



---

## University Studets' Experience Of Pre-Service Studen-Teacher Teaching English Aboard: An Interview Study of A Student Exchange Program

---

**Anisa Candra Rukmana, Angga Taufan Dayu, Raudatul Haura**  
Universitas Islam Kalimantan Muhammad Arsyad Al Banjari, Indonesia  
Email Correspondence: anisacandrar@gmail.com

---

### Abstract

Educational institution carry out several programs that are able to support the developement of their students in preparation for becoming a teacher. Pre-service teacher teaching aboard is one of executable program. Through this international teaching experiences pre-service teacher gained more dynamic experience. In inquire the data, researcher used semi-structured interview to get their experience while being a pre-service teacher. This study involved 3 participants who had participated in a student exchange program. Due to pandemic situation the researcher offers to the participants to conduct interview in person or online, the result is one of participant want to in person and the remaining two are interviewed via WhatsApp chat. This research found that there were many challenges that they faced during their time as pre-service teachers, through the experience they gained during their time as pre-service teachers gave them different perspectives in teaching and increased their confidence in their self-efficacy. It concluded that their readiness, preparation, knowledge of English competence, knowledge of culture, attitudes, and ways of adapting to the new environment became the challenges for the participants while they were pre-service teachers. In addition, the new environment, new curriculum, new students and new teaching system allow them to have more experience which can increase their self-efficacy as prospective teachers.

**Keywords:** pre-service teacher, student exchange, English teaching, self-efficacy

---

**DOI** : 10.24903/bej.v3i2.784

**Received** : August 2021

**Accepted** : August 2021

**Published** : August 2021

**Copyright and License**

: **Authors retain copyright and grant the journal right of first publication** with the work simultaneously licensed under a **Creative Commons Attribution 4.0 International License** that allows others to share the work with an acknowledgement of the work's authorship and initial publication in this journal.



## **1. INTRODUCTION**

Today's world is getting narrower, everything that happens is familiar, accessible, sharable and everything is possible because of English as a global language that everyone uses to communicate. Due to the increasingly modern society as a reason, educational institutions are aware of the increasing importance of supporting language and intercultural recognition in order to keep pace with rapid social mobility. Combined with these demographic changes, the responsibilities of teachers are becoming wider; they are now seen to “extend far beyond the narrow confines of subject knowledge towards understanding and engaging with students in their social context” (Purdy & Gibson, 2008, p. 2076) Thus, it can be said that currently learning English is not only about interests and needs but it has become a tremendous pressure. For this reason, educational institutions carry out several programs that are able to support the development of their students in preparation for becoming a teacher. Pre-service student teaching aboard is one of executable program.

Point out Sutherland, Howard, and Markauskaite (2010) professional and personal development of pre-service teachers is an important factor since they will become future teachers and affect their community Lukacs (2015). Several educational institutions have multitudinous educational programs, they offer the opportunity to gain international teaching experience and recommend it. (Baker and Giacchino Baker2000; Lupi, Batey, and Turner 2012; Scoffham and Barnes 2009). Through this international teaching, pre-service teachers will get more dynamic experiences. As the program progresses, pre-service teachers will significantly change their lives and broaden their perspectives on teaching, thinking more critically about teaching approaches which in the long run will enrich them with the knowledge and experience that they must asses the suitability of foreign trends upon returning to their home country, Gu (2005) . International teaching allows pre-service teachers to observe and apply new pedagogical approaches and teaching techniques (Grossman, onkol, and Sands 2007; Grossman and Sands 2008). Therefore, it can be said that having international teaching experience will affect the self-efficacy of pre-service teachers.

Bodycott and Walker (2000), state that foreign academics face many difficulties in adapting to new institutions and new countries. Cultural shocks, logistics, unfamiliar structural and organizational arrangements, differing definitions of assessment, communication gaps, and teacher-student relationship problems are some examples. Pre-service teachers must be active learners and teachers to survive the changes they experience; they must also learn to be open-minded about cultural differences even though not all of them

are acceptable. Growth from living and teaching abroad is holistic because cognitive, personal, social, and cultural domains are involved (Alred, 2003). Professionally, participants can take advantage of opportunities in a sociolinguistic context to improve their English skills. This is a sociolinguistic challenge and not necessarily a grammatical difficulty (Williams & Case, 2015). Participants may be concerned that their students are assessing their competence based on an accent that is different from the native accent. While accents are generally not a big problem in class, making good questions and using words accurately in the right context is more challenging for them.

In short, some studies focus their research on cross-cultural and intercultural problems experienced by pre-service teachers during their teaching abroad, some studies also examine the approaches and pedagogies they use in carrying out the program while teaching there. Meanwhile, in this research, the researcher will focus on two things, namely; (1) whether their experiences as pre-service teachers in teaching English aboard will influence or even increase their self-efficacy as future teacher candidates. (2) Challenges that have been faced by the participants such as how they adjust to the norms and culture, students' responses to their arrival, and whether different socio-linguistic influences the teaching and learning process.

## **2. METHODOLOGY**

This research employs a qualitative interview study to explore the experiences of the students exchange while being pre-service teacher at Philippines. The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. This method is a valuable data collection method applicable in qualitative language pedagogy research Juraj Datko (2015). Three participants required as voluntarily in this study in which their name are under pseudonym; FL, MR and YS. According to research procedures, researcher negotiates with the participants on their willingness to conduct interviews and determine the time for conducting the research. We discuss and negotiated the project with the participants. The negotiated process is required between the researchers and participants to sustained dialogue and engagement in the entire interview process, (Widodo, 2014). In inquire the data, researcher used semi-structured interviews to get their experiences while being pre-service and teaching in English Second Language classroom. Before interviewing the participants, researcher first contacted them via WhatsApp chat and telephone to ask for their willingness to participate in this study. After they agreed, then researcher negotiated and discussed an appropriate interview time with the

two participants' spare time. One of interview conducted face to face and the others interview activities were carried out using the WhatsApp and doing conversation via chat with the participants. Harrell and Bradley (2009) assert that interviews can be conducted face-to-face or by telephone, depending on the type of research and the level of access to participants.

### **3. FINDINGS**

#### ***3.1 The challenges of pre-service student-teacher teaching exchange program***

Based on the results of the line of interview with the participants related to the challenges faced by the participants during the pre-service teacher program, the researcher found the following information:

##### ***3.1.1 Expetation of the pre-service teacher program***

Their expectations of how this program will work become a challenge for them to be ready to face things that are not what they imagined. In the interview, YS said that she had high expectations of how the program would go.

*“I had a big expectation to pass this program because I really wanted to gain knowledge, experience, even friends there and the most important thing: I wanted to visit another country and share our knowledge together.”* (YS, WhatsApp Interview, june 25, 2021)

Other participants, FL said that at first she thought it would be easy but she added that it turned out to be more difficult than she thought.

*“I thought it would be easy. Of course I know that everything has its difficulties but it turned out to be more difficult than I imagined, I thought it wouldn't be that difficult then.”* (FL, Interview, June 22, 2021)

The expectations about how the social conditions in the new place of residence and the new school they will attend are of course something that can affect how they will coexist with new things for a few weeks. In this case, FL has special expectations because at her home university she also became buddies for student exchange participants. in the interview FL told about how the reality she got was not in accordance with what she imagined. This causes FL to be more accustomed to communicating with teachers and lecturers.

*“Here, I also act as buddies when there are student exchange students, I thought the buddies there would also be partners who would accompany us for 24 hours as I usually do, but apparently not. Buddies there only accompany during class hours while those who accompany and guide at all times are the teachers and lecturers. This may be because each university has its own policies...”* (FL, Interview, June 22, 2021)

### **3.1.2 Mental preparation**

Preparing mentally is one of the challenges that the participants needs to prepare, because according to them live and teaching abroad is a new thing requires a good mental condition.

*“The first, of course, is mental because we will live and teach in a foreign country.”* (FL, Interview, June 22, 2021)

*“... I don't forget to always take care of my health and try not to be stressed”* (MR, WhatsApp interview, June 24, 2021)

### **3.1.3 Material preparation**

FL said that the subject matter there was different from what she studied in Indonesia, for example, she added that in 9th grade in Indonesia, the material taught was grammar and types of text, while in 9th grade where she taught in the Philippines, the material taught was English literature.

*“... The second is the material, because the country that will be visited at that time is the Philippines and as we know that the Philippines is a country that uses English as a second language, the school subject matter is clearly different. For example, at that time I taught 9th grade students, at this level in Indonesia students are still learning about grammar and types of text, but in the Philippines at this stage they have learned about English literature. Grammar lessons in the Philippines have been taught since elementary school so that in the current class they have learned about critical thinking.”* (FL, Interview, June 22, 2021)

MR added that she was also looking for and studying the materials and curriculum she would teach while she was a pre-service teacher, she even looked for references through her seniors.

*"I looked up to the kinds of learning material of Philippines students including their curriculum. I also asked my seniors who joined the program about what they taught to the students there."* (MR, WhatsApp interview, June 24, 2021)

#### **3.1.4 Teaching method used**

Because the subject matter is different, the teaching method is also clearly different, the teaching method used by the teacher must be in accordance with the conditions of student activity in the class.

*"Visualizing and Prediction & Retelling"* (FL, Interview, June 22, 2021)

*"I did the Direct method during my teaching for whole time because they can understand my explanation and instructions."* (MR, WhatsApp interview, June 24, 2021)

*"Actually before I teach the students, we should observe our critic teacher first. After that I followed her with the same method: HOTS (Higher Order Thinking Skill)".* (YS, WhatsApp Interview, June 25, 2021)

#### **3.1.5 Social-knowledge preparation**

MR said that finding out references about social life there will let them know what they should do.

*"Of course, I looked for references from the experiences of my seniors who at that time had already done the program, such as how life was there, some manners and habits that should and should not be done, common issues to avoid, and information about food".* (FL, Interview, June 22, 2021)

*"Of course, it's an important thing that you should know before going abroad. Thus, you know what to do there."* (MR, WhatsApp interview, June 24, 2021)

#### **3.1.6 Communicating with local people**

FL talked about how the Filipino accent they used when speaking in English made it difficult for her and several other participants to understand what was being said.

*"Communication problems occur for some people, because there they speak English using a Filipino accent so some words sound different and need to be repeated several times to understand what they are saying."* (FL, Interview, June 22, 2021)

#### **3.1.7 Language problem**

Language problems caused a misunderstanding during this program took place at that time. In the interview, FL said that she had an incident where she almost ate pork because in the Philippines people used to call "pork" with "beef".

*"Yes I have. In the Philippines there is no difference in the pronunciation between "beef" and "pork", both are commonly called "beef". Because there was a misunderstanding when we ate with my friend eating "pork" because the committee said it was "beef" which in fact is "pork"."* (FL, Interview, June 22, 2021)

MR also stated that she had problems with students who were not very fluent in English, so she had to ask buddies for help to explain back to the student what she had explained.

*"Yes, I have. It was to the students whose still lack of English fluency. I asked my buddy to give my explanation to the students who got difficulties to comprehend during the teaching learning program."* (MR, WhatsApp interview, June 24, 2021)

### **3.1.8 Culture shock**

Culture shock is something that is always and definitely felt by everyone who comes to a new area. this culture shock was also felt by the participants. FL said that the language gap was one of the culture shocks she felt where the Filipino accent they used when speaking English made it difficult for them to understand what the other person was saying.

*"Easily asked about things that I think are private. The most noticeable culture shock was the language gap, which is their habit of using Filipino accents when speaking English, which made it difficult for me and my friends to understand what they were saying."* (FL, Interview, June 22, 2021)

MR also added about the habit of taking photos of everything. While for YS the weather and climate conditions were the only cultural shocks for him.

*"They usually take pictures for every moment."* (MR, WhatsApp interview, June 24, 2021)

*"I think it's just about the unconditional weather in Baguio. When my Indonesian friends and I arrived there, we were so surprised because it cold, rain, and fog day. So, i couldn't see anything there clearly."* (YS, WhatsApp Interview, june 25, 2021)

### *3.2 The effect of pre-service teacher student teaching for teachers' self-efficacy*

FL explained that the school system where she teaches requires students to give criticism and suggestions to the teacher after class is over. FL added that the reviews given by students really helped her to improve the quality of teaching every day.

*“Really impacted, because in my case the school system requires students to review every teacher after teaching, so after class the teacher can read the results of student reviews such as; the teacher talk more than explains, the teacher's writing is too small, and so on. Through this I can improve my teaching method every day.”* (FL, Interview, June 22, 2021)

MR added that she felt challenged to improve her teaching skill due to become a student-centre because her job as a teacher was only as a facilitator.

*“Truly does. I need to have more insights to teach my students due to this modern era where everyone can find anything on internet. I need to challenge myself to have more student-centered in my class as I am just the facilitator.”* (MR, WhatsApp interview, June 24, 2021)

The participants admitted that their teaching skills had improved after going through many things they faced with the aim of becoming pre-service.

*“Yes absolutely, because the education system is more advanced and the subject matter is more difficult to make me learn more.”* (FL, Interview, June 22, 2021)

*“Certainly, this program made me to be more confident when in front of the class”* (YS, WhatsApp Interview, June 25, 2021)

Immediately, in an interview, FL said that there was a difference between teachers who had attended the pre-service teacher program and teachers who had not.

*“... it must be admitted that the pre-service teacher has several advantages such as; more experience with more difficult levels of challenge, superior in English language skills because they have practiced it during the program, and depends on the concern.”* (FL, Interview, June 22, 2021)

YS also added about their experience in communicating and getting more knowledge about the teaching methods they got while being pre-service teachers. MR emphasizes it by saying that someone with experience is more valuable.

*“There must be some difference. Not too conspicuous, though. For examples: the uses of different teaching methods such as techniques, media, etc. Then, perhaps for a pre-service student abroad, they would use much English at class. And over all just like all the other teachers”* (YS, WhatsApp Interview, June 25, 2021)

*“Yes. You know someone with experience is more valued and driven.”* (MR, WhatsApp interview, June 24, 2021)

#### 4. DISCUSSION

##### 4.1 Pre-service teacher participants experienced several challenges while participating in this program, starting from its preparation to the time of its implementation.

Based on the findings described above, the researcher found that the challenges faced by pre-service teacher student teaching participants were as follows:

- a. Everyone will surely imagine the things that might happen when they are about to do something. It is the same with the participants who put their expectations on this program. They imagine things that sometimes do not match their expectations. In addition to regulations and policies, international teachers must be well versed in relevant school curricula, pedagogical foundations, and objectives, Sierra and Lopera (2020). Assessment is also a serious problem because students in host countries often have different expectations from international teachers. Regarding intercultural issues, both linguistic and paralinguistic elements [body language, gestures, and facial expressions] are very important in the process of communicating with society in general (Byram et al, 2009).
- b. Finding references about culture and social life in a country that we are going to visit is of course very important, especially since the participants will live there for several weeks. Knowing basic things such as culture, weather/climate and social life in the Philippines will be very helpful to guide them so that they know what they should and should not do as an outsider. Differences in social norms make it difficult for them to socialize in the host country, Sierra and Lopera (2020). It can be defined by a willingness to engage in different behaviors once they are identified and can be understood as the process of demonstrating acceptance of new or different ideas, points of view, and experiences. This is an important ability to

- understand the rules and values of other cultures and to deal with them in an effective way, Gülten Genç (2018).
- c. Looking for references about the teaching system that applies there is an important thing that participants must prepare so they are not overwhelmed when they are introduced and know what to do to teach. In addition, looking for references and preparing subject matter materials is also very important so that they know what they are going to teach, because considering that English is a second language in the country they assigned to, of course the subject matter is different from their home country in general. Growing disparities are related to culture shock, school system logistics, and communication, Hutchison and Jazzar (2007). Furthermore, Sierra and Lopera (2020) state that in addition to regulations and policies, international teachers must master the curriculum, pedagogical foundation, and related school objectives.
  - d. In the country they will visit, they have the status of outsiders which of course will face many new things, such as new people, new culture, new habits, new students, new teaching materials, teaching methods and others. To deal with it, participants must have a good mentality so that they do not feel depressed and even depressed. Mental is included in the things they have to prepare before teaching abroad considering that there they can't rely to anyone but themselves. Intercultural sensitivity is an affective dimension of intercultural communication competence which refers to a person's emotional desire to acknowledge, appreciate, and accept cultural differences. This dimension includes six components: self-esteem, self-monitoring, empathy, open-mindedness, non-judgment, and social relaxation. Intercultural dexterity is a behavioral dimension of intercultural communication competence which refers to an individual's ability to achieve communication facilitating communication with outsiders. Individuals who are tolerant of ambiguity seek ambiguity and enjoy it; they have mental flexibility, less rigid defenses and more psychological openness, can cope with the discomfort of ambiguous situations long enough to find appropriate solutions and/or interpretations thus excelling in the performance of ambiguous tasks, Gülten Genç (2018).
  - e. Every country has a distinctive accent, including the Philippines. This distinctive accent was a bit of a problem for some of the participants because they had

difficulty listening to what their interlocutor was saying. The habit of local people speaking English with a Filipino accent creates a language gap that makes one of the participants occasionally ask for repetition of what the other person is saying. Even so, the other 2 participants had no problem with this. Various foreign accents, expressions, idioms, silences, spellings, and types of body language can interfere with the communication process (Ephratt, 2011; Mancini-Cross et al, 2009). Hutchison and Jazzar (2007) stated that the communication gap between educators and students may be caused by the use of different expressions and accents.

#### **4.2 Their experience of teaching abroad as pre-service teachers gives them experience and lessons that make them have a mature sense of self-efficacy beliefs.**

As participants of the student exchange program who will then be assigned as pre-service teachers abroad, they have certainly prepared many things that can support their activities during the program, such as participating in training held by campuses, seeking references on social and cultural life in the Philippines, the school system, actively studying the curriculum, and learning methods. All of these things they must master so that they can carry out their duties well as pre-service teachers who represent the university and their country. With national efforts to improve teacher preparation through focused coursework and more intensive classroom experiences, it is important to understand the true benefits of student teaching on the ability of pre-service teachers to perform in class and ultimately the achievement of their future students, Brown et al (2019). she also stated that increasing the sense of efficacy and teaching readiness of pre-service teachers through real-world experiences in schools such as those related to student teaching can lead to the development of high-quality teachers.

In the process of preparation, the participants learn more and try harder. When they carry out activities as pre-service teachers they can feel the difference in the quality of teaching and learning between students in the Philippines and in Indonesia. They found things that they rarely find in Indonesian schools such as the number of students who are active in learning without coercion, a more efficient teaching system, new learning methods, partners exchanging opinions (teachers, lecturers and buddies). it makes them learn more and have broader knowledge. In addition, their status as newcomers to the host country makes them have to muster up confidence in their ability to teach and communicate with local residents whose status is English as a second language. Currently,

there is a lack of research on whether preservice teachers' perceptions of readiness lead to actual readiness in the classroom. On the other hand, several studies have shown a relationship between feelings of readiness and an increased sense of teaching success (Anderson and Stillman 2013; Caires, Almeida, and Vieira 2012; Darling Hammond, Chung, and Frelow 2002; Henson, Kogan, and Vacha-Haase 2001). It is important to investigate how preservice teachers feel about how prepared they are after their student teaching experience, Brown et al (2019). The experiences they experience during the program automatically increase their self-efficacy as future teacher candidates. In addition, teachers with a high sense of teaching efficacy have been shown to be more resilient in their teaching and tend to try harder to help all students reach their potential, Pendergast, Garvis, and Keogh (2011). Teacher preparation programs and in particular the experience that preservice teachers have in the classroom are important in developing teaching effectiveness and performance (Brown et al 2015; Lee et al. 2012; Ronfeldt 2015; Ronfeldt and Reininge, 2012).

## **5. CONCLUSION**

First, considering that participants not only come and go but also stay for several weeks there, moreover the task they will carry out during the program is pre-service teacher. Not to mention, the status of English in the country where they work is a second language. So far there are so many challenges they have to face; starting from participating in the training provided by the faculty where they will be trained in their English language skills and monitored for their behavior for several days; find out about the school system and curriculum taught in the Philippines and then study it; looking for references on socio-cultural life to find out what can and cannot be done; adapting to the new school and living environment; language gap that makes their communication less fluent; different English terms; culture shock such as the striking attitude of some local people, speaking style; the weather is different from the country of origin.

Second, all the processes that have been carried out by the participants, both preparation and implementation of the student exchange program, have made them have more knowledge and broader references. Moreover, their experience as pre-service teachers interacting using English, exchanging opinions with new people, teaching new students with new teaching methods in accordance with the applicable curriculum will make it possible for them to become more qualified teachers because these things will make them more qualified.

participants are more confident in their self-efficacy. self-efficacy is an individual's expectation that people can carry out the behaviors necessary to produce stated outcomes. Teachers must have confidence in their abilities because they will teach and are responsible for every action they take when teaching their students, this is why teachers must have self-efficacy. In this case, their experience as pre-service teachers will greatly help them increase their confidence in their self-efficacy. This does not mean that prospective teachers who do not participate in the pre-service teacher program have no guarantee of their teaching abilities, but people who have been abroad have more knowledge about politics and social interactions, and they show more talent in personal development than people who have not been abroad. (Serin, 2017).

## 6. REFERENCES

- [1]A. Ateşkan, "Pre-Service Teachers' Cultural and Teaching Experiences Abroad", *Journal of Education for Teaching*, vol. 42, no. 2, pp. 135-148, 2016. Available: 10.1080/02607476.2016.1144634.
- [2]A. Brown, J. Myers and D. Collins, "How Pre-Service Teachers' Sense of Teaching Efficacy and Preparedness to Teach Impact Performance During Student Teaching", *Educational Studies*, vol. 47, no. 1, pp. 38-58, 2019. Available: 10.1080/03055698.2019.1651696.
- [3]A. Medina, J. Hathaway and P. Pilonieta, "How Preservice Teachers' Study Abroad Experiences Lead to Changes in Their Perceptions of English Language Learners", *Frontiers: The Interdisciplinary Journal of Study Abroad*, vol. 25, no. 1, pp. 73-91, 2015. Available: 10.36366/frontiers.v25i1.346.
- [4]B. Moorhouse and G. Harfitt, "Pre-Service and In-Service Teachers' Professional Learning Through The Pedagogical Exchange of Ideas During a Teaching Abroad Experience", *Asia-Pacific Journal of Teacher Education*, vol. 49, no. 2, pp. 230-244, 2019. Available: 10.1080/1359866x.2019.1694634.
- [5]C. Harsch and M. Poehner, "Enhancing Student Experiences Abroad: The Potential Of Dynamic Assessment to Develop Student Interculturality", *Language and Intercultural Communication*, vol. 16, no. 3, pp. 470-490, 2016. Available: 10.1080/14708477.2016.1168043.

- [6]G. Genç, "Are Turkish EFL Pre-Service Teachers Ready to Manage Intercultural Challenges?", *Intercultural Education*, vol. 29, no. 2, pp. 185-202, 2018. Available: 10.1080/14675986.2018.1429790.
- [7]G. Malandrakis, "Influencing Greek Pre-Service Teachers' Efficacy Beliefs and Self-Confidence to Implement The New 'Studies For The Environment' Curricula", *Environmental Education Research*, vol. 24, no. 4, pp. 537-563, 2017. Available: 10.1080/13504622.2016.1272672.
- [8]H. Uzunboylu and G. Selcuk, "Pre-Service Teachers' Self-Efficacy Beliefs in The Context of Teacher Education Program", *The Anthropologist*, 24(3), pp.778-787. 2016. Available: 10.1080/09720073.2016.11892074
- [9]H. Widodo, "Interview Data Transcription", *Academia.edu*, 2021. [Online]. Available: [https://www.academia.edu/7751896/Interview\\_Data\\_Transcription](https://www.academia.edu/7751896/Interview_Data_Transcription). [Accessed: 21-Sep- 2021].
- [10]I. Han, W. Shin and Y. Ko, "The Effect Of Student Teaching Experience and Teacher Beliefs on Pre-Service Teachers' Self-Efficacy And Intention to Use Technology in Teaching", *Teachers and Teaching*, vol. 23, no. 7, pp. 829-842, 2017. Available: 10.1080/13540602.2017.1322057.
- [11]N. Ospina and S. Medina, "Living and Teaching Internationally: Teachers Talk about Personal Experiences, Benefits, and Challenges", *Journal of Research in International Education*, vol. 19, no. 1, pp. 38-53, 2020. Available: 10.1177/1475240920915013.
- [12]R. Trilokekar and P. Kukar, "Disorienting Experiences during Study Abroad: Reflections of Pre-Service Teacher Candidates", *Teaching and Teacher Education*, vol. 27, no. 7, pp. 1141-1150, 2011. Available: 10.1016/j.tate.2011.06.002.
- [13]Z. Koçoğlu, "Emotional Intelligence and Teacher Efficacy: A Study Of Turkish EFL Pre-Service Teachers", *Teacher Development*, vol. 15, no. 4, pp. 471-484, 2011. Available: 10.1080/13664530.2011.642647.