EFL Pre-Service Students’ School-based Field Experience and Self-Efficacy: An Insight in EFL Teacher Education Developments
Self-Efficacy Belief

an individual’s belief in his or her capability “to organize and execute the course of action required to produce given attainments” (Bandura, 1997, p. 2).

Teacher Self-Efficacy Belief

teacher belief in their skills and ability

to undertake certain teaching tasks (Pendergast, Garvis, & Keogh, 2011)

to promote student learning (Hoy & Spero, 2005)
Why is Teacher Self-efficacy Important?

- willing to transfer skills learned during teacher training to the classroom
- commitment to teaching (Coladadrci, 1992)
- positively related to student achievement and motivation (Mojavezi and Tamiz, 2012)
- enhance a teacher’s ability to respond effectively to stressful and challenging situations (Bray-Clark & Bates, 2003)
Previous Studies on Teacher Self-Efficacy

Survey I: high self-efficacy
Survey II: lower self-efficacy (due to real contact with the complexities of the teaching profession and school context; experiencing a ‘reality shock’)

Participants having high self-efficacy might be based on the experiences & the competencies they acquired throughout their undergraduate education

One of the reason why Malaysian preservice teachers have lower self-efficacy than England and New Zealand preservice teachers is big class size

Pendergast, Garvis, & Keogh, 2011
Yüksel, 2014
Ekinci, 2012
Berg & Smith, 2014

Pendergast, Garvis, & Keogh, 2011
Yüksel, 2014
Ekinci, 2012
Berg & Smith, 2014
Teacher Self-Efficacy and Teacher Education

- Encouraging the development of teacher self-efficacy beliefs during initial teacher education (EASIER)

- Engaging in remedial action once those beliefs are formed (VS)

Imparting teaching competencies

Improving teaching self-efficacy belief

Berg & Smith, 2016

Ekinci, 2012
The Objective of this Study

investigating Indonesian pre-service students’ school-based field experience and self-efficacy before and after the school-based teaching practice is conducted.

Participants

77 Undergraduate Students (male =.... ; female = ...)

6th Semester at English Department, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat

Taking Microteaching Course
Microteaching is a 2-credits 6th semester subject which aims to provide the students with simulation on how the teaching process in the classroom is conducted.

Each student experiences teaching English about different topics in the classroom and being observed by other students as well as the lecturer.

In the microteaching class, the students’ anxiety tend to be low since the audiences of the teaching practice are their classmates.

At the end of the semester, the microteaching students are required to conduct a field-based teaching in the real classes.
Method of the Study

Descriptive approach

Using Open-ended questionnaire

Reflection on students’ field-based teaching experience

Survey

Adapting *The Teacher Sense of Efficacy Scale* (Tschannen Moran & Woolfolk Hoy, 2001); 18 items with Likert scale

3 aspects: Student Engagement, Instructional Strategies, Classroom Management
## Score intervals of teaching self-efficacy level in this study

<table>
<thead>
<tr>
<th>General self-efficacy score intervals</th>
<th>Self-efficacy levels</th>
<th>Self-efficacy score intervals for sub-scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 - 46.7</td>
<td>very low</td>
<td>6 - 15.5</td>
</tr>
<tr>
<td>46.8 - 75.5</td>
<td>low</td>
<td>15.6 - 25.1</td>
</tr>
<tr>
<td>75.6 - 104.3</td>
<td>medium</td>
<td>25.2 - 34.7</td>
</tr>
<tr>
<td>104.4 - 133.1</td>
<td>high</td>
<td>34.8 - 44.3</td>
</tr>
<tr>
<td>133.2 - 162</td>
<td>very high</td>
<td>44.4 - 54</td>
</tr>
</tbody>
</table>
FINDINGS

Students’ Field Based Teaching Experience

+ Well Preparation (media or steps of teaching)
  + Field based trip as useful pre-teaching in Teaching Practice Subject
  + The school students’ enthusiasm
  + increasing the students’ motivation to learn better and do more teaching practice

- Anxiety (microteaching & FBT)
  - Technical problem
  - Classroom management Skill (students’ behavior and big class)
  - Explanation Skill
  - Students’ English Proficiency
## FINDINGS: DESCRIPTIVE DATA

### Students' General Teaching Self-Efficacy

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Survey</td>
<td>77</td>
<td>96.47</td>
<td>20.72</td>
</tr>
<tr>
<td>Second Survey</td>
<td>77</td>
<td>94.26</td>
<td>16.53</td>
</tr>
</tbody>
</table>

**MEDIUM LEVEL**

### Students' Self-Efficacy Each Aspect

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Engagement from Survey 1</td>
<td>31.78</td>
</tr>
<tr>
<td>Student Engagement from Survey 2</td>
<td>31.52</td>
</tr>
<tr>
<td>Instructional Strategies from Survey 1</td>
<td>32.21</td>
</tr>
<tr>
<td>Instructional Strategies from Survey 2</td>
<td>31.22</td>
</tr>
<tr>
<td>Classroom Management from Survey 1</td>
<td>32.48</td>
</tr>
<tr>
<td>Classroom Management from Survey 2</td>
<td>31.52</td>
</tr>
</tbody>
</table>
## FINDINGS: Any Significance Difference between Survey 1 & 2?

<table>
<thead>
<tr>
<th>Pair</th>
<th>GSE from Survey 1 - GSE from Survey 2</th>
<th>SE from Survey 1 - SE from Survey 2</th>
<th>IS from Survey 1 - IS from Survey 2</th>
<th>CM from Survey 1 - CM from Survey 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSE from Survey 1 - GSE from Survey 2</td>
<td>1.233</td>
<td>.426</td>
<td>1.503</td>
<td>1.471</td>
</tr>
<tr>
<td>SE from Survey 1 - SE from Survey 2</td>
<td>1.221</td>
<td>.672</td>
<td>.137</td>
<td>.146</td>
</tr>
<tr>
<td>IS from Survey 1 - IS from Survey 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CM from Survey 1 - CM from Survey 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DISCUSSION

Students’ self-efficacy belief

S1 → Medium

S2 → Medium

Pandergast et al., 2011; Yüksel, 2014; Ekinci, 2012

No overestimated self-efficacy → low reality shock

Results of reflection from open-ended questionnaire

Different participants’ education level

Insufficient real teaching experience

FIELD BASED TEACHING is valued positively
Implications of the Study

Lecturers with the students should work on the factors affecting students’ self efficacy: mastery experiences, vicarious experiences, social persuasion and psychological and emotional states.

Field based teaching in Microteaching course can be applied to give students initial real teaching experience and help them to prepare themselves for the next school teaching placement.

Making reflection about positive things and problems after students’ field based teaching can be useful to maintain students’ self-efficacy.
Thank you