

Effects of Self-Efficacy and Teacher Autonomy on Thai EFL Pre-Service Teachers' Online Teaching Practices During COVID-19 Pandemic

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การแพร่ระบาดของโควิด 19

Received: August 1, 2021

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Revised: October 3, 2021

瓦里ซ เจอาแวง

Accepted: November 2, 2021

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Abstract

The COVID-19 outbreak has caused a major change in teaching methodology from traditional face- to- face to online instruction. However, most Thai teachers, especially pre-service

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teachers apparently lack essential knowledge and skills for online teaching and learning that might affect their capabilities and confidence in their own teaching when they are assigned to teach online courses.

Adopting the conceptual framework of self-efficacy by Bandura (1997) and that of teacher autonomy by McGrath (2000) and Smith (2003), this study focused on investigating how self-efficacy and teacher autonomy affected Thai pre-service teachers' teaching practices during the COVID-19 pandemic. The participants were seven pre-service teachers majoring in English language teaching who had taught at secondary schools in Pattani, Thailand. A case study approach was used in this study to collect data from multiple sources with qualitative methods including semi-structured interviews, teacher diaries and lesson plans.

The results show that the participants had moderate self-efficacy due to their limited experience in online teaching practices. In addition, their autonomy seemed to be low due to contextual constraints that controlled their online teaching practices. The study also suggests that educators must be aware that teachers need time and practice in online teaching to develop their self-efficacy and need to be trained about online teaching techniques, teaching management, and teacher autonomy in the online context.

Keywords: self-efficacy, online teaching, teacher autonomy, pre-service teachers, COVID-19 pandemic

บทคัดย่อ

การแพร่ระบาดของโควิด 19 ได้เปลี่ยนรูปแบบการสอนในห้องเรียนมาเป็นการสอนในรูปแบบออนไลน์ ครูชาวไทยส่วนใหญ่ โดยเฉพาะนักศึกษาฝึกสอนขาดประสบการณ์การสอนในรูปแบบออนไลน์ ซึ่งอาจส่งผลกระทบต่อความสามารถและความมั่นใจในการสอนเมื่อได้รับมอบหมายให้สอนครอสสอนออนไลน์

การวิจัยนี้เป็นการศึกษาการรับรู้ความสามารถของตนเอง และความเป็นอิสระของครู ว่า ส่งผลต่อการสอนในช่วงสถานการณ์การแพร่ระบาดของโควิด 19 มากน้อยเพียงใด โดยใช้กรอบแนวคิดการวิจัย ซึ่งปรับจากแนวคิดการรับรู้ความสามารถของตนเองของแบบดั้รูรา (2540) และแนวคิดเกี่ยวกับอิสระในการสอนของครูโดยปรับจากแนวคิดของแมคแกรร์ (2543) และ สมิริ (2546) ผู้เข้าร่วมในงานวิจัยชิ้นนี้เป็นนักศึกษาฝึกสอน สาขาวิชาการสอนภาษาอังกฤษ จำนวน 7 ราย ซึ่งสอนในโรงเรียนระดับมัธยมศึกษาในจังหวัดปัตตานี เป็นการวิจัยเชิงคุณภาพแบบกรณีศึกษาที่เก็บข้อมูลจากหลักหลาຍแหล่ง เช่น การสัมภาษณ์แบบกึ่งโครงสร้าง สมุดบันทึกการสอนและแผนการจัดการเรียนรู้ เพื่อศึกษาการรับรู้ความสามารถของตนเอง และความเป็นอิสระของครูในการสอนชั้นเรียนออนไลน์

ผลการวิจัยพบว่า ผู้เข้าร่วมมีการรับรู้ความสามารถของตนเองในระดับปานกลาง เนื่องจากมีประสบการณ์ในการสอนออนไลน์ที่จำกัด และมีความเป็นอิสระในการจัดการเรียนการสอนค่อนข้างน้อยเนื่องจากมีข้อจำกัดหลายประการ ที่มีผลต่อแนวทางการสอนออนไลน์

คำสำคัญ:

การรับรู้ความสามารถของตนเอง การสอนออนไลน์ ความเป็นอิสระของครู นักศึกษาฝึกสอน สถานการณ์การแพร่ระบาดของโควิด 19

Introduction

Due to the outbreak of the COVID-19 virus, social distancing has been promoted as a new measure to prevent the spread of the virus. According to Ma et al. (2021), the shift in teaching methodology from face-to-face to online teaching, which was caused by the school lockdown procedures during the pandemic, has led to massive challenges for teachers and students. In this challenging situation of online teaching and learning, teacher autonomy has become increasingly crucial in ELT contexts (Benson, 2011; Benson, 2013; Kawinkoonlasate, 2020; Martinez, 2008). Concepts such as capacity and freedom of self-directed teaching/learning, in particular, need to be understood and implemented to develop autonomous ELT teachers who can foster autonomy among their students in various contexts both inside and outside their classrooms.

In teacher education, a teaching practicum is one of the most critical and influential stages that allows pre-service teachers to practice and apply their teaching theories, approaches, and methods in the real world of teaching (Fajardo & Miranda, 2015; Trent, 2013). It gives them a valuable opportunity to apply what they have learned from different courses to teach students in authentic classroom situations. However, for some student teachers, the practicum can be seen as one of the most challenging, confusing, complex, and unpleasant experiences in the undergraduate program (Ferrier-Kerr, 2009; Trent, 2013). Students taking it may encounter many challenging constraints in their teaching practices due to their lack of direct teaching experience. Novice teachers working under the control of curriculum conditions and their mentor teachers may not have the freedom to make their own

decisions related to their teaching. This may lead to their lack of teaching capabilities and confidence in what they can do, which would probably affect their self-efficacy beliefs and teaching autonomy, which are becoming even more critical in online class environments.

In the Thai context, most schoolteachers have been trained to teach on-site for many decades. Consequently, they were not familiar with online teaching. To cope with this abrupt education shift, very urgent training programs for schoolteachers have rapidly emerged to enable them to better understand online teaching aspects and techniques. However, a gap has been observed in the Thai context where novice teachers have little experience in both online and on-site teaching. It is especially challenging for pre-service teachers who are inexperienced in this new teaching mode to deal with online English teaching during the COVID-19 pandemic. In addition, the Thai Ministry of Education does not readily have a clear policy concerning the promotion of online teaching skills among schoolteachers to enable them to cope with unexpected changes in the new normal of Thai education. Therefore, this study was conducted to discover how pre-service teachers are equipped with qualities to deal with this abrupt teaching situation.

Objective

This study investigates how self-efficacy and teacher autonomy affect online English teaching practices. Its research question is “To what extent does self-efficacy and teacher autonomy affect their online English teaching practices?”

Definition of Term

Online learning refers to a group of learning activities delivered via the internet to access and exchange knowledge. This term pertains to teaching and learning approaches involving the internet platform (Atmojo & Nugroho, 2020).

Literature Review

1. Self-Efficacy

Self-efficacy refers to “what you believe you can do with what you have under a variety of circumstances” (Bandura, 1986, p. 37). It means that one’s belief can affect the decision to do something. In this study, according to Bandura (1997), there are four principal sources constructing self-efficacy beliefs, namely mastery experience (e.g., past experience), vicarious experience (e.g., modeling by others), verbal persuasion (e.g., coaching and evaluative feedback), and physiological and affective states (e.g., stress, fatigue, mood). It is assumed that these four principal sources impact teacher’s behavior and performance.

Teachers’ self-efficacy is considered a core concept developed by Bandura (1977), which has been studied for more than 40 years. Many studies have attempted to investigate how self-efficacy affects teachers’ performance. Milner (2002) conducted a case study with a high school English teacher in the U.S. to understand the teacher’s self-efficacy and persistence. It was found that both positive and negative feedback from her students, students’ parents, and colleagues were vital to her. The negative verbal feedback on her styles of teaching decreased her self-efficacy. In contrast, the positive verbal feedback from her

colleagues, students, and her own perceived success in new instructional tasks boosted her self- efficacy. That means teachers' self-efficacy will be increased or decreased depending on the types of verbal feedback on a given task. This finding supports the findings of other studies as well (see, e.g., Bandura, 1997; Morris & Usher, 2011; Tschannen- Moran et al., 1998; Wyatt, 2013).

Mastery experience (past experience) and verbal persuasion (coaching and evaluative feedback) worked together to promote teacher self- efficacy and persistence in the work situation (Milner, 2002). Additionally, some studies have indicated that vicarious experiences predicted teacher self- efficacy (Johnson, 2010; Mills, 2011) . For example, Johnson (2010) found that pre-service teachers' beliefs about instructional skills were influenced by the modeling of teacher educators and master teachers (vicarious experience). For teaching assistants in the study, teaching observations of former or current professors were the primary source of efficacy information (Mills, 2011).

The four principal sources of self- efficacy information have effectively influenced teachers in dealing with their teaching practices. Therefore, especially in online teaching in the Thai context, Thai teachers should have these four principal sources of self-efficacy as they will lead to their belief in what they can do with what they have under the conditions (e.g., educational policy, institutional rules, and conventions, and conceptions of language teaching and learning) which are related to the topic of teacher autonomy discussed below.

2. Teacher Autonomy

Little (1995, p. 176) defined teacher autonomy as “teachers’ capacity to engage in self-directed teaching” while Smith (2000, p. 89) defined it as “the ability to develop appropriate skills, knowledge, and attitudes for oneself as a teacher, in cooperation with others”. Thus, to conclude, teacher autonomy refers to the teachers’ responsibility for their teaching and ability to make decisions independently.

Ramos (2006) explained that an autonomous teacher is a person who has the capacity for self-directed teaching and learning or the development of his/her profession. In the online teaching context, teachers must be autonomous and deal with factors that may constrain their teaching practices. McGrath (2000) and Smith (2003) indicated that teacher autonomy consists of two major dimensions. Two major dimensions of teacher autonomy (professional action/development) impacting teachers’ performance can be explained as 1) capacity to self-direct one’s teaching/learning; and 2) freedom to self-direct one’s teaching/learning (McGrath, 2000; Smith, 2003). It is assumed that these two major dimensions of teacher autonomy influence teachers’ performance in online teaching practices.

Teacher autonomy is a term that has been studied for more than ten years. According to previous research, a study by Xu and Wong (2011) found that most of the schoolteachers in the Chinese context had terrible feelings, e. g. , blurring, nervousness, and disappointment concerning their understanding of learner autonomy. It is believed that the support from teachers can only develop learner autonomy when teachers have some autonomy experience themselves. It shows that to succeed in promoting autonomy to students, teachers should also be autonomous.

A study by Kaur et al. (2014) suggests that teacher autonomy support plays a significant role in Thai students' learning motivation. The study showed that students in the experimental group in the teacher autonomy- supportive environment highlighted more vital interest, willingness, participation, and integrated regulation than control group students who were using traditional teaching and learning techniques. Moreover, the students in the experimental group seemed to have less pressure than those in the control group. Thus, it can be said that autonomous teachers can promote a less- controlled classroom environment to students that can help increase students' learning motivation which may eventually lessen students' pressure in the language classroom.

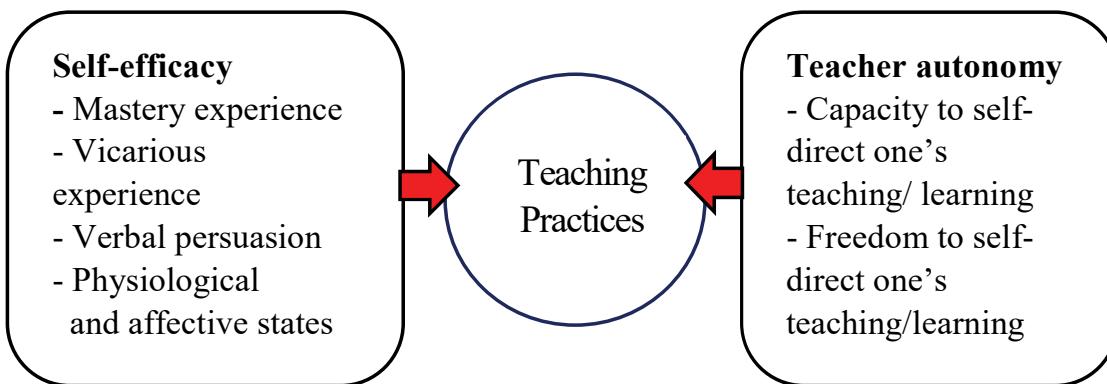
Research Methodology

The research framework of this study was adapted from the conceptual framework of self-efficacy by Bandura (1997) and teacher autonomy by McGrath (2000) and Smith (2003). To investigate the effects of self-efficacy and teacher autonomy on pre-service teachers' online English practices, four principal sources constructing self-efficacy beliefs as well as the capacity and freedom to self-direct one's teaching/learning constructing autonomy are made independent variables that affect teaching practice as a dependent variable (see Figure 1).

This methodology part describes and justifies the research methodology and research design employed in this study. The question examined in this study is concerned with "to what extent self-efficacy and teacher autonomy affect the participants' online English teaching practices". Semi-structured interviews, data collection, and data analysis will be described below.

Figure 1

The conceptual framework of this study



1. Participants

Due to sampling limitations, only two schools in Pattani could conduct online teaching. Therefore, the participants were seven pre-service teachers (three males and four females) majoring in English language teaching. They spent two months teaching English language subjects using online platforms during the COVID- 19 pandemic. The participants' biographical information is listed in Table 1.

Table 1

Summary of Participants' Biographical Information

Name (pseudonym)	Gender	Teaching experience	Level of teaching	School (size)
Jirayu	Male	None	Grade 10	I (large)
Rangsima	Female	None	Grade 9	
Nanthana	Female	None	Grade 12	

Name (pseudonym)	Gender	Teaching experience	Level of teaching	School (size)
Nicha	Female	None	Grade 7	II (large)
Saranya	Female	None	Grade 10	
Thanat	Male	None	Grade 8	
Wira	Male	None	Grade 11	

2. Semi-Structured Interviews

In the current case study research, participants were asked to reflect on their teaching performance in the previous semester during the outbreak of COVID-19 via semi-structured interviews. Information obtained from lesson plans and teaching diaries was used as input for designing the semi-structured interview questions and validating the findings from the semi-structured interview to ensure the validity of this study. The interview questions were validated by two content experts in second language acquisition who have taught self-efficacy and teacher autonomy for many years. The Index of Item-Objective Congruence (IOC) developed by Rovinelli and Hambleton (1977) was used to get experts' suggestions for content validity before conducting the main study. According to Rovinelli and Hambleton, two or more experts or judges should rate items related to the objectives or specifications of a particular area. IOC is a procedure employed in developing the test for evaluating content validity at the stage of the item development (Turner & Carlson, 2003).

In this study, 70% of the two experts' item ratings were congruent (0.50 to 1.00). It means that both experts agree that these

items could be used to measure the constructs set by the objectives. For the remaining 30% of their incongruent ratings (-1.00 to 0.49), these items were adjusted by following the experts' comments and suggestions to make them more applicable to the objective.

3. Data Collection

Prior to the data collection, the research process was reviewed and approved by the Research Ethics committee. The data collection procedure was as follows. First, the researcher submitted a request letter to each school selected to ask for permission to collect data. After that, the potential participants of this study were recruited on a voluntary basis. Those who volunteered to join this study were asked to complete a research consent form. Then, the participants were asked to submit their lesson plans and teaching diaries of online English lessons to the researcher before attending the semi- structured interviews. The participants' lesson plans and teaching diaries were also used as research instruments to cross- check the information gained from different sources to determine the accuracy of the findings. Finally, the interview was scheduled and conducted with individual participants in their mother tongue (Thai) via the Zoom application. Each interview lasted around 45- 60 minutes. It took a week to conduct the whole interview section. The whole process of the semi-structured interviews was recorded, and the records were transcribed and translated into English for subsequent analysis.

4. Data Analysis

To begin with the data analysis, all data from the semi-structured interview sessions were transcribed verbatim and translated into English. During the preliminary analysis stage, coding was utilized to identify the patterns of each respondents' teaching procedures. The coding frame is a code list organized according to higher- order

code categories, codes' descriptions, and example data segments (O' Connor & Joffe, 2020) . Thus, the current data were thematically coded into categories based on the conceptual framework of this study to capture general concepts and patterns referenced by the participants. The transcripts were reviewed for consistency and accuracy by an inter-coder to ensure the validity and reliability of the findings. About 95% of the agreement of the codes was reported, showing that the analysis was reliable.

Findings

1. Effects of Self- Efficacy on the Participants' Teaching Practices

In the interviews, it appears that all the participants experienced four principal sources of self-efficacy that affected their online teaching practices. These sources constructed their beliefs which could influence their decisions on effort, task, and persistence in their teaching practice. Past experience, modeling by others, others' feedback, and tensions enabled the participants to have positive or negative beliefs in their teaching practice.

1.1 Mastery Experience

The data show that all the participants were novice teachers who revealed that they had limited experience in online teaching. According to their semi- structured interviews, these participants illustrated their application of past teaching experience to present teaching practices.

Most of the participants reported that they had more confidence in online teaching when they had a positive impression of their teaching performance.

This good outcome could boost their confidence in online teaching. In addition, it means that they viewed their experience of their teaching performance as a great influence.

This experience of online teaching was absolutely a must. Thus, for the later online teaching, I applied and adapted what I had experienced to make it better.

[Nicha, personal communication, January 18, 2021]

However, two participants had a negative impression of their teaching performance. Thus, their beliefs in their ability to conduct online teaching decreased slightly by this experience. These participants seemed to make use of it to improve themselves. It means that they viewed their negative experience as a lesson to develop their online language teaching ability.

To conclude, five participants highlighted that previous teaching experience seemed to significantly influence their teaching practices. Two of them noticed that their previous teaching experience seemed to negatively affect their teaching practices. Even though they had limited online language teaching experience, their performance outcomes strongly affected the participants' beliefs in teaching practice, whether it led to a positive or a negative impression.

1.2 Vicarious Experience

In the interview data, most participants noted that listening to their colleagues' successful online teaching experience and sharing their own experience helped them know how to deal with any obstacles. For example, sharing their online

teaching experience with their friends enabled them to get new ideas that could be applied to their online teaching. Thus, six participants highlighted that they had more confidence in designing the teaching plan and online teaching lessons when listening to others' experiences in the sharing session. They could get new ideas and teaching techniques that were suitable to their context.

However, only one participant lacked confidence when she listened to her friends who taught different subjects and shared better teaching experiences than hers. This shows that she viewed herself as not being as good as her friends that led to her decrease in self-efficacy in online teaching.

It [friends' positive experience] did not raise my confidence. Their experience of teaching was way better than mine.

[Rangsima, personal communication, January 16, 2021]

Overall, through vicarious experiences, it can be seen how these participants gained knowledge from their peers' teaching experience and applied these new ideas of teaching from the sharing session to their teaching to make it more effective. In addition, these experiences seemed to influence their confidence in conducting their teaching plan and online teaching.

1.3 Verbal Persuasion

In the interviews, all participants revealed that after finishing the teaching plan or online teaching, they received feedback from experienced teachers who supervised them. This

evaluative feedback from their supervisors exposed them to various teaching views, especially regarding the strengths and weaknesses of their online teaching performance. They believed that those experienced teachers knew better than the pre-service teachers who were new to the profession.

Moreover, a couple of the participants highlighted that students' feedback was also one of the factors which boosted their confidence in teaching. The information from Saranya's diary supported her view:

According to the [students'] feedback, they enjoyed the online game called "Quizizz". They mentioned that the game didn't make them feel like they were doing any exercise at all.

[Saranya, personal communication, January 19, 2021]

The extracts provide information about feedback and suggestions from experienced teachers and students, which influenced the participants' confidence in online language teaching. According to the number of participants' answers in the interviews, the data suggest that experienced teachers' feedback had more influence than students' feedback. It seemed that their confidence depended on positive and negative evaluative feedback from others.

1.4 Physiological and Affective States

As identified in the analysis, most of the participants expressed their tension about students' online learning and their specific task of teaching. In Saranya's diary, she also mentioned this point by saying,

Some of the students didn't watch the video and didn't check the Google Classroom, so they didn't know that they had to do an exercise and submit it.

[Saranya, personal communication, January 19, 2021]

Hence, these participants reported that their lack of experience in teaching and the difficulties in teaching English online caused them to be anxious about the teaching task, which would affect their teaching effectiveness. This would lead to teachers' low self-efficacy level. In contrast, the data shows that one participant did not have any tension with online teaching because of her own personality. As she mentioned,

... video streaming is one of my favorite things. When I taught them [students], I felt happy all the time. ... This made me not being anxious while I was teaching.

[Nicha, personal communication, January 18, 2021]

All extracts provide information about the tension of these participants in their online teaching practice. It shows that these participants were inexperienced in online teaching and that made them worried about their teaching. Hence, their tension lessened their teaching confidence which affected the effectiveness of their teaching and teaching plans. However, if they could deal with their anxiety, their belief in their ability would increase, which positively affected their teaching.

2. Effects of Teacher Autonomy on the Participants' Teaching Practices

The findings show that all the participants paid much attention to their ability and responsibility for teaching and preparing their teaching in the online context. In addition, the data from their interviews show how their ability and freedom for self-directed teaching/learning affected their online teaching practices. This was partially evident in how the participants perceived their capacity and freedom from the control of their online teaching.

2.1 Capacity to Self-Direct One's Teaching/Learning

In the interview data, the participants highlighted how they promoted students' freedom in learning English. The students had more choices in learning and seeking new knowledge on their own. That means these participants possessed the ability to self-direct their teaching to promote students' freedom in learning at their own pace.

Apart from this, one participant noted that students were provided the opportunity to share their ideas independently. In her interview account, the participant believed that students would learn happily and effectively when they had more freedom in the learning process.

However, most of the participants noted that they found difficulties in promoting students' freedom in learning. It seemed that when they provided too much freedom to students, it would be hard to measure students' learning, and the effectiveness of students' work would be lessened. The information from a teacher's diary supported this point:

It was tough to know whether students conducted self-study or not. Moreover, it was found that some students cheated in doing assignments.

[Thanat, personal communication, January 20, 2021]

In addition, in the online teaching context, all the participants mentioned that they had to find and learn more about online teaching, such as teaching techniques, online activities, and online applications, for example, to deal with the obstacles found in their teaching. In their accounts, they discussed how they learned new teaching techniques by searching for information on the internet and consulting their colleagues or experienced teachers. This means that the participants had the ability to self-direct their learning to develop their teaching skills, knowledge, and attitudes toward online teaching.

Therefore, this capacity helped these participants to improve their teaching. They noticed that learning more to deal with the difficulties in their teaching boosted their confidence in teaching. Thus, this could bring the best of their teaching to help the students learn effectively. One participant said,

whenever I learned more about the problem and found the solution, it made me more confident in teaching.

[Wira, personal communication, January 21, 2021]

To conclude, most of the participants noticed that students needed to be allowed to have some level of freedom in learning in the online learning context. The participants used

online technology to provide students more freedom and choices in their learning. The data suggest that these were the participants' capacity to self-direct their teaching (i.e., the ability to promote learners' freedom in learning). In addition, the participants had to learn how to deal with online teaching all the time to develop their teaching ability and skills. It can be said that the ability to self-direct their teaching and learning influenced their online teaching practices.

2.2 Freedom to Self-Direct One's Teaching/Learning

During the interviews, all the participants noted the implementation of their own teaching methods in the online context. The findings showed that they did not teach everything from the textbooks, but their lessons were designed based on the schools' core curriculum. For example, two participants noted that they taught according to what they had planned in their teaching plan based on the school curriculum and their supervisors' advice. This means that they partially had control over their methods or approaches of teaching. One participant said,

Everything was taught based on the curriculum, but some exercises, activities, or even content were adapted from external sources.

[Saranya, personal communication, January 19, 2021]

Moreover, according to the online learning context, they had to adapt learning activities, tasks, and content from the textbooks to online learning that could fulfill the students' preferences and learning styles. In terms of teaching materials,

many of the participants highlighted that they had freedom in selecting teaching materials related to students' preferences.

According to selecting teaching materials that matched students' needs and preferences, two participants noted that students enjoyed learning, and it was enjoyable for the teacher as well. This means that the online class became more exciting and attractive to both teachers and learners.

The above extracts provide information about the participants' freedom in controlling their teaching and selecting their teaching materials. Thus, it can be viewed that the participants' teaching was still controlled by the school curriculum and their supervisors, but they were provided some freedom in selecting and designing teaching materials to apply to their students' needs and preferences in the online context.

Discussion

Through the participants' teaching experience, the findings show that self-efficacy and teacher autonomy affected the pre-service teachers' online English teaching practices during the pandemic of COVID-19 to some extent.

1. Effects of Self-Efficacy on Online Teaching Practices

To begin with, the largest source of self-efficacy that affected their online teaching was verbal persuasion. All of the participants noted that they considered both experienced teachers' evaluative feedback and suggestions and their students' feedback on their online teaching performances as a powerful source. However, the findings show that even negative feedback from the experienced teachers could still raise the participants' self-efficacy. In addition, two participants showed strong evidence that they used negative feedback from their expert

supervisors to help them find better solutions and teaching techniques. This finding supports the study of Moradkhani et al. (2017), who explore Iranian EFL teachers' reflective practices and self-efficacy. Their findings show that negative feedback can encourage EFL teachers to reflect on their teaching practices to develop their teaching ability by coming up with better techniques.

Second, many participants noted that more ideas and solutions to online teaching problems came from listening, sharing, and discussing teaching experiences with their peers. Some researchers (e.g., Johnson, 2010; Mills, 2011) indicate that vicarious experience (second-hand information) can be built by imagining, hearing, or observing colleagues' teaching. In the present finding, the vicarious experience could help increase their confidence in their online teaching ability. For example, one participant noted that she regarded her former teacher as an ideal role model. It supports Raygan and Moein's study (2017). They found that in raising self-efficacy, reflecting on the roles of former teachers can be interpreted in terms of vicarious experience.

Third, the participants noted that they had never had any mastery experience in online English teaching before as novice teachers. However, in their interviews, all the participants reported that they evaluated their performance from their first two sessions and tried to reflect on their strengths and weaknesses. It was found that some of them had good teaching performances and received positive feedback in their practicum, while others had unsatisfactory results on their teaching which contrarily affected their beliefs. The findings did not reveal the pre-service teachers' mastery experience.

Regarding physiological and affective states, most participants accepted that they felt anxious and worried about their online teaching practice due to their limited experience in teaching. However, in this current finding, it was found that one participant did not feel anxious to teach online because she was a self-confident person. Bandura (1997) states that positive emotions lead teachers into the feeling of competence in teaching, while negative feelings such as stress, anxiety, and depression, can reduce self-efficacy. The current study shows that the participants need more time to master the online language teaching techniques to be more self-efficacious. Their experience gained from the teaching practicum will be collected in their mastery experience.

It can be interpreted that even though four sources of self-efficacy of the participants were reported in this study, most of the participants seemed to show a medium level of their self-efficacy. The current study data show that all the participants did not have all four principal sources of self-efficacy. None of them said that they would give up or feel depressed with their online teaching practices. Moreover, it can be concluded that verbal persuasion was the most important source according to their records in the interviews. All of the participants mentioned this source of self-efficacy more often than the others. They said that it could boost their self-efficacy belief when they received either positive or negative feedback from both experienced teachers and students. The verbal persuasion could make them believe that they could find possible solutions such as good teaching techniques.

2. Effects of Teacher Autonomy on Online Teaching Practices

Kawinkoonlasate (2020) clarifies that online language learning requires more student-centeredness as students can take control of their own learning pace. Teachers need to understand the roles of teachers who can help students to develop their autonomy in online learning. In this study, all participants noted that they uploaded handouts, assignments, and tasks on Google Classroom for the students to take control of their learning. This finding supports the study of Gupta and Pathania (2021), who studied the impact of Google Classroom as a platform of learning and collaboration at the teacher education level. Their study revealed that students could easily access the learning activities via the Google Classroom platform, and the students could learn and work at their own pace. However, in the current study, only a few participants mentioned that they provided guided instructions on supplementary assignments. Several scholars on teacher autonomy (Benson, 2011, 2013; Martinez, 2008; McGrath, 2000) defined the capacity to self-direct his/her teaching as teachers' internal capacity, which includes the ability to promote learner autonomy. Therefore, it is evident that the capacity to promote learners' freedom in learning is the responsibility of autonomous teachers. Furthermore, one participant noted that she gave students more chances to discuss and share ideas in the live class by promoting collaborative learning. This means that students were allowed to have more freedom in their learning process.

To develop teacher autonomy, all participants noted that they frequently reflected on their teaching by writing a teacher diary. This helped them to identify their strengths and weaknesses in their online teaching practices. It supports the description of Lamb and Reinders (2008), who describe

autonomous teachers as teachers who should know how to improve their own ability to direct their learning involving the ability to identify when, where, how, and from what sources they can use or should learn in order to accomplish their teaching.

However, most of the participants expressed that the curriculum and instructional rules constrained freedom in their teaching and selecting teaching materials. This finding is supported by others. Benson (2000), for example, notices that most of the language teachers' work is under the conditions in which their teaching was constrained and controlled by factors such as educational policy, institutional rules and conventions, and conceptions of language teaching and learning. This shows that the teachers are constrained by external factors, decreasing freedom in their professional action and development. In the current findings, however, they still had partial freedom in selecting alternative teaching materials on their own to match the students' preferences and learning styles. One participant noted that she did not use the activities in the textbook because she believed that some textbook activities did not apply to the online context. She selected the topics and designed her online activities. It shows that only this participant shows her autonomy as a teacher.

In conclusion, as the current study presented, personal and contextual problems influenced the participants to have moderate self-efficacy and low teacher autonomy on their online English teaching practices.

Regarding these limitations, more experience in online teaching and support from the stakeholders involved will strengthen pre-service teachers' beliefs in their ability to handle their teaching effectively. Also, they need to be trained to have

a profound understanding of autonomy in language teaching and learning so that they could become autonomous teachers who can deal with online language teaching and learning contexts effectively.

Conclusion

This case study research reports the effects of self-efficacy and teacher autonomy on Thai pre-service teachers' online teaching practices during the COVID-19 outbreak. Drawing upon the experience of Thai pre-service teachers and the conceptual framework of self-efficacy and teacher autonomy, the findings of this study show the degree of self-efficacy and teacher autonomy that affected their online teaching practices. The pre-service teachers seemed to have moderate self-efficacy because they were novices at online teaching practices. They needed more time to experience online teaching that helped affirm their beliefs in their ability to handle their online teaching tasks. Also, the autonomy of the pre-service teachers seemed to be low because they were under conditions that controlled their online teaching practices. To increase self-efficacy and teacher autonomy, Thai pre-service teachers should be prepared to have pedagogical knowledge and skills related to online learning and teaching before doing their teaching practicum. Therefore, in-house teacher training programs should be organized to make them ready for the new teaching mode of this digital era, which has been substantially affected by the COVID-19 pandemic. Pre-service teachers who are teachers-to-be should be trained to be competent in both onsite and online

teaching as blended learning will likely be the ‘new normal’ in Thai education.

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