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# THE CONTRIBUTION OF EU PROJECTS TO ENGLISH TEACHERS' LANGUAGE TEACHING SELF-EFFICACY

**Hatice Gençay**
Yunusemre Primary School, Ministry of National Education, Türkiye
E-mail: haticeadargencay@gmail.com

**Gülenaz Selçuk**
Manisa Celal Bayar University, Türkiye
E-mail: gulenaz.selcuk@cbu.edu.tr

## Abstract

*Language teaching self-efficacy is widely recognized as one of the key determinants of effective foreign language instruction. However, the role of European Union (EU) projects in enhancing English teachers' language teaching self-efficacy has not been sufficiently clarified in the literature. Therefore, this study aims to investigate the contribution of EU projects to English teachers' language teaching self-efficacy. Employing a mixed-methods research design, the quantitative sample of the study consisted of 160 English teachers working in a province located in western Türkiye who had participated in at least one eTwinning or Erasmus+ project. In the qualitative phase, criterion sampling was employed, and 27 English teachers who had actively participated in at least one eTwinning or Erasmus+ project and voluntarily agreed to participate in semi-structured interviews were included in the study group. Quantitative data were collected through a demographic information form and the Language Teaching Self-Efficacy Scale, while qualitative data were obtained through semi-structured interviews. Quantitative data were analysed using SPSS 27, whereas qualitative data were analysed through thematic analysis. The findings revealed that the teachers' overall mean scores on the Language Teaching Self-Efficacy Scale were at a very high level. Qualitative findings indicated that English teachers predominantly perceived EU projects as valuable educational initiatives that contribute to both student learning and teachers' professional development. Furthermore, teachers reported that participation in these projects enhanced their language teaching self-efficacy and expressed support for the establishment of the European School Education Platform (ESEP). However, their overall satisfaction with the platform was found to be largely dependent on its usability, technical stability, and teachers' familiarity with the new interface.*

**Keywords**: *EU Projects, language teaching self-efficacy, Erasmus+, eTwinning, English teachers*

## Introduction

The effectiveness of foreign language teaching has long been a subject of discussion in educational research, particularly with regard to the factors that influence teachers' instructional practices and students' language learning outcomes. Among these factors, teachers' beliefs about their instructional capabilities have received considerable attention, as these beliefs can shape how teachers plan, implement, and evaluate instruction. The concept of self-efficacy was introduced by Bandura (1977) within the framework of Social Cognitive Theory and refers to individuals' beliefs in their capability to organize and execute the actions required to attain desired outcomes in specific situations. Importantly, self-efficacy is not considered a stable or general personality characteristic; rather, it is a context-specific belief that varies according to the demands of particular tasks and situations (Tschannen-Moran & Woolfolk Hoy, 2007). In the context of teaching, teacher self-efficacy refers to teachers' beliefs about their capability

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to perform instructional activities effectively in specific educational settings (Dellinger et al., 2008).

Teacher self-efficacy is associated with several aspects of teachers' professional functioning, including professional motivation, instructional decision-making, persistence in the face of challenges, and willingness to adopt innovative teaching practices. Bandura (1994, 2002) proposed that individuals' beliefs about their capabilities influence their cognitive, motivational, affective, and behavioural processes and, consequently, how they approach demanding tasks and respond to difficulties. In educational contexts, teachers with stronger self-efficacy beliefs tend to invest greater effort in improving instruction, employ a wider range of instructional strategies, and create more supportive learning environments (Zimmerman et al., 1992). Understanding the professional experiences through which teachers develop and strengthen these beliefs is therefore important for understanding teacher learning and professional development.

Within foreign language education, language teaching self-efficacy refers to teachers' beliefs about their capability to support students' language development through effective planning, implementation, and assessment of instruction. These aspects of language teaching are also reflected in established teacher competency frameworks, including the English Language Teacher Special Field Competencies published by the Turkish Ministry of National Education and the European Profile for Language Teacher Education (Deregözü, 2020; MEB, 2008; Newby et al., 2007). Planning involves identifying learners' needs, establishing instructional objectives, and designing appropriate learning activities. Implementation encompasses creating effective learning environments, facilitating classroom interaction, selecting appropriate teaching methods and techniques, and supporting the development of students' language skills. Assessment involves monitoring students' language development, providing feedback, and evaluating learning outcomes. Because these practices require teachers to respond continuously to learners' needs, educational contexts, and emerging pedagogical demands, teachers' beliefs about their capability to perform these activities constitute an important dimension of effective foreign language teaching.

Social Cognitive Theory provides a useful framework for understanding how such beliefs may develop through professional experiences. Bandura (1997) identified four principal sources of self-efficacy: mastery experiences, vicarious experiences, social persuasion, and physiological and affective states. From this perspective, professional learning experiences may contribute to self-efficacy when they provide teachers with opportunities to successfully perform new tasks, observe alternative approaches, receive feedback and encouragement from colleagues, and manage challenging professional situations. Thus, professional development should not be understood solely as participation in formal training; meaningful professional experiences involving collaboration, experimentation, reflection, and social interaction may also provide important opportunities for the development of self-efficacy.

International educational projects provide a particularly relevant context for such professional learning. Erasmus+ and eTwinning projects, for example, bring teachers from different educational systems together to collaborate on common educational activities, exchange pedagogical knowledge, integrate digital technologies, and develop intercultural competencies (Baş & Sarıgöz, 2018). Unlike conventional in-service training activities, these projects may provide teachers with authentic opportunities to apply new practices, interact with international colleagues, receive feedback, solve problems collaboratively, and reflect on their own teaching. From a Social Cognitive Theory perspective, such experiences may correspond to several sources of self-efficacy, particularly mastery experiences, vicarious experiences, and social persuasion. Participation in international projects may therefore have implications not only for teachers' professional development but also for their beliefs about their capacity to plan, implement, and assess foreign language instruction effectively.

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Previous research provides evidence that international collaborative projects can support teachers' professional learning. Holmes (2013), for example, described eTwinning as an alternative form of continuing professional development based on collaboration, reflective learning, and knowledge sharing among teachers from different countries. Similarly, Akdemir (2017) reported that eTwinning experiences can support teaching and learning processes through intercultural interaction, increased student engagement, and language development. More recently, Kaya and Bağçeci (2025) demonstrated that participation in international educational projects can contribute to teachers' pedagogical knowledge, intercultural competence, technology use, and reflective assessment practices through collaboration and exposure to innovative instructional approaches. These findings are theoretically relevant to self-efficacy because the professional experiences identified in such studies successfully implementing new practices, observing alternative approaches, collaborating with peers, and receiving feedback correspond to mechanisms through which self-efficacy may develop within Social Cognitive Theory (Bandura, 1997). However, existing studies have generally examined these outcomes as indicators of professional development rather than directly investigating whether and how such experiences shape teachers' beliefs about their own instructional capabilities. Thus, the relationship between international project participation and language teaching self-efficacy remains insufficiently understood.

This gap is particularly important in the context of English language teaching. Although Erasmus+ and eTwinning projects have been widely examined in relation to teachers' professional development, intercultural learning, technology integration, and pedagogical practices, comparatively limited attention has been paid to their relationship with the specific dimensions of language teaching self-efficacy. In particular, limited research has examined whether teachers perceive international project experiences as contributing to their confidence in planning language instruction, implementing effective classroom practices, and assessing students' language development. Moreover, quantitative evidence concerning teachers' self-efficacy levels has rarely been combined with qualitative evidence examining how teachers themselves interpret the experiences that may contribute to these beliefs.

A mixed-methods approach can address this limitation by bringing together two complementary forms of evidence. Quantitative data can provide information about teachers' levels of language teaching self-efficacy, whereas qualitative data can provide insight into how teachers interpret their participation in international projects, what they perceive as beneficial or challenging, and how these experiences relate to their instructional capabilities. Integrating these forms of evidence is particularly relevant to Social Cognitive Theory, as self-efficacy develops within the reciprocal interaction between personal, behavioural, and environmental factors. Examining teachers' self-efficacy scores together with their accounts of professional experiences can therefore provide a more comprehensive understanding of how international project experiences may relate to language teaching self-efficacy.

The European School Education Platform (ESEP) is particularly relevant to this context because it provides a European-level digital environment through which educators can access professional learning opportunities, collaborate with colleagues, and participate in international educational projects. As a digitally mediated space for international professional collaboration, ESEP may offer teachers opportunities to engage in forms of professional learning that extend beyond face-to-face and institutionally bounded settings. Examining teachers' experiences with ESEP alongside their broader participation in EU-funded projects may therefore provide additional insight into the opportunities and challenges associated with digitally mediated international professional collaboration. Such evidence may have implications not only for teachers' professional learning but also for the design and coordination of sustainable international professional development opportunities.

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Although the present study was conducted in Türkiye, the issue investigated is not limited to the Turkish educational context. Teacher self-efficacy, international professional collaboration, digital professional learning, and sustainable teacher professional development are relevant concerns across diverse educational systems. The Turkish context therefore provides a specific setting in which broader questions concerning the relationship between international professional experiences and teacher self-efficacy can be examined. The findings may contribute contextual empirical evidence to the international literature while also offering implications for educators and policymakers involved in international teacher development initiatives.

Accordingly, the present study aims to provide empirical and contextual evidence, informed by Social Cognitive Theory, by examining the relationship between participation in international educational projects and English teachers' language teaching self-efficacy. More specifically, the study examines teachers' levels of language teaching self-efficacy quantitatively and explores qualitatively how teachers describe their participation in EU-funded projects, their motivations for participation, their perceptions of the contribution of project experiences to their language teaching self-efficacy, and their evaluations of the ESEP platform. By integrating these quantitative and qualitative strands within a mixed-methods design, the study seeks to provide a more comprehensive understanding of the relationship between international project experiences and teachers' language teaching self-efficacy.

### *Research Aim and Research Questions*

The aim of this study was to examine the contribution of EU projects to English teachers' language teaching self-efficacy through a mixed-methods research design. Specifically, the study sought to determine English teachers' language teaching self-efficacy levels quantitatively and to explore qualitatively their perceptions of how participation in Erasmus+ and eTwinning projects contributed to their professional development and language teaching self-efficacy. In line with this aim, the study was designed to address the following research questions:

RQ1. What is the level of English teachers' language teaching self-efficacy?
RQ2. Do English teachers' language teaching self-efficacy levels differ significantly according to "gender, age, professional seniority, educational level, graduated program, place of duty, type of project participated in, number of Erasmus+ and eTwinning projects participated in" variables?
RQ3. What are English teachers' views on EU projects?
RQ4. What are the reasons for English teachers' participation in EU projects?
RQ5. What are English teachers' views on the contribution of EU projects to their language teaching self-efficacy?
RQ6. What are English teachers' views on the renewed European School Education Platform (ESEP) platform through which European projects are implemented?

## Research Methodology

### *Model*

This study employed a mixed-methods research design, in which quantitative and qualitative approaches, concepts, and methods are integrated within a single study to provide a more comprehensive understanding of the research phenomenon (Creswell, 2003; Johnson & Onwuegbuzie, 2004; Tashakkori & Teddlie, 1998). In mixed-methods research, researchers collect, analyze, and integrate different forms of data within a systematic framework by using multiple methodological approaches. Johnson and Turner (2003) emphasized that the

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core feature of mixed-methods research is the collection and integration of multiple forms of evidence through different research strategies and methods.

Among mixed-methods research designs, the concurrent triangulation design was employed in this study. In this design, quantitative and qualitative data are collected and analysed during the same phase of the research process, and the findings are compared and integrated to examine convergence, complementarity, and relationships between different sources of evidence. This design was selected to obtain a more comprehensive understanding of the research problem by combining quantitative findings regarding teachers' language teaching self-efficacy with qualitative insights into their experiences with EU projects.

The study was conducted during the 2023–2024 academic year in a province located in western Türkiye.

### *Population and Sample*

The population of the study comprised 250 English teachers working in schools affiliated with the Ministry of National Education in a province located in western Türkiye. All participants had previously taken part in at least one eTwinning and/or Erasmus+ project. For the quantitative phase of the study, 160 English teachers who met the predetermined inclusion criteria were selected as the sample. Participants were recruited through convenience sampling within a purposive sampling framework. The selection criteria included participants' accessibility, willingness to participate voluntarily, and prior involvement in at least one eTwinning or Erasmus+ project. Convenience sampling refers to the selection of participants based on practical considerations related to the research process, such as time constraints, cost, geographical proximity, and accessibility (Merriam, 2013). The demographic characteristics of the quantitative sample are presented in Table 1.

**Table 1**
*Demographic Characteristics of the Quantitative Sample*

| Variables | Category | *f* | % |
|---|---|---|---|
| Gender | Female (F) | 114 | 71.3 |
| | Male (M) | 46 | 28.7 |
| Age | 25–30 | 9 | 5.6 |
| | 30–35 | 19 | 11.9 |
| | 35–40 | 65 | 40.6 |
| | 40–45 | 44 | 27.5 |
| | 45–50 | 17 | 10.6 |
| | 50+ | 6 | 3.8 |
| Professional Seniority | 1–10 years | 18 | 11.3 |
| | 10–15 years | 35 | 21.9 |
| | 15–20 years | 72 | 45.0 |
| | 20–25 years | 24 | 15.0 |
| | 25–30 years | 11 | 6.9 |

| | | | |
|---|---|---|---|
| Educational Level | Bachelor's degree | 134 | 83.8 |
| | Postgraduate degree | 26 | 16.2 |
| Graduated Programme | Primary School Teaching | 2 | 1.3 |
| | English Language Teaching | 106 | 66.2 |
| | English Language and Literature | 37 | 23.1 |
| | Educational Administration and Supervision | 4 | 2.5 |
| | School of Foreign Languages | 4 | 2.5 |
| | Curriculum and Instruction | 3 | 1.9 |
| | American Culture and Literature | 4 | 2.5 |
| Place of Duty | Primary School | 38 | 23.8 |
| | Secondary School | 61 | 38.1 |
| | Upper-Secondary School | 53 | 33.1 |
| | Science and Art Centre | 8 | 5.0 |
| EU Project Participated In | eTwinning | 63 | 39.4 |
| | Erasmus | 36 | 22.5 |
| | Both | 61 | 38.1 |
| Number of Erasmus+ Projects Participated In | None | 64 | 40.0 |
| | 1–2 projects | 80 | 50.0 |
| | 3–4 projects | 16 | 10.0 |
| Number of eTwinning Projects Participated In | None | 38 | 23.8 |
| | 1–2 projects | 78 | 48.8 |
| | 3–4 projects | 19 | 11.9 |
| | 5+ projects | 25 | 15.6 |

It is observed that 114 (71.3%) of the English teachers participating in the study were female, while 46 (28.7%) were male. In terms of age distribution, 9 participants (5.6%) were between the ages of 25–30, 19 (11.9%) were between 30–35, 65 (40.6%) were between 35–40, 44 (27.5%) were between 40–45, 17 (10.6%) were between 45–50, and 6 (3.8%) were aged 51 and above. Regarding professional seniority, 18 participants (11.3%) had 1–10 years of experience, 35 (21.9%) had 10–15 years, 72 (45.0%) had 15–20 years, 24 (15.0%) had 20–25 years, and 11 (6.9%) had 25–30 years of professional experience. In terms of educational level, 134 participants (83.8%) held a bachelor's degree, while 26 participants (16.2%) were graduates of postgraduate programs. An examination of the programs from which the participants graduated revealed that 2 participants (1.3%) graduated from a Primary School Teaching undergraduate program, 106 (66.2%) from the English Language Teaching program, 37 (23.1%) from the English Language and Literature department, 4 (2.5%) from the Educational Administration and Supervision master's program, 4 (2.5%) from the School of Foreign Languages, 3 (1.9%) from the Curriculum and Instruction master's program, and 4 (2.5%) from the American Culture and Literature program. Regarding place of duty, 38 participants (23.8%) were working in primary schools, 61 (38.1%) in secondary schools, 53 (33.1%) in upper-secondary schools,

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and 8 (5.0%) in Science and Art Centres. In terms of project participation, 63 participants (39.4%) had participated only in eTwinning projects, 36 (22.5%) only in Erasmus projects, and 61 (38.1%) in both eTwinning and Erasmus projects. With respect to the number of Erasmus+ projects participated in, 64 participants (40.0%) had not participated in any Erasmus+ projects, 80 (50.0%) had participated in 1–2 projects, and 16 (10.0%) had participated in 3–4 projects. When the number of eTwinning projects was examined, it was found that 38 participants (23.8%) had not participated in any eTwinning projects, 78 (48.8%) had participated in 1–2 projects, 19 (11.9%) had participated in 3–4 projects, and 25 (15.6%) had participated in five or more projects.

For the qualitative phase of the study, criterion sampling, one of the purposive sampling strategies, was employed to select participants who had direct experience with the phenomenon under investigation. Criterion sampling involves selecting participants who meet predetermined criteria established in accordance with the research objectives and who can provide rich and in-depth information about the phenomenon being explored. Accordingly, the inclusion criteria for the qualitative sample were defined as having actively participated in at least one eTwinning or Erasmus+ project and voluntarily agreeing to participate in semi-structured interviews. Based on these criteria, 27 English teachers were included in the qualitative sample. The demographic characteristics of the participants in the qualitative sample are presented in Table 2.

**Table 2**
*Demographic Characteristics of the Qualitative Sample*

| Participant Code | Gender | Age | Professional Seniority | Educational Level | EU Project Participated In | Number of Erasmus+ Projects Participated In | Number of eTwinning Projects Participated In |
|---|---|---|---|---|---|---|---|
| P1 | Male | 33 | 10-15 years | Bachelor's degree | Erasmus | 2 | 0 |
| P2 | Male | 36 | 10-15 years | Bachelor's degree | Erasmus | 1 | 0 |
| P3 | Male | 48 | 20-25 years | Bachelor's degree | Both | 1 | 12 |
| P4 | Male | 35 | 10-15 years | Bachelor's degree | eTwinning | 0 | 2 |
| P5 | Male | 47 | 20-25 years | Bachelor's degree | eTwinning | 0 | 2 |
| P6 | Male | 40 | 15-20 years | Postgraduate degree | Both | 6 | 2 |
| P7 | Male | 40 | 15-20 years | Bachelor's degree | Both | 2 | 10 |
| P8 | Male | 40 | 10-15 years | Postgraduate degree | Both | 1 | 5 |
| P9 | Female | 40 | 15-20 years | Bachelor's degree | eTwinning | 0 | 1 |
| P10 | Female | 37 | 10-15 years | Postgraduate degree | Both | 1 | 6 |
| P11 | Female | 55 | 30+ years | Postgraduate degree | Both | 2 | 6 |
| P12 | Female | 33 | 1-10 years | Postgraduate degree | Erasmus | 1 | 0 |
| P13 | Female | 32 | 1-10 years | Bachelor's degree | eTwinning | 0 | 1 |
| P14 | Female | 34 | 10-15 years | Bachelor's degree | Both | 1 | 2 |
| P15 | Female | 42 | 20-25 years | Postgraduate degree | Erasmus | 1 | 0 |

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|---|---|---|---|---|---|---|---|
| P16 | Female | 38 | 15-20 years | Bachelor's degree | eTwinning | 0 | 11 |
| P17 | Female | 31 | 1-10 years | Postgraduate degree | eTwinning | 0 | 10 |
| P18 | Female | 40 | 10-15 years | Bachelor's degree | eTwinning | 0 | 4 |
| P19 | Female | 33 | 10-15 years | Bachelor's degree | eTwinning | 0 | 1 |
| P20 | Female | 37 | 10-15 years | Bachelor's degree | Both | 1 | 2 |
| P21 | Female | 42 | 15-20 years | Bachelor's degree | eTwinning | 0 | 5 |
| P22 | Female | 45 | 25-30 years | Postgraduate degree | eTwinning | 0 | 10 |
| P23 | Female | 38 | 15-20 years | Bachelor's degree | eTwinning | 0 | 12 |
| P24 | Female | 38 | 15-20 years | Bachelor's degree | eTwinning | 0 | 2 |
| P25 | Female | 36 | 1-10 years | Bachelor's degree | Both | 3 | 11 |
| P26 | Female | 39 | 15-20 years | Bachelor's degree | eTwinning | 0 | 3 |
| P27 | Female | 43 | 15-20 years | Postgraduate degree | Both | 1 | 3 |

Table 2 presents the demographic characteristics of the qualitative participants. The qualitative sample consisted of 27 English teachers with diverse characteristics in terms of gender, age, professional seniority, educational level, and experience in Erasmus+ and/or eTwinning projects. Participants represented different levels of involvement in EU-funded educational initiatives, ranging from those who had participated in a single project to those with extensive project experience. This diversity was considered beneficial for obtaining rich and varied perspectives on the phenomenon under investigation.

### *Data Collection Tools and Process*

In this study, data were collected using three instruments: a demographic information form, the Language Teaching Self-Efficacy Scale, and a semi-structured interview form. The demographic information form was developed by the researchers to obtain background information about the participants, including gender, age, professional seniority, educational level, graduated program, place of duty, types of EU projects participated in, and experience with Erasmus+ and eTwinning projects.

Quantitative data were collected using the Language Teaching Self-Efficacy Scale developed by Deregözü and Gündoğar (2020), for which validity and reliability evidence had previously been reported. The scale is a five-point Likert-type instrument consisting of 22 items under three dimensions: planning, implementation, and assessment and evaluation. Responses range from strongly disagree to strongly agree. In the original scale development study, the overall Cronbach's alpha coefficient was reported as 0.85, while the reliability coefficients for the planning, implementation, and assessment and evaluation dimensions were 0.59, 0.89, and 0.88, respectively (Deregözü & Gündoğar, 2020).

To examine the reliability of the scale in the present study, Cronbach's alpha coefficients were calculated using the collected data. The overall internal consistency coefficient was 0.95. The alpha coefficients for the planning, implementation, and assessment and evaluation dimensions were 0.87, 0.94, and 0.89, respectively. These coefficients indicate that the scale demonstrated high internal consistency for the present sample.

Qualitative data were collected through a semi-structured interview form developed by the researchers based on the relevant literature and the opinions of three experts in the field of educational sciences. The interview form consisted of four open-ended questions

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designed to obtain in-depth information regarding teachers' experiences with EU projects and their perceptions of language teaching self-efficacy. The questions were organized in a logical sequence to facilitate comprehensive and coherent responses while remaining aligned with the purpose of the study.

Before the data collection process, permission to use the Language Teaching Self-Efficacy Scale was obtained from the scale developers via e-mail. Ethical approval was granted by the Scientific Publication Ethics Committee of the Social Sciences Institute of the relevant university, and official permission to conduct the study was obtained from the Ministry of National Education. Quantitative data were collected through questionnaires, while qualitative data were gathered through semi-structured interviews. Participation was voluntary, informed consent was obtained from all participants, and no personally identifiable information was collected. Participant confidentiality was maintained throughout the study.

### *Data Analysis*

#### Analysis of Quantitative Data

Quantitative data were analysed using SPSS version 27. The assumption of normality was examined through comparisons of mean and median values, as well as skewness and kurtosis coefficients. The skewness and kurtosis values were found to be within the range of −1 to +1, indicating that the data met the assumption of normal distribution. Therefore, parametric tests were employed in the analyses, including the independent samples t-test and one-way analysis of variance (ANOVA). Frequency and percentage analyses were used to examine participants' demographic characteristics.

The Language Teaching Self-Efficacy Scale is a five-point Likert-type instrument with response options ranging from "strongly disagree" to "strongly agree". The mean scores obtained from the scale were used in the statistical analyses.

#### Analysis of Qualitative Data

In the qualitative phase of the study, the data obtained through semi-structured interviews were analysed using thematic analysis. Following data collection, all interview recordings were transcribed verbatim. Both researchers read the transcripts several times to become familiar with the dataset and to develop a comprehensive understanding of the participants' experiences and perspectives. The analysis was conducted systematically in relation to the research questions.

First, meaningful units of data relevant to the research questions were identified. The two researchers independently reviewed the interview transcripts and assigned initial codes to relevant segments of the data. The initial coding was guided by the research questions and focused on four main areas: English teachers' views regarding EU projects (RQ3), their reasons for participating in these projects (RQ4), their perceptions of how EU project experiences related to their language teaching self-efficacy (RQ5), and their evaluations of the renewed European School Education Platform (ESEP), through which European projects are implemented (RQ6). While the research questions guided the initial focus of the coding, categories and themes were developed inductively from recurring patterns and meaningful relationships identified in the data.

Following the initial coding, the researchers compared their coding decisions and examined similarities, differences, and relationships among the codes. Where differences occurred, the researchers discussed the relevant transcript segments and reached agreement through consensus. Code definitions and boundaries were reviewed and refined when necessary. Similar codes representing related ideas or recurring patterns were then grouped into broader

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categories. These categories were examined across the dataset and in relation to the research questions, and themes were subsequently developed through an iterative process.

After the initial themes were developed, both researchers returned to the original transcripts to assess whether the themes adequately represented the participants' accounts and were sufficiently distinct from one another. The final codes, categories, and themes were reviewed in relation to the purpose of the study and the research questions. Feedback from experts in educational sciences was sought during the development of the interview form and the qualitative data analysis process, particularly regarding the alignment of the interview questions, codes, and emerging themes with the research questions. The findings were presented in tables showing the themes and codes and were supported by representative direct quotations from the participants.

The trustworthiness of the qualitative findings was considered in terms of credibility, dependability, confirmability, and transferability, following the framework proposed by Guba and Lincoln (1982). Credibility was enhanced through independent coding by two researchers, comparison of coding decisions, resolution of discrepancies through consensus, and expert feedback during the development of the interview protocol and qualitative analysis process. Dependability was supported by systematically documenting the data collection, coding, categorization, theme development, and reporting procedures. Confirmability was addressed by grounding interpretations in the participants' statements and supporting the findings with direct quotations. The researchers also repeatedly examined the links between the original data, codes, categories, and final themes to ensure that the interpretations were supported by the data. Transferability was enhanced by providing detailed information about the research context, participant characteristics, data collection procedures, and analytical process, enabling readers to assess the applicability of the findings to similar educational contexts.

## Research Results

*English Teachers' Language Teaching Self-Efficacy Levels*

Descriptive statistics for the English teachers' language teaching self-efficacy scale and its sub-dimensions are presented in Table 3.

**Table 3**
*Descriptive Statistics of the Language Teaching Self-Efficacy Scale and Its Sub-Dimensions*

| Sub-Dimensions | *N* | $\bar{X}$ | *SD* |
|---|---|---|---|
| Language Teaching Self-Efficacy | 160 | 4.32 | 0.44 |
| Planning | 160 | 4.30 | 0.48 |
| Implementation | 160 | 4.31 | 0.47 |
| Assessment | 160 | 4.38 | 0.47 |

When Table 3 was examined, it was observed that the overall mean score of English teachers on the language teaching self-efficacy scale ($\bar{X}$ = 4.32, *SD* = 0.44) was at a very high level. Furthermore, an examination of the subdimensions constituting the language teaching self-efficacy scale indicated that the planning subdimension ($\bar{X}$ = 4.30, *SD* = 0.48), the implementation subdimension ($\bar{X}$ = 4.31, *SD* = 0.47), and the assessment subdimension ($\bar{X}$ = 4.38, *SD* = 0.47) were also at a very high level.

The distribution of English teachers' responses to the items in the planning subdimension of the language teaching self-efficacy scale is presented in Table 4.

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**Table 4**

*Distribution of English Teachers' Responses to the Planning Subdimension of the Language Teaching Self-Efficacy Scale*

| Items | $\bar{X}$ | SD |
|---|---|---|
| "I can use student-centred teaching methods and techniques." | 4.39 | 0.63 |
| "I can use teaching methods and techniques according to students' language development levels." | 4.33 | 0.65 |
| "I can use teaching methods and techniques that develop students' communicative skills." | 4.47 | 0.62 |
| "I can design original activities for language teaching." | 4.18 | 0.62 |
| "I can design project-based activities for language teaching." | 4.18 | 0.73 |
| "I can use cooperative learning methods and techniques in language teaching." | 4.11 | 0.68 |
| "I can use action-oriented learning methods and techniques in language teaching." | 4.23 | 0.66 |
| "I can use methods and techniques that assess students' language development." | 4.31 | 0.62 |
| Overall | 4.31 | 0.47 |

When Table 4 was examined, it was determined that the overall mean score of English teachers in the planning subdimension of the language teaching self-efficacy scale ($\bar{X}$ = 4.31, *SD* = 0.47) fell within the high-level range. When English teachers' responses to the planning subdimension of the language teaching self-efficacy scale were analysed, it was observed that the highest mean score in the planning dimension was obtained for the third item, "I can use teaching methods and techniques that develop students' communicative skills" ($\bar{X}$ = 4.47, *SD* = 0.62), whereas the lowest mean score was identified for the sixth item, "I can use cooperative learning methods and techniques in language teaching" ($\bar{X}$ = 4.11, *SD* = 0.68).

The distribution of English teachers' responses to the items in the implementation subdimension of the language teaching self-efficacy scale is presented in Table 5.

**Table 5**

*Distribution of English Teachers' Responses to the Implementation Subdimension of the Language Teaching Self-Efficacy Scale*

| Items | $\bar{X}$ | SD |
|---|---|---|
| "I can plan lessons in accordance with the language teaching curriculum." | 4.43 | 0.50 |
| "I can create a classroom arrangement that ensures the participation of all students." | 4.40 | 0.52 |
| "I can conduct lessons by making use of coursebooks." | 4.36 | 0.53 |
| "I can prepare instructional materials for children." | 4.26 | 0.62 |
| "I can prepare instructional materials for adolescents." | 4.31 | 0.57 |
| "I can develop original materials for language teaching." | 4.18 | 0.64 |
| "I can prepare materials that develop communicative skills in language learning." | 4.20 | 0.67 |
| "I can prepare instructional materials according to students' diverse needs." | 4.33 | 0.56 |
| "I can use student-centred teaching methods and techniques." | 4.32 | 0.60 |
| "I can use teaching methods and techniques according to students' language development levels." | 4.32 | 0.57 |
| **Overall** | **4.30** | **0.48** |

When Table 5 was examined, it was determined that the overall mean score of English teachers in the implementation subdimension of the language teaching self-efficacy scale ($\bar{X}$ =

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4.30, *SD* = 0.48) falls within the high-level range. Within the implementation subdimension, the highest mean score was observed for the first item, "I can plan lessons in accordance with the language teaching curriculum" ($\bar{X}$ = 4.43, *SD* = 0.50), whereas the lowest mean score was identified for the sixth item, "I can develop original materials for language teaching" ($\bar{X}$ = 4.18, *SD* = 0.64).

The distribution of English teachers' responses to the items in the assessment subdimension of the language teaching self-efficacy scale is presented in Table 6.

**Table 6**

*Distribution of English Teachers' Responses to the Assessment Subdimension of the Language Teaching Self-Efficacy Scale*

| Items | $\bar{X}$ | *SD* |
|---|---|---|
| "I can evaluate whether language lessons are effective." | 4.38 | 0.57 |
| "I can use methods and techniques that assess the four language skills (speaking, listening, reading, and writing)." | 4.34 | 0.59 |
| "I can provide feedback to students appropriate to their linguistic levels." | 4.41 | 0.50 |
| "I can use methods and techniques that assess students' learning progress." | 4.39 | 0.52 |
| **Overall** | **4.38** | **0.47** |

When Table 6 was examined, it was determined that the overall mean score of English teachers in the assessment subdimension of the language teaching self-efficacy scale ($\bar{X}$ = 4.38, *SD* = 0.47) falls within the high-level range. Within the assessment subdimension, the highest mean score was observed for the third item, "I can provide feedback to students appropriate to their linguistic levels" ($\bar{X}$ = 4.41, *SD* = 0.50), whereas the lowest mean score was identified for the second item, "I can use methods and techniques that assess the four language skills (speaking, listening, reading, and writing)" ($\bar{X}$ = 4.34, *SD* = 0.59).

*English Teachers' Language Teaching Self-Efficacy*

The findings related to the second research problem are presented in the tables below.

*Gender*

In order to determine whether English teachers' language teaching self-efficacy levels differ significantly according to the gender variable, an independent samples t-test was conducted. The results obtained from the analysis are presented in Table 7.

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**Table 7**

*Results of the Independent Samples t-Test Analysis of English Teachers' Language Teaching Self-Efficacy According to the Gender Variable*

| Dimension | Gender | *N* | $\bar{X}$ | *SD* | *t* | *p* |
|---|---|---|---|---|---|---|
| Language Teaching Self-Efficacy | Female | 114 | 4.34 | 0.45 | 1.07 | .25 |
| | Male | 46 | 4.26 | 0.41 | | |
| Assessment | Female | 114 | 4.38 | 0.48 | 0.15 | .37 |
| | Male | 46 | 4.37 | 0.46 | | |
| Planning | Female | 114 | 4.34 | 0.47 | 1.81 | .84 |
| | Male | 46 | 4.19 | 0.47 | | |
| Implementation | Female | 114 | 4.33 | 0.48 | 0.67 | .21 |
| | Male | 46 | 4.27 | 0.44 | | |

When the data presented in Table 6 were examined, it was observed that English teachers' language teaching self-efficacy did not differ significantly according to the gender variable in terms of overall language teaching self-efficacy ($t$ = 1.07, $p$ > .05) or across the subdimensions of the scale, namely assessment ($t$ =0.15, $p$ > .05), planning ($t$ = 1.81, $p$ > .05), and implementation ($t$ = 0.67, $p$ > .05).

*Age*

In order to determine whether English teachers' language teaching self-efficacy levels differ significantly according to the age variable, a one-way analysis of variance (ANOVA) was conducted. The results obtained from the analysis are presented in Table 8.

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**Table 8**
*Results of the Analysis of ANOVA of English Teachers' Language Teaching Self-Efficacy According to the Age Variable*

| Dimension | Age | *N* | $\bar{X}$ | *SD* | *F* | *p* | Significant Difference |
|---|---|---|---|---|---|---|---|
| Language Teaching Self-Efficacy | 50+ | 6 | 4.36 | 0.43 | 0.66 | .64 | - |
| | 35-40 | 65 | 4.45 | 0.48 | | | |
| | 40-45 | 44 | 4.27 | 0.47 | | | |
| | 25-30 | 9 | 4.33 | 0.42 | | | |
| | 45-50 | 17 | 4.36 | 0.37 | | | |
| Assessment | 25-30 | 9 | 4.44 | 0.39 | 1.24 | .29 | - |
| | 30-35 | 19 | 4.59 | 0.47 | | | |
| | 35-40 | 65 | 4.30 | 0.48 | | | |
| | 40-45 | 44 | 4.40 | 0.49 | | | |
| | 45-50 | 17 | 4.41 | 0.46 | | | |
| Planning | 25-30 | 9 | 4.27 | 0.47 | 0.41 | .84 | - |
| | 30-35 | 19 | 4.40 | 0.54 | | | |
| | 35-40 | 65 | 4.29 | 0.51 | | | |
| | 40-45 | 44 | 4.28 | 0.41 | | | |
| | 45-50 | 17 | 4.33 | 0.42 | | | |
| Implementation | 25-30 | 9 | 4.40 | 0.46 | 0.67 | .64 | - |
| | 30-35 | 19 | 4.43 | 0.52 | | | |
| | 35-40 | 65 | 4.25 | 0.50 | | | |
| | 40-45 | 44 | 4.33 | 0.46 | | | |
| | 45-50 | 17 | 4.37 | 0.43 | | | |

When the data presented in Table 8 were examined, it was observed that English teachers' overall language teaching self-efficacy ($F = 0.66$, $p > .05$) did not differ significantly according to the age variable. Similarly, no statistically significant differences were found across the subdimensions of assessment ($F = 1.24$, $p > .05$), planning ($F = 0.41$, $p > 0.05$), and implementation ($F = 0.67$, $p > .05$).

*Professional Seniority*

In order to determine whether English teachers' language teaching self-efficacy levels differ significantly according to the professional seniority variable, a one-way analysis of variance (ANOVA) was conducted. The results obtained from the analysis are presented in Table 9.

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**Table 9**

*Results of the Analysis of ANOVA of English Teachers' Language Teaching Self-Efficacy According to the Professional Seniority Variable*

| Dimension | Age | *N* | $\bar{X}$ | *SD* | *F* | *p* | Significant Difference |
|---|---|---|---|---|---|---|---|
| Language Teaching Self-Efficacy | 1-10 | 18 | 4.41 | 0.49 | 1.51 | .19 | - |
| | 10-15 | 35 | 4.35 | 0.42 | | | |
| | 15-20 | 72 | 4.23 | 0.44 | | | |
| | 20-25 | 24 | 4.36 | 0.42 | | | |
| | 25-30 | 11 | 4.51 | 0.45 | | | |
| Assessment | 1-10 | 18 | 4.47 | 0.45 | 1.96 | .10 | - |
| | 10-15 | 35 | 4.49 | 0.47 | | | |
| | 15-20 | 72 | 4.27 | 0.47 | | | |
| | 20-25 | 24 | 4.43 | 0.46 | | | |
| | 25-30 | 11 | 4.52 | 0.48 | | | |
| Planning | 1-10 | 18 | 4.42 | 0.56 | 1.66 | .16 | - |
| | 10-15 | 35 | 4.33 | 0.47 | | | |
| | 15-20 | 72 | 4.21 | 0.45 | | | |
| | 20-25 | 24 | 4.29 | 0.50 | | | |
| | 25-30 | 11 | 4.55 | 0.43 | | | |
| Implementation | 1-10 | 18 | 4.39 | 0.51 | 1.06 | .37 | - |
| | 10-15 | 35 | 4.32 | 0.46 | | | |
| | 15-20 | 72 | 4.24 | 0.48 | | | |
| | 20-25 | 24 | 4.39 | 0.45 | | | |
| | 25-30 | 11 | 4.48 | 0.47 | | | |

When the data presented in Table 9 were examined, it was observed that English teachers' overall language teaching self-efficacy did not differ significantly according to the professional seniority variable ($F = 1.51$, $p > .05$). Similarly, no statistically significant differences were found across the subdimensions of assessment ($F = 1.96$, $p > .05$), planning ($F = 1.66$, $p > .05$), and implementation ($F = 1.06$, $p > .05$).

*Educational Level*

In order to determine whether English teachers' language teaching self-efficacy levels differ significantly according to the educational level variable, an independent samples t-test was conducted. The results obtained from the analysis are presented in Table 10.

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**Table 10**

*Results of the Independent Samples t-Test Analysis of English Teachers' Language Teaching Self-Efficacy According to the Educational Level Variable*

| Dimension | Educational Level | *N* | $\bar{X}$ | *SD* | *t* | *p* |
|---|---|---|---|---|---|---|
| Language Teaching Self-Efficacy | Bachelor's | 134 | 4.29 | 0.44 | -1.59 | .11 |
| | Graduate | 26 | 4.44 | 0.44 | | |
| Assessment | Bachelor's | 134 | 4.36 | 0.47 | -.89 | .37 |
| | Graduate | 26 | 4.46 | 0.51 | | |
| Planning | Bachelor's | 134 | 4.26 | 0.47 | -2.05 | **.04*** |
| | Graduate | 26 | 4.47 | 0.46 | | |
| Implementation | Bachelor's | 134 | 4.29 | 0.47 | -1.25 | .21 |
| | Graduate | 26 | 4.42 | 0.47 | | |

*$p<.05$

It was observed that English teachers' language teaching self-efficacy did not differ significantly according to the educational level variable in terms of overall language teaching self-efficacy ($t = -1.59$, $p > .05$) or across the subdimensions of assessment ($t = -.89$, $p > .05$) and implementation ($t = -1.25$, $p > .05$). However, a statistically significant difference was identified in the planning subdimension ($t = -2.05$, $p < .05$). As a result of this difference, it was observed that teachers with a graduate-level education had higher language teaching self-efficacy scores in the planning subdimension compared to those with a bachelor's degree.

*Graduated Program*

In order to determine whether English teachers' language teaching self-efficacy levels differ significantly according to the graduated program variable, a one-way analysis of variance (ANOVA) was conducted. The results obtained from the analysis are presented in Table 11.

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**Table 11**

*Results of Analysis of ANOVA of English Teachers' Language Teaching Self-Efficacy According to the Graduated Program Variable*

| Dimension | Graduated Program | *N* | $\bar{X}$ | *SD* | *F* | *p* | Significant Difference |
|---|---|---|---|---|---|---|---|
| Language Teaching Self-Efficacy | Primary School Teaching | 2 | 4.50 | 0.51 | 0.98 | .44 | - |
| | English Language Teaching | 106 | 4.29 | 0.44 | | | |
| | English Language and Literature | 37 | 4.33 | 0.43 | | | |
| | Educational Administration and Supervision | 4 | 4.68 | 0.36 | | | |
| | School of Foreign Languages | 4 | 4.50 | 0.57 | | | |
| | Curriculum and Instruction | 3 | 4.63 | 0.48 | | | |
| | American Culture and Literature | 4 | 4.20 | 0.38 | | | |
| Assessment | Primary School Teaching | 2 | 4.50 | 0.70 | 0.69 | .65 | - |
| | English Language Teaching | 106 | 4.36 | 0.47 | | | |
| | English Language and Literature | 37 | 4.36 | 0.46 | | | |
| | Educational Administration and Supervision | 4 | 4.75 | 0.50 | | | |
| | School of Foreign Languages | 4 | 4.50 | 0.57 | | | |
| | Curriculum and Instruction | 3 | 4.66 | 0.57 | | | |
| | American Culture and Literature | 4 | 4.25 | 0.50 | | | |
| Planning | Primary School Teaching | 2 | 4.50 | 0.70 | 1.50 | .18 | - |
| | English Language Teaching | 106 | 4.36 | 0.47 | | | |
| | English Language and Literature | 37 | 4.36 | 0.46 | | | |
| | Educational Administration and Supervision | 4 | 4.75 | 0.50 | | | |
| | School of Foreign Languages | 4 | 4.50 | 0.57 | | | |
| | Curriculum and Instruction | 3 | 4.66 | 0.57 | | | |
| | American Culture and Literature | 4 | 4.25 | 0.50 | | | |
| Implementation | Primary School Teaching | 2 | 4.50 | 0.70 | 0.56 | .75 | - |
| | English Language Teaching | 106 | 4.28 | 0.46 | | | |
| | English Language and Literature | 37 | 4.32 | 0.47 | | | |
| | Educational Administration and Supervision | 4 | 4.55 | 0.51 | | | |
| | School of Foreign Languages | 4 | 4.47 | 0.60 | | | |
| | Curriculum and Instruction | 3 | 4.63 | 0.63 | | | |
| | American Culture and Literature | 4 | 4.25 | 0.50 | | | |

It was observed that English teachers' overall language teaching self-efficacy did not differ significantly according to the graduated program variable ($F$= 0.98, $p > .05$). Similarly, no statistically significant differences were found across the subdimensions of assessment ($F$ = 0.69, $p > .05$), planning ($F$ = 1.50, $p > .05$), and implementation ($F$ =0.56, $p > .05$).

*Place of Duty*

In order to determine whether English teachers' language teaching self-efficacy levels differ significantly according to the place of duty variable, a one-way analysis of variance (ANOVA) was conducted. The results obtained from the analysis are presented in Table 12.

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**Table 12**

*Results of Analysis of ANOVA of English Teachers' Language Teaching Self-Efficacy According to the Place of Duty Variable*

| Dimension | Place of Duty | *N* | $\bar{X}$ | *SD* | *F* | *p* | Significant Difference |
|---|---|---|---|---|---|---|---|
| Language Teaching Self-Efficacy | Primary School | 38 | 4.41 | 0.45 | 1.04 | .37 | - |
| | Secondary School | 61 | 4.30 | 0.44 | | | |
| | Upper-Secondary School | 53 | 4.31 | 0.44 | | | |
| | Science and Art Centre | 8 | 4.13 | 0.46 | | | |
| Assessment | Primary School | 38 | 4.48 | 0.48 | 1.36 | .26 | - |
| | Secondary School | 61 | 4.34 | 0.48 | | | |
| | Upper-Secondary School | 53 | 4.40 | 0.47 | | | |
| | Science and Art Centre | 8 | 4.16 | 0.46 | | | |
| Planning | Primary School | 38 | 4.37 | 0.52 | 0.98 | .40 | - |
| | Secondary School | 61 | 4.31 | 0.43 | | | |
| | Upper-Secondary School | 53 | 4.27 | 0.50 | | | |
| | Science and Art Centre | 8 | 4.07 | 0.44 | | | |
| Implementation | Primary School | 38 | 4.41 | 0.45 | 0.85 | .47 | - |
| | Secondary School | 61 | 4.28 | 0.49 | | | |
| | Upper-Secondary School | 53 | 4.30 | 0.47 | | | |
| | Science and Art Centre | 8 | 4.17 | 0.52 | | | |

It was observed that English teachers' language teaching self-efficacy did not differ significantly according to the place of duty variable in terms of overall language teaching self-efficacy ($F = 1.04$, $p > .05$). Likewise, no statistically significant differences were found across the subdimensions of assessment ($F = 1.36$, $p > .05$), planning ($F = 0.98$, $p > .05$), and implementation ($F = 0.85$, $p > .05$).

*Type of Project Participated In*

In order to determine whether English teachers' language teaching self-efficacy levels differ significantly according to the type of project participated in variable, a one-way analysis of variance (ANOVA) was conducted. The results obtained from the analysis are presented in Table 13.

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**Table 13**

*Results of Analysis of ANOVA of English Teachers' Language Teaching Self-Efficacy According to the Type of Project Participated In*

| Dimension | Type of Project | *N* | $\bar{X}$ | *SD* | *F* | *p* | Significant Difference |
|---|---|---|---|---|---|---|---|
| Language Teaching Self-Efficacy | eTwinning | 63 | 4.23 | 0.44 | 1.89 | .15 | - |
| | Erasmus+ | 36 | 4.38 | 0.45 | | | |
| | Both | 61 | 4.37 | 0.42 | | | |
| Assessment | eTwinning | 63 | 4.30 | 0.47 | 1.41 | .24 | - |
| | Erasmus+ | 36 | 4.43 | 0.46 | | | |
| | Both | 61 | 4.43 | 0.48 | | | |
| Planning | eTwinning | 63 | 4.19 | 0.46 | 2.39 | .09 | - |
| | Erasmus+ | 36 | 4.37 | 0.48 | | | |
| | Both | 61 | 4.36 | 0.47 | | | |
| Implementation | eTwinning | 63 | 4.24 | 0.48 | 1.20 | .30 | - |
| | Erasmus+ | 36 | 4.37 | 0.49 | | | |
| | Both | 61 | 4.35 | 0.45 | | | |

It was observed that English teachers' language teaching self-efficacy did not differ significantly according to the type of project participated in variable in terms of overall language teaching self-efficacy ($F = 1.89$, $p > .05$). Likewise, no statistically significant differences were found across the subdimensions of assessment ($F = 1.41$, $p > .05$), planning ($F = 2.39$, $p > .05$), and implementation ($F = 1.20$, $p > .05$).

*Number of Erasmus+ Projects Participated In*

In order to determine whether English teachers' language teaching self-efficacy levels differ significantly according to the number of Erasmus+ projects participated in variable, a one-way analysis of variance (ANOVA) was conducted. The results obtained from the analysis are presented in Table 14.

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**Table 14**

*Results of Analysis of ANOVA of English Teachers' Language Teaching Self-Efficacy According to the Number of Erasmus+ Projects Participated In*

| Dimension | Number of Erasmus+ Projects | *N* | $\bar{X}$ | *SD* | *F* | *p* | Significant Difference |
|---|---|---|---|---|---|---|---|
| Language Teaching Self-Efficacy | None | 64 | 4.23 | 0.44 | 2.72 | .06 | |
| | 1–2 Projects | 80 | 4.36 | 0.43 | | | |
| | 3–4 Projects | 16 | 4.48 | 0.42 | | | |
| Assessment | None | 64 | 4.30 | 0.47 | 1.64 | .19 | |
| | 1–2 Projects | 80 | 4.43 | 0.48 | | | |
| | 3–4 Projects | 16 | 4.45 | 0.43 | | | |
| Planning | None (1) | 64 | 4.19 | 0.46 | 3.99 | **.02*** | **3>1** |
| | 1–2 Projects (2) | 80 | 4.33 | 0.48 | | | |
| | 3–4 Projects (3) | 16 | 4.54 | 0.41 | | | |
| Implementation | None | 64 | 4.23 | 0.48 | 1.75 | .17 | |
| | 1–2 Projects | 80 | 4.35 | 0.46 | | | |
| | 3–4 Projects | 16 | 4.45 | 0.49 | | | |

*$p<.05$

When the data in Table 14 were examined, it was seen that there was no statistically significant difference in the "general language teaching self-efficacy" ($F$=2.72; $p$>.05) and "measurement" ($F$=1.64; $p$>.05) and "implementation" ($F$=1.75; $p$>.05) sub-dimensions of English teachers according to the number of Erasmus+ projects they participated in. In addition, a significant difference was found in the "planning" ($F$=3.99; $p$<.05) sub-dimension, and the Tukey post hoc analysis revealed that this difference was between teachers who did not participate in any Erasmus+ projects and those who participated in 3-4 Erasmus+ projects, and in favour of English teachers who participated in 3-4 projects.

*Number of eTwinning Projects Participated In*

In order to determine whether English teachers' language teaching self-efficacy levels differ significantly according to the number of eTwinning projects participated in variable, a one-way analysis of variance (ANOVA) was conducted. The results obtained from the analysis are presented in Table 15.

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**Table 15**

*Results of Analysis of ANOVA of English Teachers' Language Teaching Self-Efficacy According to the Number of eTwinning Projects Participated In*

| Dimension | Number of eTwinning Projects | *N* | $\bar{X}$ | *SD* | *F* | *p* | Significant Difference |
|---|---|---|---|---|---|---|---|
| Language Teaching Self-Efficacy | None | 38 | 4.37 | 0.44 | 2.19 | .09 | - |
| | 1–2 Projects | 78 | 4.24 | 0.44 | | | |
| | 3–4 Projects | 19 | 4.33 | 0.41 | | | |
| | 5+ Projects | 25 | 4.48 | 0.43 | | | |
| Assessment | None | 38 | 4.42 | 0.47 | 0.67 | .56 | - |
| | 1–2 Projects | 78 | 4.33 | 0.46 | | | |
| | 3–4 Projects | 19 | 4.42 | 0.51 | | | |
| | 5+ Projects | 25 | 4.46 | 0.51 | | | |
| Planning | None | 38 | 4.37 | 0.47 | 1.66 | .16 | - |
| | 1–2 Projects | 78 | 4.19 | 0.48 | | | |
| | 3–4 Projects | 19 | 4.29 | 0.42 | | | |
| | 5+ Projects | 25 | 4.53 | 0.43 | | | |
| Implementation | None | 38 | 4.35 | 0.49 | 3.83 | **.01*** | **4>2** |
| | 1–2 Projects | 78 | 4.25 | 0.47 | | | |
| | 3–4 Projects | 19 | 4.33 | 0.45 | | | |
| | 5+ Projects | 25 | 4.46 | 0.47 | | | |

* $p < .05$

When the data presented in Table 15 were examined, it was observed that English teachers' language teaching self-efficacy did not differ significantly according to the number of eTwinning projects participated in variable in terms of overall language teaching self-efficacy ($F = 2.19$, $p > .05$) or across the subdimensions of assessment ($F = 0.67$, $p > .05$) and planning ($F = 1.66$, $p > .05$). However, a statistically significant difference was identified in the implementation subdimension ($F = 3.83$, $p < .05$). The results of the Tukey post hoc analysis indicated that this difference existed between teachers who participated in 1–2 eTwinning projects and those who participated in 5 or more eTwinning projects, in favour of the latter group.

*English Teachers' Views on EU Projects*

English teachers' views on EU projects are presented in Table 15.

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**Table 16**
*English Teachers' Views on EU Projects*

| Theme | Codes | Participants |
|---|---|---|
| Educational and Professional Value of EU Projects | -Enhancing students' language learning and motivation<br>-Supporting teachers' professional development | P3, P4, P5, P7, P8, P9, P10, P12, P13, P14, P16, P17, P18, P19, P20, P22, P23, P24, P25, P26 |
| Challenges in the Implementation of EU Projects | -Misuse and misunderstanding of project purposes<br>-Difficulties in project implementation | P1, P2, P15, P27 |

As shown in Table 16, the findings indicate that English teachers predominantly perceive EU projects as valuable educational initiatives that contribute to both student learning and teachers' professional development. Participants frequently associated Erasmus+ and eTwinning projects with increased student motivation, enhanced language learning opportunities, greater intercultural awareness, and the development of twenty-first-century skills. They also emphasized that participation in international collaborative projects broadened their professional perspectives and enriched their instructional practices.

Despite these predominantly positive perceptions, a small number of participants expressed concerns regarding the implementation of EU projects. These concerns primarily related to the low acceptance rate of project applications, the perception that some projects are undertaken mainly for international mobility or institutional prestige rather than educational purposes, and the declining educational quality of certain eTwinning projects. Overall, positive evaluations substantially outweighed negative ones, suggesting that English teachers generally regard EU projects as meaningful opportunities for professional learning and educational improvement rather than merely as extracurricular activities. Selected participant quotations are presented below to illustrate these findings.

*"I have observed that these projects increase students' motivation to learn English." (P3)*
*"These projects are highly beneficial for our professional development." (P16)*
*"I believe these projects provide students with opportunities to develop all four language skills." (P8)*
*"The low number of approved projects is discouraging." (P1)*
*"I think many eTwinning projects are carried out primarily to earn points and for publicity." (P15)*

*English Teachers' Reasons for Participating in EU Projects*

English teachers' reasons for participating in EU projects are presented in Table 16.

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**Table 17**
*Reasons for English Teachers' Participation in EU Projects*

| Theme | Codes | Participants |
|---|---|---|
| Improving Students' Learning Opportunities | -Enhancing students' language learning and motivation<br>- Broadening students' intercultural awareness and learning experiences | P1, P3, P7, P8, P9, P12, P13, P17, P18, P23, P24, P25, P26 |
| Professional Growth Through International Collaboration | - Pursuing professional and personal development<br>- Building international collaboration and sharing educational practices | P3, P5, P6, P7, P10, P11, P14, P15, P16, P19, P20, P21, P22, P27 |

As shown in Table 17, analysis of the participants' responses revealed that English teachers' motivations for participating in EU projects were primarily clustered around two complementary dimensions. The first dimension reflects a student-oriented motivation, whereas the second represents teacher-oriented professional motivation. The first theme, Improving Students' Learning Opportunities, demonstrates that teachers primarily participate in Erasmus+ and eTwinning projects to create more meaningful and enriched learning environments for their students. Rather than focusing solely on academic achievement, participants emphasized increasing students' motivation to learn English, providing authentic opportunities to use the target language, encouraging communication with peers from different countries, and broadening students' intercultural experiences. Teachers also viewed these projects as a means of making language learning more meaningful by connecting classroom learning with real-life communication and collaborative international activities. The consistency of these responses suggests that teachers perceive EU projects as pedagogical tools that extend language learning beyond the traditional classroom context rather than as isolated extracurricular activities. The second theme, Professional Growth Through International Collaboration, indicates that teachers also participate in EU projects to enhance their own professional competence. Participants frequently referred to improving themselves professionally, achieving greater professional satisfaction, exchanging experiences with colleagues from different countries, observing effective educational practices, and becoming part of international professional networks. Unlike the first theme, which focuses primarily on students' learning outcomes, this theme highlights teachers' own learning processes and professional identity development. Interestingly, international collaboration was described not merely as establishing partnerships but as a continuous opportunity for professional learning and mutual exchange of educational experiences. Only one participant (P2) reported joining a project due to institutional circumstances rather than personal motivation, suggesting that participation is generally driven by intrinsic professional and educational goals rather than external obligations. Overall, the findings indicate that teachers perceive EU projects as serving a dual purpose: enriching students' learning experiences while simultaneously fostering their own professional development within an international educational community. Selected participant quotations are presented below to illustrate these findings.

> *"To increase students' interest in the language classroom and English through overseas experiences." (P1)*
>
> *"To contribute to our students' language learning potential..." (P3)*
>
> *"To enable my students to use a foreign language, communicate with students from different countries, and gain self-confidence." (P18)*
>
> *"To enable my students to create collaborative products with students from different countries and cities..." (P25)*

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*"To improve myself and to support my students' development..." (P5)*
*"To improve myself and to interact with colleagues who have similar interests and needs at both national and international levels..." (P14)*
*"Professional satisfaction, self-improvement, communicating with foreign colleagues, and observing good practices in authentic contexts." (P27)*
*"To meet and interact on an online platform with educators and learners from many parts of Europe and even the world." (P22)*

*English Teachers' Views Regarding the Contribution of EU Projects to Their Language Teaching Self-Efficacy*

English teachers' views regarding the contribution of EU projects to their language teaching self-efficacy are presented in Table 18.

**Table 18**
*English Teachers' Views on the Contribution of EU Projects to Language Teaching Self-Efficacy*

| Theme | Codes | Participants |
|---|---|---|
| Strengthening Language Teaching Competence | -Improving teachers' language use and teaching confidence<br>-Enhancing instructional practices and language teaching skills | P3, P4, P6, P7, P8, P9, P12, P13, P14, P15, P16, P19, P21, P22, P23, P27 |
| Perceived Limitations of the Contribution | -Limited contribution to self-efficacy<br>-Different perceived contributions of Erasmus+ and eTwinning. | P1, P2, P5, P20, P25 |

As shown in Table 18, participants generally perceived EU projects as making a positive contribution to their language teaching self-efficacy. The first theme demonstrates that teachers associated project participation with increased confidence in using English, greater willingness to communicate in authentic international contexts, and enhanced beliefs in their ability to teach the language effectively. Many participants emphasized that regular interaction with international partners created meaningful opportunities to practice English, which in turn reinforced their confidence as language teachers. In addition, several teachers highlighted improvements in instructional competence, including developing teaching materials, designing learning activities, integrating digital technologies, and applying more creative teaching methods. These findings indicate that self-efficacy was constructed not only through improved language proficiency but also through increased confidence in instructional decision-making and classroom practice.

The second theme reflects a minority of participants who questioned the extent of this contribution. Rather than rejecting EU projects altogether, these teachers argued that the impact on self-efficacy depended on the type of project and the level of active engagement. Some participants reported limited personal gains, while others considered eTwinning more beneficial than Erasmus+ for developing teaching competence due to its continuous collaborative nature. Overall, although individual experiences varied, the dominant discourse suggests that participation in EU projects contributes positively to teachers' language teaching self-efficacy by strengthening both their communicative confidence and instructional competence. Selected participant quotations illustrating these themes are presented below.

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*"My motivation to further improve my speaking skills has increased." (P3)*
*"Since it contributes to my language use skills, it also strengthens my belief in my ability to teach the language." (P4)*
*"I find it very beneficial because it provides ample opportunities for practice throughout the project process." (P12)*
*"It has contributed to my ability to produce content, develop appropriate methods and techniques, and design teaching materials while teaching the language." (P22)*
*"It did not contribute anything." (P1)*
*"I think eTwinning projects are one step ahead." (P2)*
*"Although it did not make a significant contribution, I cannot say that it was completely ineffective." (P5)*
*"eTwinning is more focused on teacher communication... It does not provide students with as many opportunities to develop their language skills as Erasmus+ projects do." (P20)*

*English Teachers' Views on the Renewed ESEP Platform*

English teachers' views on the renewed ESEP platform, on which EU projects are carried out, were tabulated and are presented in Table 19.

**Table 19**
*English Teachers' Views on the ESEP Platform Used for the Implementation of EU Projects*

| Theme | Codes | Participants |
|---|---|---|
| Challenges in Using the Renewed ESEP Platform | -Complexity and usability problems<br>-Technical and infrastructure-related difficulties | P3, P4, P5, P6, P8, P9, P11, P13, P16, P20, P21, P22, P26 |
| Positive Evaluations of the Renewed Platform | -Integrated and comprehensive project environment<br>-Improved usability after adaptation | P1, P7, P10, P14, P15, P18, P24, P25 |

As shown in Table 19, participants expressed mixed opinions regarding the renewed European School Education Platform (ESEP). The dominant theme highlights the challenges experienced during the transition from the former eTwinning platform to the new integrated system. Teachers frequently described the renewed platform as more complex, less intuitive, and technically less reliable than its predecessor. Difficulties related to navigation, uploading project materials, interface design, and occasional system failures were repeatedly mentioned. These findings suggest that teachers' evaluations were shaped primarily by their day-to-day experiences of using the platform rather than by resistance to technological change itself.

Despite these concerns, a second group of participants viewed the renewed platform positively. These teachers appreciated the integration of Erasmus+, eTwinning, and other European education services within a single environment and believed that the platform became more functional after an initial adaptation period. Several participants also indicated that system improvements had resolved earlier technical problems, making the platform easier to use over time. Taken together, the findings indicate that teachers generally supported the idea of a unified European project platform; however, their overall satisfaction largely depended on usability, technical stability, and familiarity with the new interface. Selected participant quotations illustrating these themes are presented below.

*"The previous version was much clearer and more user-friendly." (P4)*
*"The previous platform was more user-friendly; I find the new platform somewhat complex." (P13)*

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*"The frequent technical problems on the new platform... made project activities more difficult to carry out." (P20)*
*"It is a very functional and easy-to-understand platform." (P1)*
*"eTwinning and Erasmus+ have been integrated under a single platform." (P7)*
*"I think it is user-friendly at the moment." (P10)*
*"The new platform has been renewed as a system and is currently operating actively without any problems." (P15)*

## Discussion

This mixed-methods study examined the relationship between participation in EU-funded educational projects and English teachers' language teaching self-efficacy by combining quantitative comparisons across demographic and project-related variables with qualitative evidence concerning teachers' experiences and perceptions. The integration of the two strands provides a more nuanced understanding of the issue. The quantitative findings indicate that the participating teachers generally reported very high levels of language teaching self-efficacy, with significant differences emerging for postgraduate education, the number of Erasmus+ projects, and the number of eTwinning projects in specific dimensions. The qualitative findings help explain these patterns by showing that teachers associated their participation in EU projects with professional learning, collaboration, intercultural interaction, experimentation with new instructional practices, and increased confidence in their teaching. Taken together, the findings suggest that international project participation constitutes a meaningful professional context in which teachers may experience conditions relevant to the development and reinforcement of self-efficacy, although the present study does not establish a causal relationship.

### *Overall Level of Language Teaching Self-Efficacy*

The overall mean score on the Language Teaching Self-Efficacy Scale, as well as the mean scores for planning, implementation, and assessment, was at a very high level. This finding is consistent with Yüksel (2010), who similarly reported very high self-efficacy beliefs among Turkish English teachers. One possible explanation is that the participants in the present study were teachers who had already chosen to participate in international educational projects and may therefore have been particularly engaged in professional learning. However, this interpretation should be treated cautiously because the study did not compare project participants with a non-participating control group.

From the perspective of Social Cognitive Theory, the high level of self-efficacy observed among the participants can also be considered in relation to the professional environments in which they engage. Teachers who participate in international projects encounter opportunities to undertake new professional tasks, interact with colleagues, observe alternative instructional practices, and receive feedback. These experiences correspond particularly to Bandura's (1997) concepts of mastery experiences, vicarious experiences, and social persuasion. The qualitative findings provide support for this interpretation: participants frequently described professional development, collaboration, intercultural interaction, and opportunities to apply new approaches as important aspects of their project experiences. Thus, the qualitative evidence adds contextual meaning to the high quantitative scores by indicating the types of professional experiences through which teachers may maintain or strengthen their perceptions of instructional capability.

### *Demographic Characteristics and Language Teaching Self-Efficacy*

The quantitative findings showed no statistically significant differences in language teaching self-efficacy according to gender, age, professional seniority, graduated program, or

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place of duty. The absence of gender differences is consistent with several previous studies reporting no significant relationship between gender and teacher self-efficacy (Aydemir, 2023; Demir, 2024; Ertaş, 2022; Esen, 2012; Mofrad, 2016; Taşer, 2015). At the same time, Selçuk (2016) and İlgör (2019) reported higher self-efficacy levels among female teachers. These differences across studies suggest that demographic characteristics alone may not provide a consistent explanation for variations in teacher self-efficacy and that contextual and professional experiences may also need to be considered.

Similarly, the absence of a significant age effect is consistent with Selçuk (2016) and İlgör (2019), whereas Şeker (2023) reported higher self-efficacy among older teachers. The lack of a significant difference according to professional seniority also corresponds with Aydemir (2019) and Yüksel (2010), although it differs from the position of Tschannen-Moran and Hoy (2002), who emphasized the contribution of professional experience to teacher self-efficacy. One possible explanation for these mixed findings is that the amount of experience alone may not determine the quality of professional learning. From a Social Cognitive Theory perspective, what teachers experience during their professional careers may be more relevant than the number of years they have worked. Experiences that provide opportunities for successful performance, observation of competent peers, feedback, and problem solving may be particularly important for self-efficacy development (Bandura, 1997). The present findings therefore suggest that demographic and career characteristics should not be interpreted in isolation from the professional experiences available to teachers.

*Educational Level and Planning Self-Efficacy*

A statistically significant difference was identified in the planning dimension according to educational level, with teachers holding postgraduate degrees reporting higher planning self-efficacy than teachers holding bachelor's degrees. This finding is consistent with Aslan and Kalkan (2018) and Aydemir (2023), who reported higher self-efficacy perceptions among teachers with postgraduate education. Similarly, Seferoğlu (2015) and Arcagök and Şahin (2014) emphasized the relationship between higher levels of education and teachers' professional competencies.

The finding is particularly noteworthy because the difference emerged in planning rather than across all dimensions of language teaching self-efficacy. Postgraduate education may provide teachers with greater opportunities to engage in systematic lesson planning, needs analysis, theoretical reflection, research-based decision-making, and evaluation of instructional alternatives. Such experiences may strengthen teachers' confidence in designing instruction, which is consistent with the emphasis placed by Social Cognitive Theory on mastery and cognitive experiences as sources of self-efficacy. However, because the present study is cross-sectional, it cannot be concluded that postgraduate education directly increases planning self-efficacy. It is also possible that teachers with stronger planning self-efficacy are more likely to pursue postgraduate education or that other characteristics associated with postgraduate study account for the observed difference.

*Project Participation and Language Teaching Self-Efficacy*

No statistically significant difference was found in language teaching self-efficacy according to the type of EU project in which teachers participated. At first glance, this finding may appear inconsistent with literature emphasizing the professional benefits of Erasmus+ and eTwinning. However, the finding can also be interpreted as suggesting that the potential professional value of international projects may not be restricted to a particular project type. Both Erasmus+ and eTwinning provide opportunities for collaboration, professional exchange,

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technology use, intercultural interaction, and exposure to alternative teaching practices. Velea (2012), for example, highlighted the role of eTwinning in strengthening peer support among teachers, while Aydemir (2023) reported a relationship between lifelong learning tendencies and professional self-efficacy.

The qualitative findings provide further context for this result. Participants did not describe the value of their experiences solely in terms of the formal type of project. Rather, they emphasized the opportunities created through participation, including collaboration with colleagues, professional development, intercultural interaction, and the application of new instructional approaches. This suggests that the processes occurring within projects may be more relevant to teachers' perceptions of self-efficacy than the project label itself. From the perspective of Social Cognitive Theory, opportunities for mastery, observation, social persuasion, and reflective learning can occur across different professional settings. Therefore, the absence of a difference according to project type does not necessarily imply that project participation is unrelated to self-efficacy; instead, it may indicate that different forms of international projects can provide overlapping professional learning experiences.

*Intensity of Project Participation and Specific Dimensions of Self-Efficacy*

More differentiated findings emerged when the number of projects was considered. A statistically significant difference was found in the planning dimension according to the number of Erasmus+ projects. The Tukey post hoc analysis showed a significant difference between teachers who had not participated in any Erasmus+ projects and those who had participated in three or four projects, with higher planning self-efficacy among the latter group. Similarly, the number of eTwinning projects was associated with a significant difference in the implementation dimension. Specifically, teachers who had participated in five or more eTwinning projects reported higher implementation self-efficacy than those who had participated in one or two projects.

These findings are important because they indicate that the relationship between international project experience and self-efficacy may not be uniform across all dimensions of teaching. Erasmus+ participation was associated with differences in planning self-efficacy, whereas eTwinning participation was associated with differences in implementation self-efficacy. One possible interpretation is that repeated participation provides teachers with cumulative opportunities to engage in different forms of professional activity. Erasmus+ projects may involve extended collaboration, project design, coordination, and preparation, which could provide repeated opportunities to plan activities and make instructional decisions. Similarly, the recurring and digitally mediated nature of eTwinning activities may provide frequent opportunities to implement collaborative and technology-supported practices. These interpretations are consistent with Bandura's (1997) emphasis on mastery experiences as a particularly influential source of self-efficacy.

Nevertheless, the findings should not be interpreted as evidence that participating in more projects causes higher self-efficacy. An alternative explanation is that teachers who already possess stronger self-efficacy are more likely to participate repeatedly in international projects. In addition, the significant differences were observed only in particular dimensions rather than in the overall self-efficacy score. This suggests that project participation may be associated with specific aspects of teachers' instructional confidence rather than producing a generalized increase in self-efficacy. Longitudinal or pretest-posttest research would be needed to examine whether repeated participation actually produces changes in specific dimensions of language teaching self-efficacy.

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*Qualitative Evidence and The Sources of Self-Efficacy*

The qualitative findings provide important explanatory depth to the quantitative results. Participants frequently described EU projects as opportunities for professional development, collaboration, intercultural interaction, and experimentation with new instructional practices. These experiences can be interpreted through the four sources of self-efficacy proposed by Bandura (1997). First, successfully completing project-related tasks and applying new practices may provide mastery experiences. Second, observing teachers from different countries and educational contexts may provide vicarious experiences. Third, interaction with international colleagues and receiving professional feedback may constitute social persuasion. Finally, successfully managing unfamiliar professional and intercultural situations may influence teachers' affective responses to challenging tasks.

The qualitative findings therefore help explain why participation intensity was associated with particular dimensions of self-efficacy in the quantitative analysis. Teachers who participate repeatedly may encounter more opportunities to practice, receive feedback, observe alternative practices, and reflect on their instructional decisions. However, the participants' accounts should be understood as perceived contributions rather than objective evidence of change. The qualitative findings indicate that teachers themselves interpreted project experiences as beneficial to their professional confidence, but they do not demonstrate that these experiences independently caused the observed levels of self-efficacy.

*Teachers' Motivations and Perceived Professional Benefits*

A substantial proportion of participants reported that their motivation for participating in EU projects was related to personal and professional development. Others emphasized goals such as implementing collaborative learning practices and increasing multicultural awareness. These motivations are relevant to the interpretation of the quantitative findings because they indicate that project participation may be embedded within a broader orientation toward lifelong professional learning.

Participants' positive evaluations of the contribution of EU projects to their language teaching self-efficacy were particularly noteworthy. Teachers reported that working with colleagues from different countries, communicating through the target language, encountering alternative pedagogical approaches, and participating in collaborative activities contributed to their professional development and instructional confidence. These findings are consistent with İnan (2024), who reported professional development benefits associated with participation in eTwinning and Erasmus+ projects.

For English teachers, the international dimension may be especially relevant because English can function not only as the subject being taught but also as a means of authentic professional communication. Interaction with international colleagues may therefore create opportunities to use English for meaningful purposes while simultaneously engaging in pedagogical exchange. This combination may contribute to teachers' professional and linguistic confidence. Nevertheless, the present study does not establish whether increased language use itself contributes to higher self-efficacy or whether teachers with higher initial confidence are more willing to participate in international communication.

*ESEP and Digitally Mediated Professional Learning*

The qualitative findings concerning the renewed European School Education Platform (ESEP) add another dimension to the interpretation of international professional learning. Most participants evaluated the platform positively in terms of providing access to international

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collaboration opportunities, while some participants identified challenges related to complexity and usability. This combination of perceived opportunities and practical difficulties suggests that digital infrastructure can both facilitate and constrain participation in international professional learning.

The findings are particularly relevant because the effectiveness of a professional learning platform depends not only on the availability of international networks but also on whether teachers can access and use those networks efficiently. User-friendly design, clear navigation, technical support, and adequate digital competencies may influence teachers' willingness and ability to engage in sustained collaboration. Thus, the qualitative findings concerning ESEP extend the discussion beyond whether international projects are beneficial and draw attention to the conditions under which such opportunities can be effectively accessed and sustained.

*Integration of The Quantitative and Qualitative Findings*

Taken together, the quantitative and qualitative findings point to a complementary pattern. The quantitative analysis indicated that teachers generally reported very high levels of language teaching self-efficacy and that specific dimensions of self-efficacy differed according to postgraduate education and the intensity of participation in Erasmus+ and eTwinning projects. The qualitative findings provided contextual insight into these patterns by showing that teachers associated project participation with repeated opportunities for professional learning, collaboration, intercultural interaction, experimentation with new practices, and professional feedback.

At the same time, the absence of significant differences across several demographic variables and project type indicates that the relationship between international project participation and self-efficacy is not straightforward. The findings suggest that the nature and intensity of professional experiences may be more informative than demographic characteristics or project type alone. This interpretation is consistent with Social Cognitive Theory, which conceptualizes self-efficacy as a dynamic belief shaped through the reciprocal interaction of personal, behavioural, and environmental factors (Bandura, 1997).

The contribution of the present study therefore lies not in demonstrating that EU projects directly increase teachers' self-efficacy, but in providing quantitative and qualitative evidence that situates international project participation within the professional experiences that teachers associate with their instructional confidence. In particular, the dimension-specific findings and participants' accounts suggest that repeated opportunities for planning, implementing, collaborating, observing, and receiving feedback may be relevant to different aspects of language teaching self-efficacy. In this respect, the present study extends previous research that has primarily examined the general professional development benefits of Erasmus+ and eTwinning by focusing more specifically on the relationship between international project experiences and language teaching self-efficacy.

## Implications

The findings have several implications for teacher professional development. First, international projects may be considered not merely as mobility or networking opportunities but also as potential contexts for experiential professional learning. Project activities could therefore be designed to include explicit opportunities for teachers to plan instructional activities collaboratively, implement innovative practices, observe peers, exchange feedback, and reflect systematically on their teaching.

Second, the dimension-specific findings suggest that professional development initiatives should avoid treating teacher self-efficacy as a single undifferentiated construct. Activities

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targeting lesson and project planning may be particularly relevant to planning self-efficacy, whereas repeated opportunities to implement collaborative or technology-supported practices may be more closely related to implementation self-efficacy.

Third, the findings concerning ESEP suggest that digital platforms supporting international collaboration may benefit from attention to usability, accessibility, technical support, and clear navigation. Facilitating teachers' effective use of such platforms may be important for sustaining international professional learning beyond individual project activities.

Finally, the findings suggest that the professional value of international projects may be shaped not only by participation itself but also by the quality, frequency, and nature of the experiences provided. Project coordinators and professional development providers may therefore benefit from designing activities that intentionally incorporate opportunities corresponding to the sources of self-efficacy identified by Social Cognitive Theory.

## Limitations and directions for future research

The study employed a cross-sectional research design, which limits the ability to examine changes in teachers' self-efficacy over time. In addition, the relatively small number of participants in some subgroups (e.g., Educational Administration and Supervision, n = 4; Curriculum and Instruction, n = 3; Primary School Teaching, n = 2) may limit the statistical power and interpretability of subgroup comparisons. Furthermore, the findings are limited to English teachers participating in Erasmus+ and eTwinning projects, which may constrain the applicability of the findings to teachers working in other contexts or participating in different types of international educational projects.

Differences in participants' levels of involvement in Erasmus+ and eTwinning projects may also be relevant when interpreting the findings, as the nature and extent of project participation may vary across teachers. Moreover, the use of self-report scales reflects participants' perceived beliefs and may be subject to response bias. Future research could employ stratified sampling methods to ensure more balanced representation across relevant subgroups. Longitudinal research designs could provide further insight into changes in teachers' self-efficacy over time, while observational or performance-based measures could complement self-report data. Future studies could also examine teachers participating in different types of EU-funded educational projects to investigate whether similar patterns emerge across diverse international professional learning contexts.

## Conclusions

This study examined the relationship between participation in EU-funded educational projects and English teachers' language teaching self-efficacy through a mixed-methods design. The quantitative findings indicated high levels of language teaching self-efficacy among the participating teachers, with differences emerging in specific dimensions according to postgraduate education and the intensity of participation in Erasmus+ and eTwinning projects. The qualitative findings provided further insight into how teachers perceived their experiences in these projects in relation to their professional learning and self-efficacy. Across the qualitative accounts, collaboration, experimentation, reflection, intercultural interaction, and professional feedback emerged as relevant features of international project experiences.

Taken together, the findings suggest that international educational projects may provide meaningful contexts for professional learning in which teachers encounter experiences relevant to their perceptions of instructional capability. The findings concerning ESEP also highlight the role of digital platforms in facilitating international professional collaboration while drawing attention to the practical conditions that may shape teachers' engagement with such platforms.

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However, given the cross-sectional and self-reported nature of the data, the findings should not be interpreted as evidence of a direct causal effect of project participation on teachers' self-efficacy. Rather, the study provides contextual empirical evidence concerning how international project experiences may be related to English teachers' language teaching self-efficacy and identifies areas for further investigation.

## Ethics Approval and Consent to Participate

This study was conducted in accordance with the ethical principles of the Declaration of Helsinki and relevant national regulations. Ethical approval was obtained from the Social and Humanities Ethics Committee of Manisa Celal Bayar University (Decision No: 2023/13-1, Date: 30.11.2023; Document No: E-050.01.04-674385). Additionally, official permission to conduct the research in public schools was granted by the Manisa Province Provincial Directorate of National Education (Official Permission No: 93766854, Date: 05.01.2024; Document No: E-46949512-605.01-93891562).

Before data collection, all participants were informed about the purpose and procedures of the study, and their voluntary participation was ensured. Informed consent was obtained from all participants prior to their involvement in the research. Participants were informed that they could withdraw from the study at any stage without any consequences. The confidentiality and anonymity of participants were maintained throughout the research process, and no personally identifiable information was collected. The collected data were used solely for scientific purposes and were stored securely.

## Consent for Publication

This manuscript does not contain any individual person's data in any form (including images, videos, or other identifying personal details)

## Availability of Data

The datasets are available from the corresponding author upon reasonable request.

## Authors' Contributions

All authors contributed to the conception and design of the study. Material preparation, data collection, and statistical analyses were performed by 1st author and 2nd author. 1st author, as a master's student, conducted the research and drafted the initial version of the manuscript. 2nd author supervised the study, contributed to data interpretation, and critically revised the manuscript for important intellectual content. Both authors read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

## Competing Interests

The authors declare that they have no competing interests.

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## Statement on the Use of Generative AI

ChatGPT was used solely to assist with language editing, grammatical revision, and improving the clarity, coherence, and readability of the manuscript. The tool was not used to generate research data, analyse data, interpret findings, or develop the theoretical or methodological framework of the study. All intellectual contributions, research decisions, interpretations, and final revisions were made and verified by the authors. The authors remain fully responsible for the accuracy, originality, and integrity of the manuscript.

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| ***Hatice Gençay*** | English Teacher, Yunusemre Primary School, Ministry of National Education<br>Manisa, Türkiye<br>E-mail: haticeadargencay@gmail.com<br>ORCID: https://orcid.org/0009-0005-8433-6808 |
| ***Gülenaz Selçuk***<br>*(Corresponding author)* | PhD, Associate Professor, Faculty of Sports Sciences, Manisa Celal Bayar University, 45040 Şehzadeler, Manisa, Türkiye.<br>E-mail: gulenaz.selcuk@cbu.edu.tr<br>ORCID: https://orcid.org/0000-0002-3578-6010 |