Assessing English Teaching Self-Efficacy and English Language Proficiency of Preservice Teachers in the Online Distance Learning

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Abstract—This literature review explores the underlying principles of English teaching self-efficacy and English language skills among emerging teachers using Bandura's (1997) socio-cognitive theory. Bandura says that self-efficacy is a sense of one's ability to do something (he was, of course, talking about teaching English). These self-efficacy beliefs have been found to affect various aspects of teacher learning, from teaching methods to classroom management to engagement in teaching. The study particularly looks at how self-efficacy in English teaching (a sense of feeling that you are competent to teach English) relates to English language competence (a teacher's mastery of English). It brings up one of its important findings: there's a strong correlation between these two variables. And the more that prospective teachers feel confident they are better at teaching English (their self-efficacy), the more they believe they can do a good job teaching English. The connection points to language learning improving at the same time as it improves teacher confidence and classroom performance. The point of this analysis is that language skill contributes enormously to teachers' self-efficacy and hence their classroom management and career outcomes. Those findings suggest that training teachers in English could lead to greater self-confidence and expertise in teaching the language, to the benefit of their students and overall educational attainment.

Keywords— Self-efficacy, English teaching, English language proficiency, pre-service teachers.

I. INTRODUCTION

The importance of teacher education in influencing the educational atmosphere is highlighted by the active global push for educational change and progress. Teachers are the conduits for any modification or transformation. Hence teacher education is critical globally (Kooy & Veen, 2012). According to the academic context, teacher learning can be defined as "an expanded involvement in the teaching process, and with this commitment, a practice of being taught in and about teaching" (Adler, 2000). Teachers are regarded as lifelong learners who constantly work to enhance their teaching abilities and serve as role models for their students (Hagger, Burn, Mutton, & Brindley, 2008).

Teachers must examine instructional techniques and institutional skills to improve their teaching (Murray, 2013). English Language Teaching (ELT) studies language education to enhance the quality of language education (Howatt & Widdowson, 2004). Due to differing sociological, political, economic, and historical circumstances, the needs for developing ELT vary by area (Mahboob & Tilakaratna, 2012).
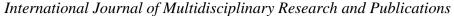
As a result, ELT professionals should develop and implement their teaching techniques and language learning regulations that are tailored to the needs of their country or region. They must understand the various issues that may arise while planning and implementing ELT projects and interventions and the strategies used to develop and implement ELT programs.

II. METHODLOGY

This study used literature review as the central research design to investigate the relationship between English teaching self-efficacy and English language skills in pre-service teachers. It wanted to synthesize the research, theories and models that had been done so far in relation to these two notions and offer a full-range of how English language skills affect teachers' self-efficacy in teaching English. The literature review approach is appropriate for this kind of study because it allows a combination of different academic perspectives and evidence from different environments. The literature searches were systematic and the review included as many studies as could be accessed from respected sources.

The most widely available academic articles, journals and books were found through electronic databases like Google Scholar, ERIC (Education Resources Information Center), JSTOR and Scopus. Also, major education institutions like UNESCO, TESOL and the British Council provided reports and white papers of interest. These keywords sported as "English teacher self-efficacy," "English language skill," "Pre-service teachers," teacher training," Bandura self-efficacy," Language instruction," and teacher philosophy. Boolean statements (AND, OR) were used to reduce or enlarge the search as required.

In order to make the review meaningful, only citations from published peer-reviewed papers, reports, and academic books over the preceding 20 years (2000-2023) were considered. Empiricist research investigating the self-efficacy and language ability or studying what makes a teacher effective at language teaching had special attention. Study designs whose aim was simply to measure general self-efficacy with no connection to teaching or linguistics were dropped. Further, articles without empirical evidence or outdated to contemporary educational practice were discarded.

III. RESULTS AND DISCUSSIONS

Language proficiency and self-efficacy

Despite some discussion about the significance of language competence in language teacher self-efficacy studies, the distinction was quite evident. This distinction does not provide for English as either a medium of instruction in schools or a subject of education in ELT programs because general proficiency ratings don't measure teachers' effective use of the language in the classroom. As a result, educators have tried to solve the problem by requiring students to complete self-efficacy assessments (Tinapay & Tirol, 2022). Swanson's work is perhaps the best-known example (2012; 2014). The Content Knowledge subscale was included in the Second/Foreign Language Teacher Efficacy Scale (S/FLTES) to recognize the relevance of language proficiency, which Swanson (2012) refers to as a self-efficacy measure. On the other hand, the four questions on the Content Knowledge subscale are more generic and have no bearing on a specific teaching methodology. According to Choi and Lee (2016), self-efficacy beliefs correspond to specific pedagogical competencies rather than topic knowledge, distinguishing basic language competency from self-efficacy as a separate entity.

According to Wyatt (2018b) and Faez and Karas (2019), general language proficiency should not be used to assess self-efficacy (2017). Classroom proficiency, according to Richards, permits self-efficacy researchers to focus on the issue of English competence and specific teacher methods (2017). As previously mentioned, task-specific self-efficacy exists (Bandura,1997). As a result, self-efficacy must be quantified, and self-efficacy researchers must examine specific instructional activities of teachers while also evaluating their competence to accomplish these tasks in English while taking language competency into account. Lee (2009) fills a gap in the research by proposing a new sub-factor called Oral English Language Use. The bulk of language competence and self-efficacy research used two measures: one for entire material and another for self-efficacy (Yilmaz, 2011).

A recent meta-analysis found a small (r=.37) association between complete material and self-efficacy (Faez et al., 2018). Studies detail this relationship between self-efficacy and actual classroom success. Despite some discussion about the significance of language competence in language teacher self-efficacy studies, the distinction is significant. This distinction does not allow for English as a medium of instruction in schools and a subject of teaching in ELT programs.

General proficiency ratings don't measure educators' clever use of the language in the classroom. As a result, instructors have attempted to address the issue by mandating that pupils complete self-efficacy evaluations. The most well-known example is Swanson's work. The Content Knowledge subscale was included in the S/FLTES to recognize the relevance of language proficiency, which Swanson (2012) refers to as a self-efficacy measure. On the other hand, the four questions on the Content Knowledge subscale are more generic and have no bearing on a specific teaching methodology (Tirol, 2022).

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Teaching Experience: Novice and Experienced Teachers

Existing research investigates how teaching experience influences instructors' self-efficacy. At first, it may not be easy to get work for novice instructors (those with fewer than three years of experience) (Valeo & Faez, 2013). The first few years of teaching can be unpleasant for those who do, serving as a wake-up call when novice teachers' utopian beliefs falter when confronted with "real" classroom conditions (Farrell, 2008a). As a result, instructor turnover in TESOL and other foreign language teaching settings remains an issue (Farrell, 2012).

Many instructors, according to Swanson, leave the field because of the multiple hurdles they face (2010). This is especially true for private-sector instructors, who frequently lack support (Borg,2008; Skinner,2002) and high-risk, low paying jobs (Priddis et al., 2013). This could be alarming given the significance of 18 teacher's first few years on the job. Early success might assist new teachers in gaining confidence in the classroom (Kanno & Stuart, 2011). Two of the primary characters in the film are Valeo and Faez (2012). Instructors' confidence in their teaching abilities may be jeopardized if they are not adequately supported or are unhappy with and concerned about their teaching (Woolfolk Hoy & Spero, 2005).

Methods for smoothing the transition to formal education have been established because these are such pivotal years. Farrell (2009), for example, offers a course to help teachers shift after teacher education to their earliest year of instruction. When starting as a teacher, it's also essential to have the right mentors rather than relying solely on samples and mistakes (Farrell, 2008). We go above and above to help new teachers gain confidence and effectiveness (Grageda et al., 2022).

Teaching Experience: Self-Efficacy of New and Experienced Teachers

According to another study, beginner instructors' efficacy beliefs are the most malleable, but their efficacy beliefs become more stable as they go beyond the novice level (Tinapay & Tirol, 2021). Academics claim that teachers' task-specific self-efficacy views shift with time (Wyatt, 2014; 2018b). Instructors' perceptions of their abilities improved after their first year of teaching (Tinapay et al, 2023). While senior New York public school teachers felt more effective experienced teachers had stronger self-efficacy. Professional instructors reported stronger self-efficacy. In contrast, many studies on language teachers have found no link between involvement and increased self-efficacy (Alemi & Pashmforoosh, 2013). Even though many studies divide teachers into two groups, the thesis' second and third experiments examine how centuries of familiarity affect instructors' self-efficacy.

Language Teacher Education (LTE)

This section looks into the effects of various language teacher education paths on instructors' self-efficacy. This part covers the fundamentals of language teacher training (LTE). The language learning and teaching specialty have grown in response to the rising demand for English studies. LTE is a behaviorist educational system emphasizing applied linguistics and highly regimented instructional approaches (Wright, 2010). Teachers were viewed as a conduit for student learning (Tinapay & Tirol, 2021). This indicates that most can learn and convey vital subjects to learners (Johnson, 2006). Instead of emphasizing what instructors needed to know and how they could be taught, they focused on what they already understood and how it affected their teaching (Tirol, 2023).

Training vs. education. Training and education have generally been maintained distinct in teacher education. According to Widdowson (1993), training provides instructors with routines, methods, and tactics that allow them to foresee upcoming challenges. Because challenges are more predictable, most activity is devoted to problem-solving. By stressing problem-solving and making it more issue-oriented, education equips instructors to deal with the unexpected. Training, on the other hand, is more focused on specific approaches (Widdowson, 1993). Some believe that as instruction grows increasingly social, the line between training and education is blurring (Burns & Richards, 2009). But this isn't always the case. The terminology "training" is not usually used during teacher education for its negative implications (Tirol et al., 2022).

The practicum. Foreign language instructors must have both academic and practical experience. Since it enables teacher candidates to practice what else they've learned in the 20 classroom in a classroom setting while being evaluated by a professional, the practicum sometimes is considered the most crucial aspect of a teacher preparation program. Although many new teachers believe internships are essential to teacher education programs, not all programs require them (Faez & Valeo, 2012). Stanley and Murray (2016); Stapleton and Shao (2016; 2013). During practicums, NNEST-specific

issues should be tackled. NNESTs completing a teacher education program outside their home country may encounter cultural and language barriers (Brady & Gulikers, 2004). Prior learning experiences of teachers may differ from primary instructors' declared teaching methodologies (Tinapay & Tirol, 2021).

Linguistic Identity. Research studies looks at how educators' linguistic identity affects their self-efficacy as educators in this part. ESL instructors are divided into two categories: innate speakers and unnatural speakers (Braine, 2010). ESL instructors are categorized into native and non-native speakers (Braine, 2010). Non-native English speakers studied and learned the language directly at some time in their lives. In contrast, native English speakers were socialized into the language by growing up in an English-speaking environment (Freeman, 2016). While these dissimilarities are helpful in some instances, Faez (2011) feels that the native/non-native dichotomy is often problematic and fails to reflect instructors' diverse language identities. The phrases "native speaker" and "native speaker" are interchangeable.

IV. CONCLUSION

This review highlights the strong relationship between self-efficacy in English teaching and English proficiency in pre-service teachers. As informed by Bandura's socio-cognitive analysis, the evidence is that teachers' sense that they are capable of teaching English reflects both knowledge of English and knowledge of it. The better their language skills become, the more assured they are to impart it, and the consequences of this have enormous ramifications for their professional performance and teaching quality. Enhancing English linguistic proficiency therefore plays a vital role, not only in teachers' learning, but in the growth and performance of the teacher in general. It's therefore a clear recommendation that focused language proficiency training is provided as part of teacher education to build the necessary competence and self-assurance for effective language teaching.

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