007). Knowing this, the 15 years Teacher A spent as an educator may indeed have settled his beliefs about his abilities as a teacher, possibly explaining a number of his statements. This also reinforces the idea that the quality of teachers' experiences may have strong effect on their beliefs and practices independent or perhaps in spite of their time as professionals (Javornik Krecic & Ivanus Grmek, 2008).

Conclusion

This study set about to follow two teachers' experiences over the course of the year. This small population will not serve as a cross section for wider generalization, and no empirical measures were used to measure students' achievement. This said, this study provides these teachers a chance to voice their reflections and self-efficacy beliefs. While previous studies have used quantitative indices to measure teacher self-efficacy (Chacón, 2005; Tschannen-Moran & Woolfolk Hoy, 2007) very few have used qualitative measures of self-efficacy (e.g. Chiang, 2008). By providing teachers an opportunity to express their self-efficacy beliefs in their own terms, this study observes teachers' feelings about their growth over the course of an academic year. Using these statements, we can see how a supportive community dedicated to academic improvement might affect new teachers, as opposed to a more isolated, less cohesive group.

While this paper initially documents new teachers' experiences, it ultimately shows a number of the qualitative differences in the experiences EFL teachers bring to their first year of full time university work. As mentioned above, both teachers had teaching experience and credentials prior to receiving full time employment. Many native English speaking teachers come to full-time university work in Japan with several years of experience, be it in private English conversation schools, in public and private elementary, junior, and senior high schools, or part-time at universities. These previous experiences, while giving them opportunity to develop as professionals, may also limit their development within the university environment, which is markedly different from other levels of education (Berwick & Ross,

1988). This would indicate, as in Javornik Krecic and Ivanus Grmek, (2008) that the quality of teachers' previous as well as recent experiences would have an effect on their teaching practices independent of their time as teachers. As we see from the two teachers above, Teacher A has had a much longer teaching career, but Teacher B appears to be more oriented toward professional development. Other teachers first coming to university-level teaching may not be new to the teaching profession, which makes controlling for experience difficult.

As others have observed, those who actively engage in reflection may be more likely to develop as professionals (Davis, Petish, & Smithey, 2006). Management self-efficacy, an important factor in good teaching (Wilson, Floden, & Ferrini-Mundy, 2002) appears to improve more with teachers who work at institutions which encourage collaboration and reflection. The teachers in this study were aware of the benefits of reflective practices, but did not formally use these methods. This may suggest that in-service teachers are not reflective, in response to speculation by Chiang (2008). However, the size of the sample may does not indicate that this is representative of the larger population of foreign teachers in Japan, merely that it is a trend worth exploring further.

Knowing that these in-service teachers did not formally use reflective methods to the same extent as teachers observed in training programs, further research should explore how reflection occurs among native speaker teachers. These teachers reported reflective thinking to a certain degree, and both thought about ways to improve their lessons, though may not have used reflective methods to the

same extent as teacher trainees. As noted in Davis, Petish, and Smithey (2006), optimal formats for reflection have not been empirically studied, especially of in-service teachers. This study did not investigate the ways teachers find effective for personal reflection, though did find a variety of informal measures of reflection. Future studies into teacher development and reflection should investigate different formal and informal reflective methods and how effective teachers find them.

Follow up research should seek further insight into the longitudinal changes that occur over the academic year. Each participant was interviewed at the end of each semester of the school year, which I perceived to force participants to recall events that lack immediacy. A longitudinal series of more regular interviews throughout the semester should provide a clearer series of qualitative data to demonstrate how teachers are growing and changing over the course of the academic year. Future studies sampling university EFL instructors should involve a greater number of participants, ideally ten or more as in Chiang (2008). To enable external validity of future findings, samples need to be drawn from a number of universities.

Future research in this field should include both Japanese and non-Japanese participants. Based on the difficulty in controlling for experience in this study, future studies should include both experienced and inexperienced teachers. As these data describe an initial attempt to document teacher self-efficacy, further qualitative inquiry should endeavor to produce quantitative instruments for assessing a larger sample in order to provide general suggestions, and add to the current quantitative research on the field in general

(Chacón, 2005; Chiang, 2008; Tschannen-Moran & Woolfolk Hoy, 2007).

Quint Oga-Baldwin is a graduate of the Temple University Master of Science in Education program. He is currently a lecturer at Kyushu Sangyo University. His research interests include teacher and learner self-efficacy and motivation.

References:

- Ashton, P., Buhr, D., & Crocker, L. (1984). Teachers' sense of efficacy: A self- or norm-referenced construct? *Florida Journal of Educational Research*, 26, 29-41.
- Atay, D. (2008). Teacher research for professional development. *ELT Journal*, 62, 139-147.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Berwick, R., & Ross, S. (1989). Motivation after matriculation: Are Japanese learners of English still alive after exam hell? *JALT Journal*, 11, 193-210.
- Brandt, C. (2008). Integrating feedback and reflection in teacher preparation. *ELT Journal*, 62, 37-46.
- Chacón, C. (2005). Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela. *Teaching and Teacher Education*, 21, 257-272.
- Chiang, M. (2008). Effects of fieldwork experience on empowering prospective foreign language teachers. *Teaching and Teacher Education*, 24, 1270-1287.
- Clarke, A. (1995). Professional development in practicum settings: Reflective practice under scrutiny. *Teaching and Teacher Education*, 11, 243-261.
- Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *Journal of Experimental Education*, 60, 323-337.
- Collier, V. P. (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Elizabeth, NJ: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.
- Davis, E. A., Petish, D., & Smithey, J. (2006). Challenges new science teachers face. *Review of Educational Research*, 76, 607.
- Emmer, E., & Hickman, J. (1990). Teacher decision making as a function of efficacy, attribution, and reasoned action. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Evers, W. J. G., Brouwers, A. & Tomic, W. (2002). Burnout and self-efficacy: A study on teachers' beliefs when implementing an innovative educational system in the Netherlands. *British Journal of Educational Psychology*, 72, 227-243.
- Gibson, S., & Dembo, M. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology*, 76, 569-582.
- Gordon, S. C., Dembo, M. H., & Hocevar, D. (2007). Do teachers' own learning behaviors influence their classroom goal orientation and control ideology? *Teaching and Teacher Education*, 23, 36-46.

- PAC7 at JALT2008: Shared Identities
- Gu, Q., & Day, C. (2007). Teachers resilience: A necessary condition for effectiveness. *Teaching and Teacher Education, 23*, 1302–1316.
- Guskey, T. R., & Passaro, P. D. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal, 31*, 627–643.
- Jadallah, E. (1996). Reflective theory and practice: A constructivist process for curriculum and instructional decisions. *Action in Teacher Education, 18*, 73–85.
- Javornik Krecic, M., & Ivanus Grmek, M., (2008). Cooperative learning and team culture in schools: Conditions for teachers' professional development. *Teaching and Teacher Education, 24*, 59–68.
- Jesus, S. N., & Lens, W. (2005). An integrated model for the study of teacher motivation. *Applied Psychology, 54*, 119–134.
- Kettle, B., & Sellars, N. (1996). The development of student teachers practical theory of teaching. *Teaching and Teacher Education, 12*, 1–24.
- Korthagen, F., Loughran, J. & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and Teacher Education, 22*, 1020-1041.
- Lee, I. (2007). Preparing pre-service English teachers for reflective practice. *ELT Journal, 61*, 321-329.
- Marsh, H. W. (2007). Do university teachers become more effective with experience? A multilevel growth model of students' evaluations of teaching over 13 years. *Journal of Educational Psychology, 99*, 775–790.
- Mori, S., & Gobel, P. (2006). Motivation and gender in the Japanese EFL classroom. *System, 34*, 194-210.
- Reeve, J., Jang, H., Carrell, D., Jeon, S., & Barch, J. (2004). Enhancing students' motivation by increasing teachers' autonomy support. *Motivation and Emotion, 28*, 147–169.
- Roth, G., Assor, A., Kanat-Maymon, Y., & Kaplan, H. (2007). Autonomous motivation for teaching: How self-determined teaching may lead to self-determined learning. *Journal of Educational Psychology, 99*, 761–774.
- Tschannen-Moran, M., & Barr, M. (2004). Fostering student achievement: The relationship between collective teacher efficacy and student achievement. *Leadership and Policy in Schools, 3*, 187-207.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education, 23*, 944–956.
- Van Eekelen, I. M., Vermunt, J. D., & Boshuizen, H. P. A. (2006). Exploring teachers' will to learn. *Teaching and Teacher Education, 22*, 408–423.
- Wilhelm, R. W., Coward, M. F., & Hume, L. M. (1996). The effects of a professional development institute on pre-service teachers' perceptions of their intercultural knowledge and diversity. *Teacher Educator, 32*, 48–61.
- Wilson, S. M., Floden, R. E., & Ferrini-Mundy, J. (2002). Teacher preparation research: An insider's view from the outside. *Journal of Teacher Education, 53*, 190-204.

Wild, T. C., Enzle, M. E., & Hawkins, W. L. (1992). Effects of perceived extrinsic versus intrinsic teacher motivation on student reactions to skill acquisition. *Personality and Social Psychology Bulletin*, 18, 245-251.

Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology*, 82, 81-91.