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Pre-service Teachers' Self-Efficacy Beliefs in Teaching Refugee Background Students at Turkish Public Schools

Tuba Yilmaz 

Necmettin Erbakan University, TURKEY

Yong-Jik Lee 

Woosuk University, SOUTH KOREA

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Abstract: The number of school-aged refugee background children on Turkish soil was estimated to be over 2 million in 2022. Acknowledging the importance of quality education for these children to achieve equity in Turkish-only public schools, this study examined pre-service teachers' self-efficacies in teaching refugee-background students (RBS). Data were collected from 437 pre-service teachers studying at eight different teacher education programs via the adopted Teachers' Sense of Efficacy Scale (TSES) and analyzed with the Tukey multiple comparison test. The findings revealed that pre-service teachers rated low self-efficacies in teaching the RBSs. A comparison of mean scores based on the programs indicated that pre-service teachers in the early education programs scored the lowest self-efficacy while the pre-service teachers in Physical Education programs scored the highest. Moreover, the self-efficacies of bilingual pre-service teachers differed significantly from monolingual Turkish proficient pre-service teachers implying a positive correlation between pre-service teachers' self-efficacies and bi/multilingualism. Lastly, senior pre-service teachers rated higher self-efficacies than freshmen, junior, or sophomore pre-service teachers. The study implied a need for culturally and linguistically responsive pedagogies and differentiated instruction in the teacher education curriculum to prepare pre-service teachers better for the RBSs in Turkish public schools.

Keywords: *Refugee-background student education, culturally and linguistically diverse populations, teacher education, teacher self-efficacy.*

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Introduction

Syrian refugees started crossing the Turkish borders in 2011 to escape the Syrian civil war and find safe shelters. Statistics showed that the total number of Syrian refugees with temporary status in Turkey was approximately 3.75 million, comprising 4.38% of Turkey's total population (Association of Refugees, 2023). Almost half of this population (over 1.78 million) were younger than 18 years old and of school age. However, the Turkish Ministry of National Education (TMoNE) reported that only 686.581 (63,23%) of this young refugee population were enrolled in K-12 schools in 2019 (Promoting Inclusive Education for Kids in the Turkish Education System, 2019). Moreover, as refugee background students (RBSs) moved to an upper level of education, their school dropout rates increased dramatically (TMoNE, 2022).

Researchers interviewed or surveyed students, teachers, and principals at Turkish public schools where RBSs were highly populated to understand RBSs' experiences (Aydin & Kaya, 2019; Dilek et al., 2018; Taşkın & Erdemli, 2018; Yiğit et al., 2021). They reported that RBSs demonstrated low academic success mainly due to insufficient teacher pedagogies and a lack of linguistic and cultural accommodations in instructions (Bozkırlı et al., 2018; Taşkın & Erdemli, 2018). Moreover, teachers, students, and parents' stereotypes about RBSs, RBSs' low levels of academic readiness, and negative peer relationships influenced RBSs' smooth transitions to Turkish public schools and caused integration problems (Yiğit et al., 2021). Finally, centralized curriculum and classroom materials stayed limited in meeting RBSs' linguistic and academic needs and creating an inclusive learning environment (Arslan & Ergul, 2022; Kardeş & Akman, 2018; Taşkın & Erdemli, 2018).

The studies that specifically focused on the impact of teacher practices on RBSs' academic experiences revealed that teachers often experienced communication problems with the RBSs due to their limited Turkish proficiencies and, thus, failed to deliver the content effectively (Ekin & Yetkin, 2021; Kaysılı et al., 2019). Moreover, they experienced difficulties

* Corresponding author:

Yong-Jik Lee, Woosuk University, Jeollabuk-do, South Korea. ✉ fhlyongko@naver.com

in building background knowledge due to the RBSs' cultural differences (Atalay et al., 2022). Finally, teachers expressed that RBSs received limited academic support from their parents at home due to linguistic barriers (Ergen & Şahin, 2019).

To increase teachers' efficiencies in teaching RBSs and RBSs' academic success, in-service teachers were offered training such as psycho-education or multicultural education training by the TMoNE (2022) and international projects (e.g., Erasmus projects such as REFUGEEClassAssistance4Teachers). However, these initiations could slightly increase teachers' self-efficacies or RBSs' school achievement (Ekin & Yetkin, 2021). We believe that pre-service teachers also need training in teaching RBSs so that the training can have wider and longer impacts and increase equity in the Turkish education system. To determine the skills taught in such a training, there is a need to explore the skills that pre-service teachers feel less confident in teaching RBSs. Since the literature stayed limited to offering ideas for the contents of such training in the Turkish context, this study aimed to identify the skills that pre-service teachers felt were inefficient by examining their self-efficacies.

Literature Review

In 2011, Turkey embarked on an "open door" policy to support Syrian refugees escaping the civil war. Although refugees found safe shelters in Turkey, they initially lacked accessing some essential services such as education (İşigüzel & Baldık, 2019; McCarthy, 2018). In October 2014, the Turkish Government passed the temporary refugee protection act, allowing Syrian RBSs to access free education in Temporary Education Centers (TECs) located in or outside the refugee camps. In addition, a modified Syrian curriculum was implemented, and the Arabic language was determined as the medium of instruction in TECs (Seydi, 2013).

Although TECs met refugee background students' (RBSs) basic educational needs, they were insufficient to facilitate the cultural, linguistic, and social integration of RBSs into mainstream society because RBSs were segregated from the Turkish student population in TECs (McCarthy, 2018). Thus, the TMoNE enacted a new policy in 2016, allowing RBSs to enroll at Turkish public schools under Circular 2014/2132 when they presented a 'Foreigner ID' (İşigüzel & Baldık, 2019; McCarthy, 2018). After this policy change, the RBS population increased considerably in Turkish public schools. However, the studies reported that equity was still not established for RBSs because "top-down decisions in a centralized educational governance were not able to meet the micro realities of the field due to the unpreparedness of school administrators and teachers" (McCarthy, 2018, p. 236).

An analysis of RBSs' experiences in public schools indicated that the major roadblock in teaching RBSs was the communication problem between teachers and RBSs (Arslan & Ergul, 2022; Atalay et al., 2022; Bozkırlı et al., 2018; Ekin & Yetkin, 2021; Ergen & Şahin, 2019; Kaya & Ok, 2021; Kocak et al., 2021; Yiğit et al., 2021). Teachers expressed that they struggled to build background knowledge, deliver the content, explain the activity instructions, and clarify the confusing items due to RBSs' limited Turkish proficiencies (Ergen & Şahin, 2019; Kaya & Ok, 2021; Yiğit et al., 2021). Language also became a barrier to parent-teacher interactions, peer interactions, and parental academic support at home (Arslan & Ergul, 2022; Tümkaya & Çopur, 2020; Yiğit et al., 2021). Finally, teachers noted that linguistic limitations created social problems among RBSs and Turkish students since they hindered empathy, solidarity, and integration in the classrooms (Kaysılı et al., 2019; Kocak et al., 2021; Yiğit et al., 2021).

To overcome the language problems and increase RBSs' academic success in Turkish public schools, teachers need to position RBSs' linguistic diversity as a resource rather than a problem. Moreover, they need to accommodate their instructions based on RBSs' Turkish proficiency levels through culturally and linguistically responsive pedagogies and differentiated instructions. Teacher education programs offered pre-service teachers multicultural or inclusive education courses to train teachers on these issues. However, teachers' self-efficacies in teaching RBSs were still found to be considerably low (Alpaydın, 2017; Arslangilay, 2018; Ekin & Yetkin, 2021; Kardeş & Akman, 2018; Kotluk & Kocakaya, 2020; Kubilay & Kılıç, 2019). This result implied an urgent need for more training in teaching RBSs in teacher education programs. Therefore, this study explored pre-service teachers' self-efficacies in teaching RBSs to understand better pre-service teachers' pedagogical needs to teach RBSs in Turkish public schools effectively.

Theoretical Framework

Bandura (1977) defined self-efficacy as people's belief in their ability to control their functioning and events that affect their lives. In other words, "it is a motivational construct based on one's perception of competence rather than the actual level of competence" (Romijn et al., 2020, p. 59). In education, self-efficacy is defined as "a teacher's belief in his or her capability to organize and execute courses of action required to accomplish a specific teaching task in a particular context successfully" (Tschannen-Moran et al., 1998, p. 233). Teachers' self-efficacy can influence how they act in the classroom, make pedagogical decisions, and interact with their students (Nguyen et al., 2022; Pintrich & Schunk, 1996). The literature showed that teachers with high levels of self-efficacies felt confident in their teaching abilities, creating a welcoming learning environment for all students, ensuring all students' academic achievement, and having high expectations from all their students (Çubukçu, 2008; Paneque & Barbeta, 2006).

Bandura's self-efficacy theory is often used to determine the gaps in teacher education programs and offers suggestions for policy and curricular changes to promote teaching culturally and linguistically diverse students in public schools

(Carbonneau et al., 2022; Cho et al., 2020; Vidwans & Faez, 2019). For example, Cho et al. (2020) examined pre-service teachers' self-efficacies in teaching English language learners in the USA. They revealed that the pre-service teachers often experienced communication problems with English language learners in their classrooms at practicum. Thus, they suggested the involvement of more inclusive pedagogies such as multicultural education or differentiated instruction in the U.S. teacher education curriculum to train pre-service teachers better in communication strategies with limited English proficient students. As a result, an analysis of pre-service teachers' self-efficacies can have strong implications for improving pre-service teachers' capabilities in teaching culturally and linguistically diverse students.

Methodology

This descriptive quantitative study examined pre-service teachers' self-efficacy levels in teaching RBSs at Turkish public schools. It also explored whether their perceived self-efficacies differed based on their programs, grade levels, and English proficiency levels. Thus, it sought answers to the following question:

How do pre-service teachers perceive their self-efficacies in teaching RBSs based on their program/major, English language proficiency, and grade level?

Instrumentation and Procedure

This study used surveys as data collection tools. The survey was designed as a 5-point rating scale with 16 items about efficacy in instructional strategies. The survey, drawn from the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001), was modified to fit the Turkish context and delivered to the participants in Turkish. It involved items regarding teaching to RBSs at various Turkish proficiency levels based on practices of multicultural education and differentiated instruction. Participants' scores ranged between 16 and 80. After confirming the modified survey's validity through peer and pilot participants' feedback, we tested the survey's reliability with Cronbach's alpha coefficient test. The Cronbach's alpha coefficient was found to be .756 for the instrument and reported in Table 1.

Table 1. Reliability Statistics of the Survey

Factor	Question Number	Number of Questions	Cronbach's α
Self-efficacy in teaching RBSs	Q1-16	16	.756

Data Collection and Analysis

After obtaining the ethical approval for the study, we distributed the survey to the volunteer participants in the Spring and Fall semesters of 2021. Completing the survey took approximately 5-10 minutes for the participants. The data analysis process included two steps—the first analysis aimed to reveal the mean self-efficacy scores. In the first step, all 16 items were analyzed with descriptive statistics, and the average means were found and described. In the second step, we checked if the responses for each factor level had a normal population distribution, the distributions had the same variance, and the data were independent. After we ensured that we met primary assumptions, we compared the individual means to understand the variances in means by program type, grade level, and language proficiency using the Tukey multiple comparison test.

Research Context

This study was conducted at a public university in Konya, one of the metropolitan cities of Turkey. The centralized curriculum of the teacher education program at the university did not involve any specific courses that prepare pre-service teachers to teach the RBS population in Turkish public schools. However, pre-service teachers were offered some courses, such as inclusive education or comparative education, in which they briefly discussed the reality of RBSs in public schools.

Konya was the 9th province hosting the country's largest Syrian refugee population. Recent statistics reported that Konya hosted 123.601 Syrian refugees, comprising 5.2% of its total population, in 2022 (Association of Refugees, 2023). Konya municipality, the provincial directorate of national education, and the governorship participated in several projects to support Syrian RBSs' education in Konya. Konya municipality also taught Turkish as a second language to refugee adults in public education centers. However, the studies conducted in Konya revealed that RBSs in Konya often demonstrated low school achievement, behavioral disorders, and psychological problems in schools, and teachers often stayed inadequate to remedy these problems and meet RBSs' psychological and academic needs (Gürel & Büyüksahin, 2020).

Participants

This study recruited 437 pre-service teachers studying in different teacher education programs at a public university in Konya. The specific information of the study participants is reported in Table 2.

Table 2. Participant's Personal Information

Distribution		Frequency(n=437)	Percentage(%)
Age	18-25	416	95.2
	26-35	21	4.8
Program	English language teaching	188	43.0
	Turkish language arts	35	8.0
	Elementary education	14	3.2
	Science education	16	3.6
	Social studies education	16	3.6
	Math education	27	6.1
	Music education	8	1.8
	Physical education	12	2.7
	Early childhood education	32	7.3
	Psychological counseling and guidance	35	8.0
	Others	54	12.3
Grade Level	Freshman	32	7.3
	Sophomores	105	24.0
	Juniors	172	39.3
	Seniors	128	29.2
English Language Proficiencies	None	11	2.6
	Beginner	159	37
	Intermediate	161	37.4
	Advanced	99	23
Training for teaching RBS	Exist	65	14.8
	Not exist	372	85.2
Previous interactions with RBSs	Exist	213	48.7
	Not exist	224	51.3

95.2% of the participants (n=416) were between the ages of 18 and 25, while 4.8 % (n=21) were between the ages of 26 and 35. Most participants (n=188) studied in the ELT program. The other programs involved in the study were early childhood education (n=32), psychological counseling and guidance (n=35), elementary education (n=14), math education (n=27), social studies education (n=16), physical education (n=12), Turkish language arts (n=35), music education (n=8), science education (n=16) and other teachers education programs such as geography teaching, history teaching, biology teaching, art teaching, German language teaching and special education (n=54).

Participants' grade levels also varied. For example, 7.3 % of the participants (n=33) were freshmen, 23.9% of the participants (n=106) were sophomores, 39.2% of the participants (n=172) were juniors, and 29.7% of the participants (n=128) were seniors. Moreover, study participants' English language proficiencies were explored. 60.4% of the participants could speak English at the intermediate or advanced levels, while 37% could speak English at the beginner level.

Finally, the survey involved some items in understanding the participants' backgrounds. The item that explored participants' reflections on the training they received in their current teacher education programs indicated that 85.2% of the participants stated that they had not received any training/course about teaching RBSs during their undergraduate studies. In comparison, 14.8% of the participants said they took some courses that included information about teaching RBSs. Furthermore, the courses they received (e.g., comparative education, language teaching approaches, psychology of education, sociology of education) did not center on teaching RBSs but integrated the topic into the existing curriculum. Lastly, the item that explored participants' previous interactions with RBSs showed that the rate of participants who indicated having interaction with an RBS before (48.7%) was very close to the rate of the participants who indicated having no interaction with any RBSs before (51.3%). The cases of interactions involved social interactions, tutoring, academic interactions (classmates), and teaching them at the practicum schools.

Results

This study explored how efficient the pre-service teachers felt in teaching RBS in Turkish-only public schools. The data analysis showed that only 14.6% of the pre-service teachers perceived high self-efficacy, while 24.4 % perceived low self-

efficacy in teaching Syrian RBSs. On the other hand, 60.8 % of the participants were undecided because they had had no opportunity to experience teaching RBSs (see table 3).

Table 3. PSTs' Self-Efficiency in Teaching Syrian Students

Efficiency	Frequency(n=437)	Percentage(%)
Not efficient	107	24.4
Undecided	266	60.8
Efficient	64	14.6

When the pre-service teachers were asked to rate their self-efficacies in teaching RBSs at different Turkish proficiency levels, it was found that the pre-service teachers had very low or low self-efficacy in teaching beginner-level Turkish-speaking RBSs ($2.75 \pm .847$). In contrast, the pre-service teachers had very high self-efficacies in teaching advanced-level Turkish-speaking RBSs ($4.52 \pm .753$). In addition, pre-service teachers had moderate self-efficacies in teaching low-intermediate and high-intermediate Turkish-speaking RBSs ($3.52 \pm .816$). This result indicated that teachers' self-efficacies increased as the RBS' Turkish proficiencies increased.

Table 4. Descriptive Statistics for PSTs' Self-Efficacies in Teaching RBSs

Question	M	SD
1. Your self-efficacy in teaching RBSs with no Turkish proficiency	2.03	.932
2. Your self-efficacy in teaching RBSs with beginner-level Turkish proficiency	2.75	.847
3. Your self-efficacy in teaching RBSs with intermediate-level Turkish proficiency	3.52	.816
4. Your self-efficacy in teaching RBSs with advanced-level Turkish proficiency	4.52	.753
5. Your self-efficacy in teaching RBSs at different Turkish proficiency levels	2.78	.846
6. Your self-efficacy in asking appropriate higher-order thinking questions to RBSs at different Turkish proficiency levels	2.61	.882
7. Your self-efficacy in preparing differentiated lesson plans for RBSs at different Turkish proficiency levels	2.81	.889
8. Your self-efficacy in designing appropriate assessments tools for RBSs at different Turkish proficiency levels	2.90	.945
9. Your self-efficacy in differentiating learning-disabled Syrian students	2.86	.944
10. Your self-efficacy in challenging high-achieving RBSs	2.57	.920
11. Your self-efficacy in involving RBSs' cultures in your activities	2.78	1.032
12. Your self-efficacy in using RBSs' mother language in your teaching	2.19	.962
13. Your self-efficacy in differentiating your activities for RBSs at different Turkish proficiency levels	2.84	.900
14. Your self-efficacy in facilitating RBSs' Turkish language learning in your class	3.03	.944
15. How much do you trust your college education to teach Syrian students?	2.44	1.003
16. Your self-efficacy in providing psychological help to traumatized RBSs	2.88	1.137

The survey also questioned the pre-service teachers' perceived self-efficacies about implementing culturally and linguistically responsive pedagogy practices. The findings indicated that the pre-service teachers rated the lowest self-efficacy in involving RBSs' mother language in teaching ($2.19 \pm .962$). On the other hand, the pre-service teachers perceived the highest efficacies in facilitating RBSs' Turkish learning ($3.03 \pm .944$). In addition, the pre-service teachers had moderate-level self-efficacies in involving students' cultures in classroom discussions (2.78 ± 1.032), providing psychological support (2.88 ± 1.137), and engaging students ($2.84 \pm .900$).

Finally, the survey included questions exploring pre-service teachers' self-efficacies in designing differentiated instruction for RBSs to ensure their academic learning/success. The analysis indicated that the pre-service teachers had the lowest self-efficacy in challenging all students academically ($2.57 \pm .920$) and designing higher-order thinking questions for RBSs at different Turkish proficiency levels ($2.61 \pm .882$). On the other hand, they expressed a high level of efficacy in designing test items for RBSs at different Turkish proficiency levels ($2.90 \pm .945$) and alternating their teaching techniques if students experience challenges in learning ($2.86 \pm .944$). Lastly, the pre-service teachers expressed medium-level self-efficacies in ensuring RBSs' academic learning and differentiating instruction for RBSs at various Turkish proficiency levels. ($2.81 \pm .889$)

Pre-service Teachers' Self-Efficacy Levels by Their English Language Proficiencies

The results showed that the pre-service teachers' English proficiencies influenced their self-efficacies (See Table 5). Specifically, it was found that the pre-service teachers' English proficiency had different degrees of positive influence on teaching 1) no Turkish proficiency Syrian students ($B=.294, t= 5.471, p=000$), 2) beginner Turkish proficient Syrian students ($B=.277, t= 5.494, p=000$), 3) intermediate Turkish proficiency's Syrian students ($B=.257, t= 5.526, p=000$), and 4) advanced Turkish proficient Syrian students ($B=.141, t= 3.209, p=001$). Therefore, it was found that the higher English

proficiencies the pre-service teachers had, the higher the self-efficacies in teaching Syrian students they had, regardless of RBS' abilities to speak Turkish.

Table 5. The Effect of English Proficiency Pre-service Teachers' on Self-efficacy

Variable	B	t	R	R ²	p
Teaching RBSs with no Turkish proficiency	.294	5.471	.256	.065	.000***
Teaching RBSs with beginner-level Turkish proficiency	.277	5.494	.257	.066	.000***
Teaching RBSs with intermediate-level Turkish proficiency	.257	5.526	.258	.067	.000***
Teaching RBSs with advanced-level Turkish proficiency	.141	3.209	.153	.024	.001**
Teaching RBSs at different Turkish proficiency levels	.132	2.640	.127	.016	.009**
Asking appropriate higher-order thinking questions to RBSs at different Turkish proficiency levels	.141	2.729	.131	.017	.007**
Preparing differentiated lesson plans for RBSs at different Turkish proficiency levels	.214	4.153	.197	.039	.000***
Designing appropriate assessments tools for RBSs at different Turkish proficiency levels	.218	3.976	.189	.036	.000***
Differentiating learning disabled Syrian students	.233	4.242	.201	.041	.000***
Challenging high-achieving RBSs	.151	2.791	.134	.018	.005**
Involving RBSs' cultures in activities	.069	1.137	.055	.003	.256
Using RBSs' mother languages in your teaching	.079	1.375	.067	.004	.170
Differentiating your activities for RBSs at different Turkish proficiency levels	.151	2.837	.136	.019	.005**
Facilitating RBSs' Turkish language learning in your class	.090	1.608	.078	.006	.109
How much do you trust your college education to teach Syrian students?	.249	4.275	.203	.041	.000***
Providing help to traumatized RBSs	.081	1.193	.059	.003	.234

p<0.01, *p<0.001

Pre-service Teachers' Self-Efficacy Levels by Grade Level

Pre-service teachers' self-efficacies differed significantly based on their grade levels only in some items (see Table 6). Senior pre-service teachers' self-efficacies (2.97±.851) were significantly higher than the Sophomores (2.62±.828) (F=2.888, p=.022) in teaching RBSs at different Turkish proficiency levels. In addition, the survey revealed that the senior pre-service teachers' self-efficacy ratings were significantly higher than freshmen and juniors in using RBS's mother languages in teaching (F=2.511, p=.041).

Table 6. Pre-service Teachers' Self-Efficacy Differences by Program Years

Distribution	Grade Level	M±SD	F	p
Teaching RBSs at different levels of Turkish proficiency	a. Freshman	2.66±.653	2.888	.022*
	b. Sophomores	2.62±.828		
	c. Juniors	2.75±.868		
	d. Seniors	2.97±.851		
Using RBSs' mother tongues in your teaching	a. Freshman	1.97±.822	2.511	.041*
	b. Sophomores	2.04±1.046		
	c. Juniors	2.18±.897		
	d. Seniors	2.39±.983		

*p<0.05

Discussion

An analysis of self-efficacy ratings of pre-service teachers indicated that they experienced very low self-efficacies in teaching RBSs in their future classrooms. In addition, pre-service teachers who participated in this study expressed unpreparedness in teaching culturally and linguistically diverse students in Turkish public schools. Similar findings were

found by Cho et al. (2020), Kotluk and Kocakaya (2020), and Kubilay and Kılıç (2019). These findings supported our claim of a strong need for training on teaching RBSs effectively in higher education programs.

The findings showed that pre-service teachers found teaching to RBSs at various Turkish proficiency levels challenging and experienced the lowest self-efficacies in implementing culturally and linguistically pedagogy. Similar findings were also shared by Cho et al. (2020). Culturally and linguistically responsive pedagogies required leveraging RBSs' linguistic repertoires, positioning these repertoires as resources to scaffold RBSs' learning, and using simplified and non-verbal language such as body language, visuals, gestures, and mimics to convey instructional messages to RBSs with limited instructional language proficiencies (Gay, 2002; Ladson-Billings, 1995; Lucas & Villegas, 2013; Wernicke, 2019). This result implied that the curriculum of Turkish teacher education programs should include culturally and linguistically pedagogy elements to better prepare pre-service teachers for CLD classrooms.

Differentiated instruction requires grouping students based on proficiency or achievement levels and differentiating academic tasks according to their levels so all students can succeed (Joseph et al., 2013; Santangelo & Tomlinson, 2009). The pre-service teachers scored the highest self-efficacy in differentiating assessment techniques. The centralized testing system that did not require differentiation can explain this finding. On the other hand, pre-service teachers scored the lowest self-efficacy in differentiating instructional techniques. Their low self-efficacies in differentiating instruction can be explained by insufficient training in process-oriented teaching strategies in teacher education programs in Turkey and posed a need for the involvement of elements of differentiated instruction in the teacher education curriculum.

An analysis of pre-service teachers' self-efficacies based on their programs revealed that while the pre-service teachers in the Physical Education program rated the highest, the pre-service teachers in early childhood education rated the lowest. The higher self-efficacy levels of the pre-service teachers in Physical education programs can be explained by the high number of contextual cues that can be used to communicate and facilitate learning in Physical education classrooms (Cummins, 2008). On the other hand, the low level of self-efficacy of pre-service teachers in Early childhood education programs can be explained by young RBSs' limited experience with Turkish schools' cultures and limited Turkish language proficiencies, as asserted by Kubilay and Kılıç (2019) in their studies with pre-service teachers in the primary education programs.

The study found a positive correlation between the pre-service teachers' bilingualism and self-efficacies in teaching RBSs. As the pre-service teachers' proficiencies in English increased, they rated higher self-efficacies in teaching content to RBSs effectively and challenging RBSs academically through higher-order thinking questions. Several studies supported this finding by revealing a strong negative correlation between teachers' self-efficacies and monolingualism, highlighting that pre-service teachers perceived language as a barrier to effectively teaching RBSs (Cooke & Faez, 2018). This finding indicated that pre-service teachers view foreign languages as a scaffolding tool to facilitate RBSs' learning.

On the other hand, pre-service teachers scored the highest self-efficacy in teaching Turkish to RBSs. This finding can be explained in two ways. Firstly, most participants were in the English and German teaching programs (44% of the participants) and received training in language teaching pedagogies. Secondly, as all participants' first languages were Turkish, they positioned themselves as experts in the Turkish language and found teaching Turkish easier than teaching academic content. Although pre-service teachers had self-efficacy in teaching Turkish to RBSs, there is still a strong need for training in second language teaching teacher education programs in Turkey so that all teachers can know the stages of second language learning.

Although an overall comparison of means across programs did not differ significantly, the means of pre-service teachers in some programs, such as the ELT, ECE, and G.C., differed from other programs significantly. These differences were mainly observed in items regarding differentiated instruction based on Turkish proficiency levels. These differences implied that some teacher education programs received more training about differentiated instruction than others, and it influenced pre-service teachers' ratings.

This study also revealed that while the pre-service teachers in early childhood education scored the lowest self-efficacy, pre-service teachers in physical education programs scored the highest. This finding aligned with Cummins' (2008) quadrants that the teachers of courses that required less verbal language but more non-verbal language experienced fewer challenges in delivering the content to culturally and linguistically diverse students. On the other hand, the low self-efficacies of pre-service teachers in early childhood education did not align with Cummins' quadrant (2008). Although early childhood education involved several contextual cues that can facilitate communication, pre-service teachers experienced the lowest level of self-efficacy.

Finally, senior pre-service teachers scored significantly higher than freshmen, sophomore, and junior pre-service teachers in teaching RBSs in Turkish public schools, as in Balci et al.' (2019) study. However, when the mean scores of senior pre-service teachers were analyzed, they were still low. This finding can be explained with additional courses that senior pre-service teachers received compared to others and the fieldwork only seniors experienced in real classroom settings. The findings imply that more attention should be given to teaching RBSs during field experience to increase senior pre-service teachers' self-efficacies.

Conclusion

This study contributed to the literature by suggesting topics for courses that could be offered to pre-service teachers in Turkey to prepare them better to teach culturally and linguistically diverse classrooms in Turkish public schools. The study explored pre-service teachers' self-efficacies in teaching RBSs to offer them quality education and establish equity in classrooms with RBSs. The findings showed that pre-service teachers in this study scored low self-efficacies, specifically in implementing culturally and linguistically responsive pedagogies and differentiated instruction. This result implied that these topics could be involved in the teacher education curriculum in the Turkish higher education system.

This study also revealed that pre-service teachers in physical education programs scored the highest. This finding aligned with Cummins' (2008) quadrants that the teachers of courses that required less verbal language but more non-verbal language experienced fewer challenges in delivering the content to culturally and linguistically diverse students. On the other hand, it was found that the pre-service teachers in early childhood education scored the lowest self-efficacy. The low self-efficacies of pre-service teachers in early childhood education did not align with Cummins' quadrant (2008). Although early childhood education involved several contextual cues that can facilitate communication, pre-service teachers experienced the lowest level of self-efficacy.

Moreover, pre-service teachers considered bilingualism important in teaching RBSs effectively. The findings revealed that pre-service teachers who could speak English in addition to Turkish had higher self-efficacies. A positive correlation existed between pre-service teachers' bilingualism and pre-service teachers' self-efficacy levels.

Finally, a comparison of the self-efficacies of pre-service teachers at various grade levels indicated that senior pre-service teachers demonstrated higher self-efficacy ratings than juniors and sophomores. Since pre-service teachers did fieldwork only in their senior year, this finding implied that field experience could increase their self-efficacy. However, senior pre-service teachers' low self-efficacy mean scores implied that teacher education programs were still insufficient to equip pre-service teachers well in teaching RBSs. Thus, there is a significant need to train pre-service teachers in teaching RBSs by involving linguistically and culturally responsive teaching and differentiated instruction.

Recommendations

The findings implied that pre-service teachers needed special training in teaching RBSs to offer RBSs quality education in Turkish-only public schools. Moreover, the differences between pre-service teachers in different items implied that the training could differ based on pre-service teachers' programs. For example, while the pre-service teachers in early childhood education and elementary education programs can be offered training about differentiated instruction and linguistically responsive pedagogies, content teachers can be offered training about multicultural education and differentiated assessment. In addition, while context-embedded courses such as Physical education and Math can receive training about the effective use of contextual cues for teaching, context-reduced courses such as Turkish language arts and history can receive training on culturally and linguistically responsive pedagogies.

Moreover, higher education institutions can offer more elective courses such as Arabic, Uzbek, Dari, Turkmen, and Urdu languages for teachers in addition to the English language. Since there was a positive relationship between pre-service teachers' proficiencies in foreign languages and their self-efficacies, elective language courses can increase their self-efficacy in teaching RBSs. Also, the field experience components of teacher education programs can focus on teaching RBSs as much as teaching mainstream students so that pre-service teachers can gain experience in teaching RBSs before they are assigned to Turkish public schools as teachers.

Finally, the researchers who would conduct similar studies can recruit equal numbers of pre-service teachers from each program to measure pre-service teachers' self-efficacies more accurately. Since this study recruited participants majorly from language teaching programs, the items related to language teaching were found to be high. Moreover, recruiting senior pre-service teachers could give more reliable results because senior pre-service teachers' higher self-efficacies implied that some courses that lower-grade pre-service teachers had not taken yet influenced their self-efficacy scores. Thus, researchers need to ensure that pre-service teachers complete the whole program before they examine their self-efficacies and make curricular recommendations afterward.

Limitations

An important limitation of this study is the unequal number of participants in different programs. Moreover, this study builds its results and implications from self-reported data; thus, it is assumed that participants answered the questions honestly and accurately.

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