



**TEACHERS' PERCEPTION OF  
SELF-EFFICACY:**

**A STUDY OF EFL TEACHERS IN ECUADOR**

Alina del Rocío Álvarez Plaza

Thesis presented to Escuela Superior Politécnica del Litoral – ESPOL and Centro de Estudios de Lenguas Extranjeras – CELEX to fulfill the requirements for the ESPOL

**Master's Degree in Teaching English as a Foreign Language**

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## DECLARACION EXPRESA

“La Responsabilidad del contenido de esta Tesis de Grado, me corresponden exclusivamente”.

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Alina Álvarez Plaza, Arq.

## **Acknowledgments**

This thesis could not have been complete without my Lord's inspiration. I feel so blessed to count on his protection because I am his favorite girl.

I am grateful for the love and support of my Mom and Dad (who passed away two years ago), thank you for continually pushing me to do my best, and for believing in me.

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**Dedication**

To my parents:

Placido and Lucci;

without their love and care I could not  
have finished this chapter of my life.

To my siblings:

German A., Lizth A., Lorena V. Doris,  
Sara, thanks for being part of my life

To my nephews:

Katherine, Jennifer, Raul, Heidi,

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Israel, Thomasito, Liang, and Andreu.

I expect them to go further in wisdom  
and knowledge.

*Alina Alvarez Plaza.*

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### **Abstract**

Teachers' sense of self-efficacy has been identified as a variable that make teachers' actions and judgments about their capabilities to influence learners' outcomes. These perceived efficacy beliefs shape the persistence, effort, and time teachers invest in teaching their students. This study explored self-efficacy among English language teachers in Ecuador. Data were collected through a survey administered to 99 teachers who live and work in different parts of the country. The College Teacher Sense of Efficacy Scale was used to assess efficacy for lesson planning, learners' implication, teachers and learners' interaction, and teachers' and learners' performance assessments. Results showed a high perception, over 80%, of self-efficacy of the teachers surveyed in their confidence of their abilities, and over 75% of self-efficacy in the frequency they do their planning for lessons, learners' implications, teachers and learners' interaction, and teachers and learners' performance assessment.

Keyword: self-efficacy; English as a Foreign Language

## **Chapter 1**

### **Introduction**

Albert Bandura (1986) stated that individuals possess a self-system that enables them to exercise a measure of control over their thoughts, feelings and actions. Bandura described that the key elements in the exercise of control and personal agency are the beliefs that people have about themselves (Pajares, 1996, p.1).

In recent decades, self-efficacy research has been tested in diverse disciplines, in clinical settings, to stress a variety of contexts, it has been related to problems such as phobias, addiction, depression, social skills, assertiveness, smoking behavior, pain control, health and to athletic performance. In academic settings it has received attention primarily in studies of academic motivation and self-regulation (Pajares, 2007, p.1).

In academic settings, self-efficacy research has explored the link between efficacy beliefs and college major career choices. In science and mathematics; another area of investigation has been the relationship among efficacy beliefs, related psychological constructs, and academic motivation and achievement (Pajares, 2007, p.10).

Studies about teachers' beliefs about language learning (ESL) usually aim to examine the relationships between teacher beliefs and student beliefs; and the effects of teacher beliefs on their practices (Vibulphol, 2004, p.12). There has been little research conducted to explore the perceived efficacy of teachers of English (EFL) in contexts outside the United States (Chacon, 2005, p.2).

This thesis proposes to explore (EFL) teachers' perception of self-efficacy among teachers in Ecuador. This study collects information from EFL teachers who live and work

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all over Ecuador. These professionals work with students' from different levels (elementary school, high school and university), and work for public and private institutions as well.

### **Statement of Problem**

As in many countries around the world English is taught as a foreign language in Venezuela, and its learning is one of the required academic courses in the national curriculum required for graduation (Chacon, 2005, p.4). In our globalized world, sharing knowledge may be regarded as valuable as creating knowledge, also learning a foreign language in Korea has become more important since it is the tool for conveying knowledge (Aydogdu, 2007, p.9). In Thailand, the current national curriculum sets foreign languages as one of the eight basic education core subjects that schools have to offer (Vibulphol, 2004, p.14)

In Ecuador in 1992, the government of Ecuador introduced a reform to the English language curricula in order to improve its learning and the CRADLE project was implemented in cooperation with England and Northern Ireland (Guerrero, p.2). In 2012, the government evaluated the English language proficiency of the EFL teachers at national level, using the MCER European frame work standards as the unit of measurement. The results showed that 39,1% of them were in band A1, 35,3% were in band A2, 17,4% were in band B1 and 8,2% were in band B2. Based on this result the government designed a project to strengthen teachers' knowledge to improve teaching techniques and methodology, the institution called "Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación" (SENESCYT) offered scholarships sponsored by the government to improve EFL teachers' capacities. This national evaluation reveals the need to improve English language teaching in Ecuador.

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“Teachers’ sense of efficacy is a judgment about capabilities to influence student engagement and learning, even among those students who may be difficult or unmotivated.” (Woolfolk, A. 2003, p.1). Teachers’ perception of their ability to impact student outcomes has been consistently related to teacher behavior, student attitudes, and student achievement. There is a need to learn how these beliefs are formulated and sustained throughout the teaching career (Tschannem-Moran & Woolfolk 2006, p.34).

This study focuses on (EFL) teachers’ perception of self-efficacy among teachers in Ecuador, in the context of EFL classrooms taking into account the way how they plan their lessons, assessment of their students’ performance and their own performance as well as the interaction among students and teacher-student.

### **Purpose of the Study**

The present study examines various issues. First, it examines the perceived self-efficacy beliefs of EFL Ecuadorian teachers when teaching pre-school, elementary school, high school, and university, in public and private settings. Second, it also examines the self-reported use of lesson planning, pedagogical strategies and learners’ engagement, teachers’ and learners’ interaction, and teachers’ and learners’ performance assessments. Finally, it examines the socio-demographic factors that predict variation in efficacy perception of EFL teachers’.

One product that will be developed for this study is the adaptation of Prieto’s self-efficacy questionnaire addressed to teachers’ to the EFL field.

### **Significance of the Study**

This study addresses the lack of research into teachers’ sense of self-efficacy in the field of EFL, and contributes to augment the current state of knowledge in the TESOL field. It may also provide information for administrators of schools, high schools and at university

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level by identifying self-efficacy when planning, assessing, and promoting interaction and students' engagement that may relate to teacher efficacy. This, in turn may help administrators in making policy decisions for their institutions in order to help their teachers' to reach the learning goals.

At the national level, this study will be the first study on teachers' sense of self-efficacy in Ecuador. Thus, this evaluation of self-efficacy from the teachers' perspective will give valuable feedback for understanding the work climate in different settings. This study also will form a baseline for future research focusing on how the teachers perceive themselves in terms of self-efficacy. The findings of this study may also contribute to the curriculum renewal process at different level in the sense of promoting teacher autonomy

### **Research Questions**

The following research questions are addressed in this study:

1. What are the perceived self-efficacy beliefs for lessons planning, learners' implications (instructional strategies and learners' engagement), teachers and learners' interaction, teachers' and learners' performance assessments of EFL teachers' in Ecuador, when teaching pre-school, elementary school, high school, and university, in public and private settings?
2. What are the relationships among EFL teachers' sense of efficacy for lessons planning, learners' implications, teachers and learners' interaction, teachers' and learners' performance assessments, and their demographic profile (age, years of experience teaching, level of education)?

### **List of Terms and Acronyms**

Perceived Self-Efficacy: People's beliefs about their capabilities to produce effects

EFL: English as a Foreign Language

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ESL: English as a Second Language

GTE: General Teaching Efficacy

PTE: Personal Teaching Efficacy

RAS: Responsibility for Students Achievement

TCL: Teacher Locus of Control

TES: Teaching Efficacy Scale

TESOL: Teaching English As a Second Language

TSES: Teacher Self-Efficacy Scale

### **Assumption of the Study**

In this study it is assumed that the teachers responded to the questionnaire items objectively and without bias. In addition, because the questionnaire was written in English it is assumed the respondents understood all the questions.

### **Organization of the Chapters**

In this chapter, I have provided an overview covering the background of the study, the statement of the problem, as well as purpose and the significance of the study. The second chapter is a review of the literature grounded in the theme of self-efficacy. In the third chapter, the methodology of the study is shown which includes the settings, participants, instruments, and data analysis procedures. The fourth chapter presents the results of the analysis based on the research questions. In the fifth chapter, the findings of the study will be discussed. The sixth chapter contains the implications and limitations of the study as well as suggestions for further research.

## Chapter 2

### Literature Review

This study draws on four bodies of literature: 1) social cognitive theory and self-efficacy beliefs, 2) literature on teachers' sense of efficacy, 3) assessing teacher's efficacy, and 4) studies on teachers' sense of efficacy in the TESOL field.

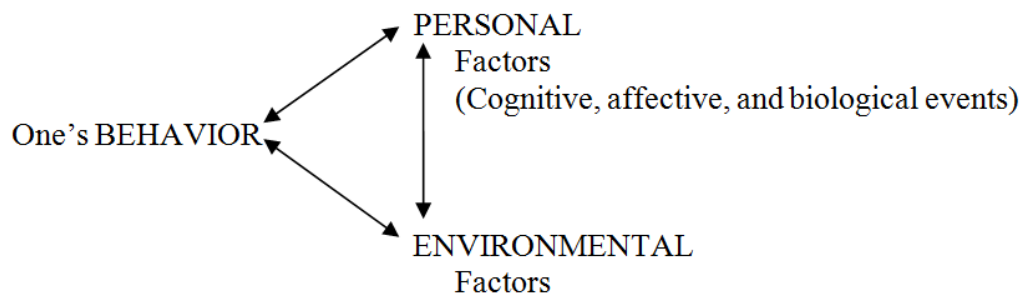
#### Social Cognitive Theory and Self-Efficacy in the Literature

**Social cognitive theory.** Frank Pajares (2002), in his paper called *Overview of social cognitive theory and of self-efficacy*, followed the trace of social cognitive theory development; in 1941, Miller and Dollard proposed a theory of social learning and imitation that rejected behaviorist notions of associationism; in 1963, Bandura and Walters wrote *Social Learning and Personality Development*, broadening the frontiers of social learning theory; in 1977, Albert Bandura (psychologist) published *Self-efficacy: Toward a Unifying Theory of Behavioral Change*, where he introduced the concept of "self-beliefs"; Bandura (1986), with the publication of *Social Foundations of Thought and Action: A Social Cognitive Theory*, people are viewed as self-organizing, proactive, self-reflecting and self-regulating rather than as reactive organism shaped and shepherded by environmental forces or driven by concealed inner impulses.

According to Pajares (2002), Bandura's conception of *reciprocal determinism* is founded on the view that humans function as a product of a dynamic interplay of personal, behavior, and environmental influences which create interactions that result in a *triadic reciprocity*; this conception is reflected in Bandura's (1986) triadic reciprocal causation model (Figure 1); Bandura altered the label of his theory from social learning to social

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“cognitive” and emphasized that cognition plays a critical role in people’s capability to construct reality, self-regulate, encode information, and perform behaviors.



*Figure 1: Reciprocal Determinism*

Pajares (2002) mentions that the reciprocal determinants of human functioning in social cognitive theory makes it possible for therapeutic and counseling efforts to be directed at personal, environmental, or behavioral factors. In the educational field, teachers have the challenge of improving academic learning and confidence of their students. The application of social cognitive theory enable teachers to improve their student’s emotional states and to correct their faulty self-beliefs and habits of thinking (personal factors), improve their academic skills and self-regulatory practices (behavior), and alter the classroom structures that may work to undermine student success (environmental factors).

**Self-efficacy in the literature.** Albert Bandura, a psychology researcher and well-known theorist in the area of social cognitive processes, self-efficacy and self-regulation, came up with the foundation of the theory behind self-efficacy (Pajares, 1996, p. 545). According to Bandura, perceived self-efficacy is defined as “people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave” (Bandura, 1994, p.1). Beliefs of personal competence affect behavior in several ways. They influence the choices people make and the course of action



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they pursue. People get involved in tasks in which they feel competent and reject those in which they do not; Efficacy beliefs help determined how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will prove in the face of adverse situations (Pajares, 1996, p. 544).

Bandura (2006, p.308-309) provides clear interpretations of some terms to avoid misconceptions about self-efficacy; *efficacy* (*can do* rather than *will do*) is concerned with perceived capability. *Can* is a judgment of capability; *will* is statement of intention. Bandura also distinguishes self-efficacy from other constructs such as *self-esteem*, *locus of control* and *outcome expectancies*. *Self-esteem* has been defined as a type of belief involving judgments of self-worth. *Locus of Control* is concerned, not with perceived capability, but with beliefs about outcome contingencies- whether these outcomes are a product of one's action or by forces outside one's control. *Outcome expectations* are judgments about the outcomes that are likely to flow from such performances.

***Four sources of self-efficacy.*** Bandura (1994, p. 2) states that individuals create their self-efficacy beliefs by interpreting information primarily obtained from four sources: mastery experience (interpreted results of one's past success), the vicarious experience (observing the success or failure of others), verbal persuasion (feedback from others that influence an individual's performance), and physiological and affective responses (an individual's responses product of stress, anxiety, fatigue, etc.).

***Mastery experiences.*** Mastery experiences (previous performance) are the most effective way of creating a strong sense of efficacy. When individuals experience successes they raise mastery expectations, on the other hand repeated failure lower them, particularly if the circumstances occur early in the course of events when the sense of efficacy is not firmly established (Bandura, 1994, p. 2).

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People engage in tasks and activities, interpret the results of their actions, use the interpretations to develop beliefs about their capability to engage in subsequent tasks or activities, and act in concert with the beliefs created (Pajares, 2002, p. 15). A strong sense of self-efficacy is also built from experiences where individuals overcome obstacles through perseverant effort. Success usually requires sustained effort to deal with some setbacks and difficulties, after people become convinced they have what it takes to succeed. They persevere in the face of adversity and quickly rebound from setbacks. On the other hand if people experience only easy successes they come to expect quick results and are easily discouraged by failure (Bandura, 1994, p. 2).

*Vicarious experiences.* The second source of self-efficacy is through vicarious experience provided by social models. Seeing others similar to oneself succeed by sustained effort can generate expectations in observers that they too will improve if they intensify and persist in their efforts. On the other hand observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts. If those models are seen different from the observers their perceived self-efficacy is not much influenced by the results that the models produce (Bandura, 1994, p. 3).

*Verbal persuasion.* The third source of strengthening people's beliefs of self-efficacy is by listening to others who express their faith in their individual ability. Positive verbal persuasion stimulates people to mobilize greater effort to accomplish a task. But, it is easier to undermine personal efficacy by social persuasion than to instill high beliefs of self-efficacy (Bandura, 1994, p. 3). It is the weakness of the four sources, and its effect can be only temporal (short-term) if they are not supported and reinforced by future success.

*Physiological and affective states.* The last of the four sources of self-efficacy is known as the physiological and affective states. The emotional states of individuals

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influence their perception of self-efficacy, while the physiological activation such as stress, anxiety, subjective threats, and affective states, including mood affect their performance. By modifying people's stress reactions and altering their negative emotional proclivities and misinterpretation of their physical states they can strengthen their beliefs of self-efficacy. (Bandura, 1994, p. 3)

**Four Processes in Self-Efficacy.** Self-efficacy beliefs influence cognitive development and functioning. Perceived self-efficacy exerts its influence through four major processes. They include cognitive (i.e. imagining goals, predicting difficulties), motivational (i.e. anticipatory outcomes, planning goals), affective ((i.e. coping with stressing situations, controlling negative thoughts) and selection process (i.e. approaching or avoiding concrete situations). (Bandura, 1977, 1993)

*Cognitive process.* Much of people's behavior as they work to accomplish a task is regulated by fore-thought which determine their goals which in turn are based on self-appraisal of their own capabilities. When someone visualizes success regarding tasks, even if they are demanding, is an attribute of those with high self-efficacy (Bandura, 1993, p.118). The opposite occurs when persons with low self-efficacy visualize failure and dwell on the things that might go wrong, thus leading to increased likelihood for failure.

Ability also involves skill managing aversive emotional reactions that can affect the quality of thinking and action. There is a clear difference between knowledge and skills and being able to use them well under demanding conditions. Personal accomplishments require not only skills but self-beliefs of efficacy (Bandura, 1993 p.118).

In addition, how people construct ability affects on self-efficacy. Ability can be conceptualized as stable or unstable. Those who see ability as stable, or unchanging, tend to seek out tasks that are not demanding and view challenges as threatening to their

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

intelligence. On the other hand individuals who view ability as unstable do not attribute success or failure to their level of ability, but to the level of energy that is exerted in order to achieve the task (Bandura, 1993 p.121).

*Motivational processes.* Most human motivation is cognitively produced.

Motivation to accomplish a task is strongly related to people's belief in their ability to succeed at the given task. According to Bandura there are three different forms of cognitive processes that interact with motivation: casual attributions (attribution theory), outcome expectancies (expectancy-value theory), and cognized goals (goal theory). All these theories include self-efficacy and its ability to increase or decrease motivation.

Attribution theory speculates that individuals with high levels of self-efficacy believe that their lack of effort causes their failures. Whereas those with low levels of self-efficacy believe that their failures are produced by their lack of intelligence (Bandura, 1993, p.128).

Expectancy theory concerns the outcomes people expect to accomplish after completing a task. Individuals with higher levels of self-efficacy have higher motivation, but those with low levels of self-efficacy tend to keep away from tasks that appear challenging, because they avoid potential failure (Bandura, 1993, p.130; 1994, p.4).

Cognitive goals theory states that goal challenges and evaluative reactions to one's own attainments provide a major cognitive mechanism of motivation. Motivation based on goal setting involves cognitive comparison process which makes self-satisfaction conditional on matching the chosen goals, and also stimulates people to persist in their efforts until they fulfill their goals (Bandura, 1993, p.130; 1994, p.5). Self-efficacy beliefs influence on motivation in some ways: they determine the goals people set for themselves,

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

the amount of effort they use, how long they persevere and their resilience to failures (Bandura, 1994, p.5).

*Affective processes.* People engaged in this cognitive process of giving meaning to their abilities and calculating success or failure are simultaneously experiencing affective reactions, or emotional reactions, to these processes. The value a person places on the task and its meaning are directly related to affective or emotional reactions. People who believe they can manage threats have control over disturbing thoughts, but the opposite occurs with those who believe they cannot manage threats; they view many aspects of their environment as fraught with danger. Inefficacious thoughts distress and affect their functioning (Bandura, 1994, p.5).

When people with low self-efficacy levels deal with threats, they are burdened with stress reactions, their heart rate accelerates, their blood pressure rises, they activate stress-related hormones and they suffer a decline in immune function (Bandura, 1993, p.133).

*Selection processes.* People select situations they judge themselves capable of handling and avoid those ones they believe are out of their range of ability. Those choices are made based on the success or failure of previous challenges. People cultivate different competences, interests and social networks that guide life courses by the choices they make. Therefore, beliefs of personal efficacy influence the types of activities and environments people choose. People with high self-efficacy levels are more likely to try things at which they are not initially successful, due to their beliefs about their ability. And any factor that influences choice behavior can profoundly affect the direction of personal development (Bandura, 1994, p.7).

**Teachers' efficacy in the literature.** Albert Bandura's Social Cognitive Theory advanced a view of human functioning in human adaptation and change (Pajares, 2002,

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

p.1). Research on self-efficacy has been conducted in different fields, especially in health and education (Prieto, 2002, p.1). The beginning of the Teacher's Efficacy Construct was developed at the end of the 1970s (Berman, et al, 1977, cited in Prieto, 2002, p.4).

***Teacher efficacy: A definition.*** The definition of teacher's efficacy has been constructed based on two sources, the Rand Corporation work and also Bandura's Social Cognitive Theory. The Rand research with the social learning theory work based on Rotter's (1966) work is seen as the theoretical base of the conceived teacher efficacy as "the extent to which teachers believed that they could control reinforcement of their actions, that is, whether control of reinforcement lay within themselves or in the environment. Student motivation and performance were assumed to be significant reinforcements for teaching behavior. Thus, teachers with a high level of efficacy believe they could control, or at least strongly influence student achievement and motivation" (Tschannen-Moran, et al., 2001, p. 784). The second definition based on Bandura's work (1977), states that "teacher efficacy is a type of self-efficacy--a cognitive process in which people construct beliefs about their capacity to perform a given level of attainment. These beliefs influence how much effort people put forth, how long they will persist in the face of obstacles, their demanding situations" (Bandura, 1997, cited by Tschannen-Moran, et al., 1998, p. 2).

***Personal teaching efficacy.*** "If I really try hard, I can get through to even the most difficult or unmotivated students." Teachers who strongly agree to this statement show confidence in their professional abilities as teachers to struggle successfully against factors that could interfere with making learning difficult for a student. This aspect of efficacy has been labeled Personal Teaching Efficacy (PTE) (Ashton, et al., 1982 cited by Tschannen-Moran, et al., 1998, p. 4).

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

*General teaching efficacy.* “When it comes right down to it, a teacher really can’t do much because most of a student’s motivation and performance depends in his or her environment.” Teachers who agree with this statement express that external factors overwhelm any power that teachers can exert in schools. Those environmental factors could be violence, conflict, or substance abuse in the home or community; the value given to education at home; the social and economic realities concerning class, race, and gender; and the physiological, emotional and cognitive needs of a particular child all have a very real impact on a student’s motivation and performance in school.

General teaching efficacy (GTE) is different from PTE. While PTE focuses on the individuals’ beliefs that they can complete the tasks necessary to initiate learning, GTE is the belief that teaching itself can complete initiate learning

**Teachers’ self-efficacy and other factors.** The personal interpretation that people make about the information given by the four sources of self-efficacy decisively influence the development and stability of the expectancy of their personal efficacy. There are other variables personal as well as contextual that can condition the trustworthiness that teachers show about their own capability for teaching.

In this sense, Ross (1994) groups the variables that predict teachers’ self-efficacy expectancy on two dimensions: variables related to teachers and contexts:

***Variables related to the teachers.*** The teachers’ personal characteristics which have a major influence on their perception of self-efficacy when teaching are, gender (female and male), casual attributions (beliefs in success or failure due to an internal or an external factor), teaching experience (years of experience), level of preparation (having the necessary tools to teach with efficacy), level of education (academic formation).

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

*Variables related to the context.* Teaching level (basic, intermediate, advanced), group characteristic (students' ability to learn, students' different levels of knowledge, number of students per class, class discipline), and collaboration among teachers (sharing experiences, materials, procedures and techniques).

**Assessing Teachers' Efficacy.** Researchers have tried long-term and short-term measures in the attempt to capture the meaning of teacher efficacy (Tschannen-Moran & Woolfolk, 1998, 2001, p.783). Rand's Corporation scholars were the pioneers in the development of the research on teacher efficacy; the first studies were based on Rotter's social learning theory (Prieto, 2005, p.4). The two items measured were General Teaching Efficacy (GTE) (when environmental factors overwhelm any power that the teacher can exert in schools) and Personal Teaching Efficacy (PTE) (teachers' confidence in their abilities to overcome factors that could make learning difficult for a student) (Tschannen-Moran & Woolfolk, 1998, 2001, p.784).

Due to the success of the Rand studies, several researchers sought to expand and refine the construct of teacher efficacy (Tschannen-Moran & Woolfolk, 1998, 2001, p.785). Guskey (1981) developed a 30-item instrument measuring responsibility for student achievement (RSA) (how much the teacher assumed responsibility for students' outcomes in general); Rose and Medway (1981) proposed a 28 items measure called Teacher Locus of Control (TLC) (teachers assigned responsibility for students successes or failures); Webb and his colleges designed the Webb Scale (1981) that expanded the Rand efficacy questions to increase their reliability (Tschannen-Moran & Woolfolk, 1998, 2001, p.784-787).

A second strand of research emerged growing out of Bandura's social cognitive theory and his construct of self-efficacy; Ashton vignettes (described situations and asked teachers to make judgments about their effectiveness in handing the situations); in the early



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1980's Gibson and Dembo's developed a 30-item measure scale of teacher efficacy (TES); some researchers have modified the Gibson and Dembo instrument to explore teachers' sense of efficacy within other teaching areas. On the other hand some researchers who were dissatisfied with the existing measures created new ones with a combination of several instruments; Bandura (1997) constructed a 30-item instrument with seven subscales, which tried to provide a multifaceted picture of teachers' efficacy beliefs (Tschannen-Moran & Woolfolk, 1998, 2001, p.787-791).

Through the years researchers developed different instruments to measure teacher efficacy, but these studies have frequently found two separate dimensions or factors PTE/GTE which provoked considerable confusion and debate about their meanings. Coladarcy and Fink (1995) undertook the task too and examined the major measures of teacher efficacy and their relationships to one another (Tschannen-Moran & Woolfolk, 1998, 2001, p.792-794).

Guskey and Passaro (1994) modified the wording of the items of Gibson and Dembo's TES in an attempt to clarify the meaning of the two factors PTE/PTG, their findings provoked more reflection that invited researchers to question once again the nature of teacher efficacy and how it could best be measured (Tschannen-Moran & Woolfolk, 2001, p.794).

The Ohio State Teacher Efficacy Scale (OSTES) was the product of a seminar where two researchers and eight graduate students decided on a measure based on Bandura's scale (Tschannen-Moran & Woolfolk, 2001, p.796). OSTES was tested and the results indicate that the scale moves beyond previous measures to capture a wider range of teaching tasks.

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College teaching self-efficacy scale (CTSES) was created by Leonor Prieto, (2006) and was first tested in her investigation carried out at university level in Spain. CTSES scale was designed to measure teacher self-efficacy beliefs related to their teaching practice in different fields, and also teachers' perception of the frequency they apply these teaching strategies (Prieto, 2005 p.7).

**Studies on English teachers' sense of efficacy in the TESOL field.** Teacher's sense of efficacy research has been investigated in different contexts and subject and subject matters. In the TESOL field, research on teachers' sense of efficacy is emerging from different cultures where English language is taught. Carmen Chacon's investigation results showed that teachers' perceived efficacy was correlated with self-reported English proficiency as well as teachers' efficacy for instructional strategies was higher than efficacy for management and engagement among EFL teachers in middle schools in Venezuela (Chacon, 2005 p.1). Snay Yavuz's research found out that the numbers of professional activities were involved in, average students per classes, working position, type of institution, and gender were the socio demographic factors that predicted variations in EFL teachers efficacy in Turkey (Yavuz, 2007 p.1). Zohreh Eslami and Azizullah Fatahi's study revealed the more efficacious the teacher felt, the more inclined they were to use communicative-based strategies in Iran (Eslami & Farahi, 2008 p.1). Jeong-Ah Lee's research showed that oral English language use was found as an additional dimension of teacher efficacy in teaching English, also, it was found that teachers' attitudes toward the English language were significant predictors for teachers' confidence among school teachers in Korea (Jeong-Ah Lee, 2009 p.2). Low Chan and Habibah Binti's study showed that there are significant positive correlations in teachers sense of efficacy in relation to age, years of teaching experience and level of education (Low Chan & Habibah Binti, 2010 p.1).

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Akbari and Allvar's research highlighted teachers' central role in language teaching settings and the need for a closer inspection of teacher-related variables in Iran (Ramin Akbari & Nabi karimi Allvar, 2010 p.1).

### **Summary**

Based on Albert Bandura's Social Cognitive Theory (1997-2002) this study examines the literature regarding teachers' beliefs of self-efficacy and how they are related to their characteristics when teaching a foreign language.

First, I viewed Bandura's social cognitive theory and self-efficacy beliefs; second, I examined literature on teachers' sense of efficacy; and third, I explored different attempts to measure teachers' sense of efficacy through the years. Fourth, I examined the studies on teacher efficacy in the TESOL field.

Last, based on the literature discussed in this chapter, the present study explores the socio-demographic predictors of teachers' efficacy in an EFL setting, i.e., Ecuador.

### **Chapter 3**

#### **Method**

##### **Research Design**

The aim of this descriptive quantitative and exploratory study is to examine the perceived self-efficacy beliefs of EFL Ecuadorian teachers when teaching at all levels in both private and public settings. The College Teaching Self-Efficacy Scale (CTSES) survey by Leonor Prieto (2006) was used; the data were gathered at when FENAPIUPE the National Federation of Ecuadorian EFL Teachers organized its annual national congress, which was held in Latacunga a city near Quito the capital. The teachers' responses to the items of the tool were also compared with respect to some independent variables related to teachers' background.

##### **Participants**

The study cohorts has a total of 99 EFL teachers working at primary, secondary, university and language academies during the academic year 2011-2012. The sample includes teachers from three of the four regions in Ecuador, coast, highlands and the Amazonia. The sample represents 20% of the population who attended the annual conference, 250 surveys were distributed among the participants, but just 109 were returned, but 10 of them were discarded due to the lack of responses in some items.

##### **Instruments**

The College Teaching Self-Efficacy Scale (CTSES), a questionnaire consisted of the following instruments: 1) teaching efficacy in terms of lessons planning, 2) learner's engagement, 3) teachers and learners' interaction, and 4) teachers and learners' performance assessments. The first page of the survey collected data about the teachers'

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backgrounds and demographic profiles. All of the questionnaire items were written in English (see Appendix A for the English version).

The instrument (CTSES) was constructed using a 6-point Likert rating scale. The survey has forty-four questions but two answers one on the right side and another on the left side. For questions one to forty-four on the left side they answered the question "How confident am I in my ability to ...?" a response of "1" indicated that the participants believed they were not confident at all, and a response of "6" indicated that they were confident; on the right side they answered to the question "How often do I ...?" a response of "1" indicated that the participants believed they never do the stated activities and a response of "6" indicated that they always do the stated activities.

### **Data Analysis**

The purpose of this quantitative research study was to examine the teachers' perception of self-efficacy, the data collected was compiled into a database and EXCEL was employed for the statistical analysis of teachers' responses to the questionnaire items.

## Chapter 4

### Results

This quantitative study was designed to examine Ecuadorian EFL teachers' sense of self-efficacy, 99 respondents answered the CTSES questionnaire and the results were analyzed based on two research questions:

#### Research Question 1

What are the perceived self-efficacy beliefs for lesson planning, learners' implications (instructional strategies and learners' engagement), teachers' and learners' interaction, teachers' and learners' performance assessments of EFL teachers' in Ecuador, when teaching pre-school, elementary school, high school, and university, in public and private settings?

**Part I: Teachers' background and demographic profile.** This section was included to examine teachers' profiles in terms of the place they came from, sex, mother tongue (L1), age, education, years of experience, institutions they work at, level of the students, class size, number of classes, teaching hours per week, and activities done for professional development. The items were named using letters, from A to L.

**Participants by regions.** Figure 2. Question "A" reports on the province, and city/town the participants came from, the figure shows that 81% come from the coast, 17% from the highlands, and 1% from the Amazonia.

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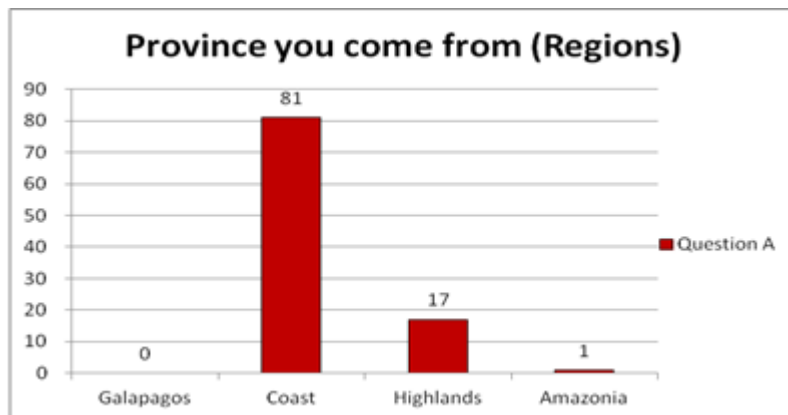


Figure 2. Study participants by the province of origin.

**Teachers by Gender.** Figure 3. Question B identified that 68% of the participants were women, while 31% were men.

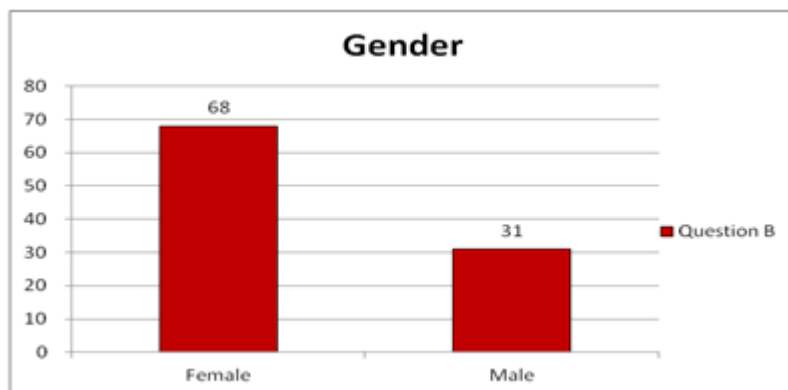


Figure 3. Study participants by gender.

**Mother Tongue.** Figure 4. Question C found the first language (L1) of the participants, 84% are Spanish speakers, 12% are native English speakers, and 3% speak other languages.

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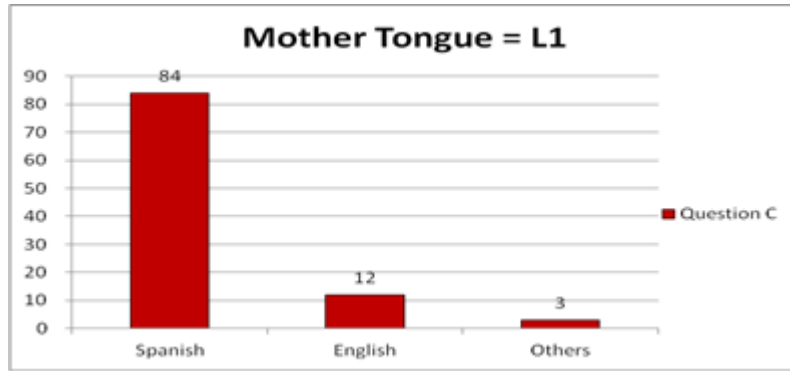


Figure 4. Study participants' mother tongue (L1)

**Teachers by Age.** Figure 5. Question D was related to participant age, 20% were between twenty to thirty years old, 33% were between thirty-one to forty years old, 33% were between forty-one to fifty years old, 12% were between fifty-one to sixty years old, and 1% were sixty-one or older.

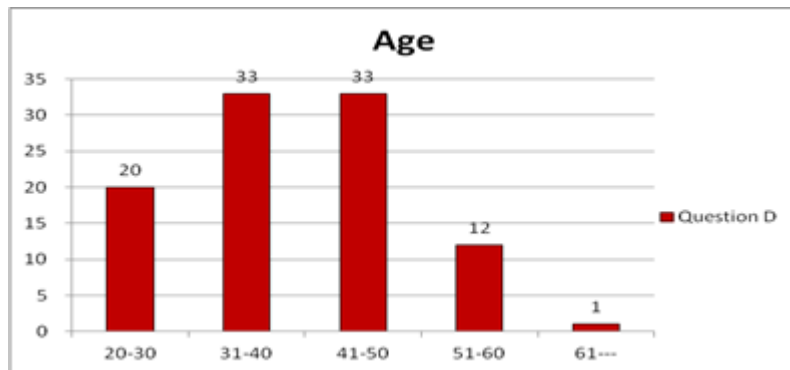


Figure 5. Study participants by age

**Teachers and Education.** Figure 6. Question E showed the level of education they have reached, 9% did not choose any option, 68% have a degree, 20% have master's degrees and 2% have a PhD.



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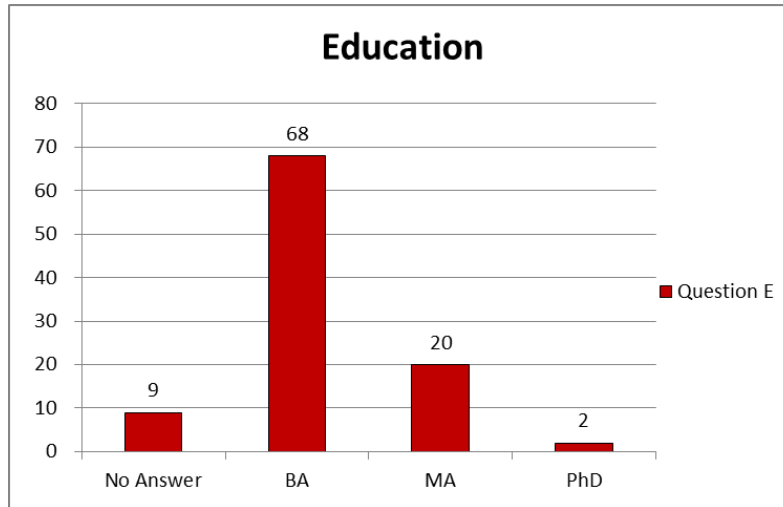


Figure 6. Study participants by the highest degree obtained

Figure 7. Question ii asked about the participants' pedagogical education, 21% did not choose any option, 64% declared they have pedagogical education, and 14% said they do not have pedagogical education

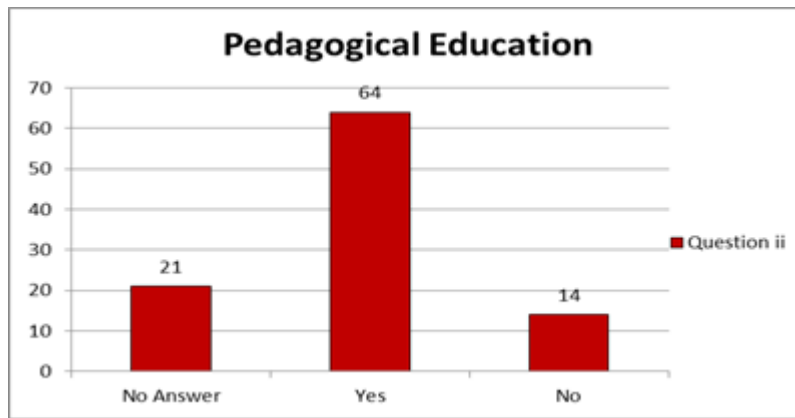


Figure 7. Study participants by pedagogical education.

**Teachers and years of experience.** Figure 8. Question F asked the years of experience the participants have, 4% have between zero to one year of experience, 20% have between two to six years of experience, 29% have between seven to twelve years of experience, 24% have between thirteen to eighteen years of experience, 15% have between

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to nineteen to twenty-four years of experience, and 7% have more than twenty-five years of experience.

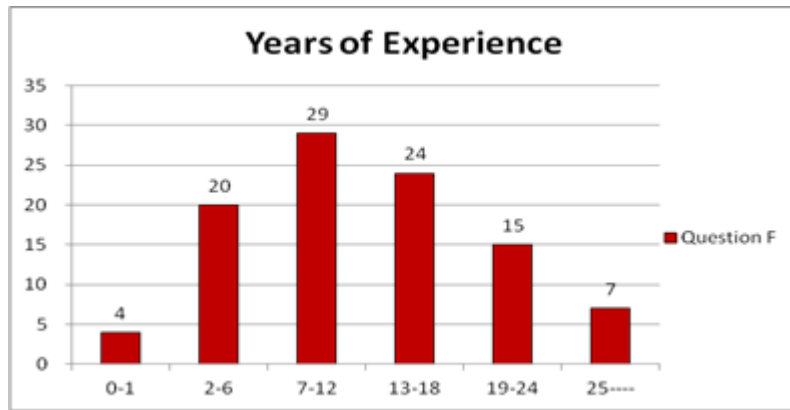


Figure 8. Participants by years of experience

***Institutions where the participants work.*** Figure 9. Question G asked for the place where the participants work at, 4% did not choose any option, 30% work at a public institution, 59% work at a private institution, and 6% work for both public and private institutions.

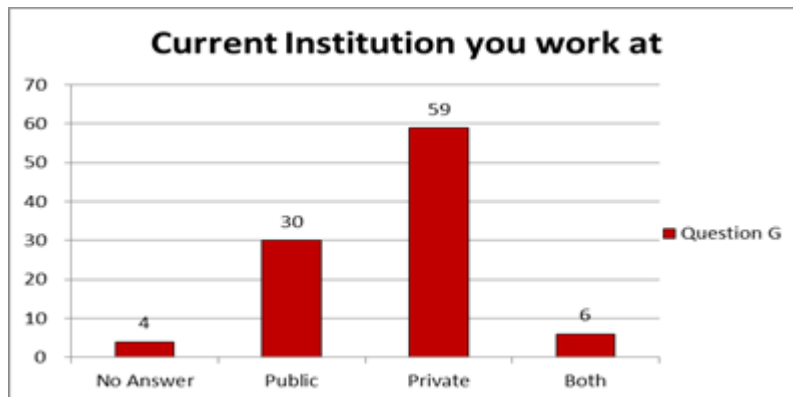


Figure 9. Study participants by the institution where they work at

***Level of the Students the teachers work with.*** Figure 10. Question H asked about the level of the students the participants work with, 4% work with pre-school students, 17% work with school students, 35% work with high school students, 62% work with university students, and 10% work for other institutions.

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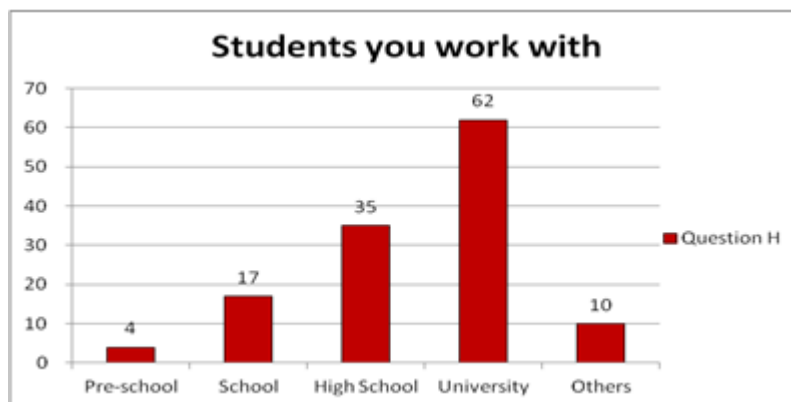


Figure 10. Students level participants work with

*Number of students per class.* Figure 11. Question I asked the average number of students in their classes, 8% has between ten to fifteen students, 46% has between sixteen to twenty-five students, 38% has between twenty six to thirty-five students, 17% has between thirty-six to forty-five students and 7% has more than forty-six students in their classes.

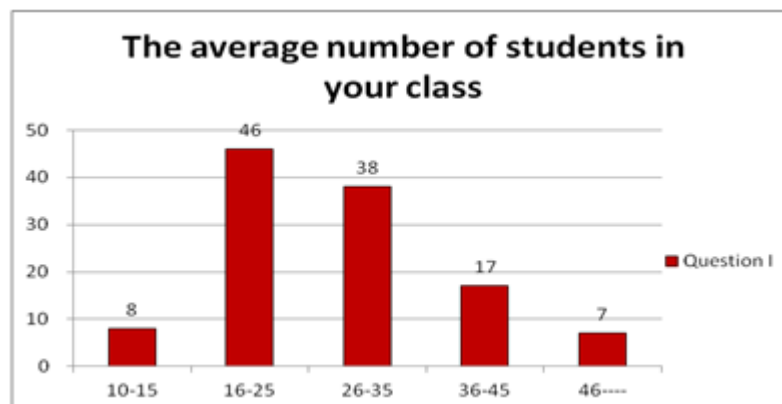


Figure 11. Study participants number of students in their classes

*Number of classes they usually teach.* Figure 12. Question J asked about the number of classes the participants usually teach, 2% teach one class, 9% teach two classes, 31% teach three classes, 25% teach four classes, 32% teach more than five classes.

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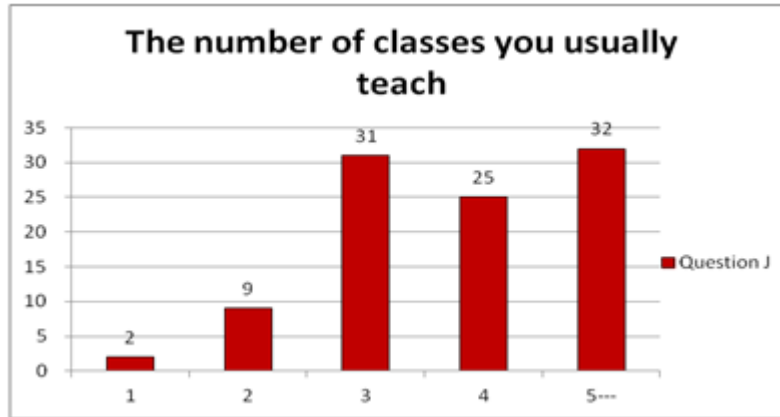


Figure 12. Participants number of classes usually taught

*Number of hours per week they teach.* Figure 13. Question K asked about the number of teaching hours per week, 10% teach between four to eight hours, 20% teach between nine to sixteen hours, 32% teach between seventeen to twenty-four hours, and 37% teach more than twenty-five hours a week.

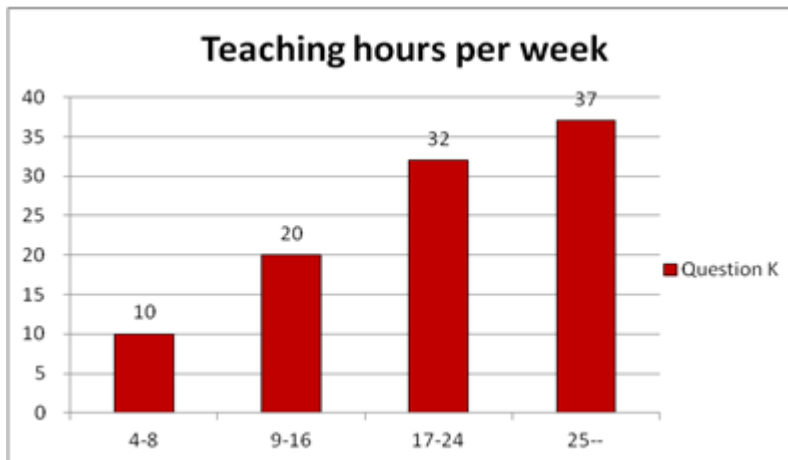


Figure 13. Participants number of hours taught a week

*Activities for professional development.* Figure 14. Question L asked about the activities the participants do for professional development, 86% attend conferences, 62% read books, 26% carry our research, and 13% do other activities.

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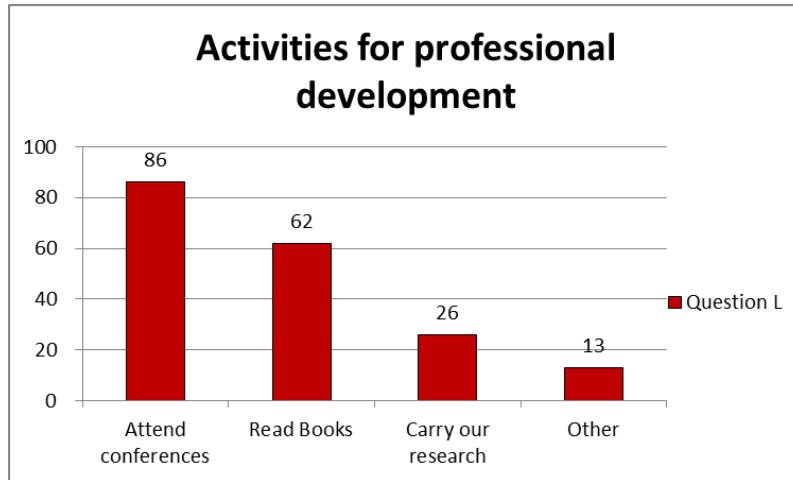


Figure 14. Participants activities for professional development

**Part II: Teaching efficacy.** This section reports on the measures of the teachers' sense of efficacy in teaching English in terms of teaching planning, students involvement, students interaction, and assessments of students and teachers' performance. Each item from questions one to forty-four has two responses constructed using a 6-point Likert rating scale, on the right side it is asked, How confident I am in my ability to...? where "1" means no confidence, and "6" complete confidence; on the left it is asked how often do I... where "1" means never, and "6" always.

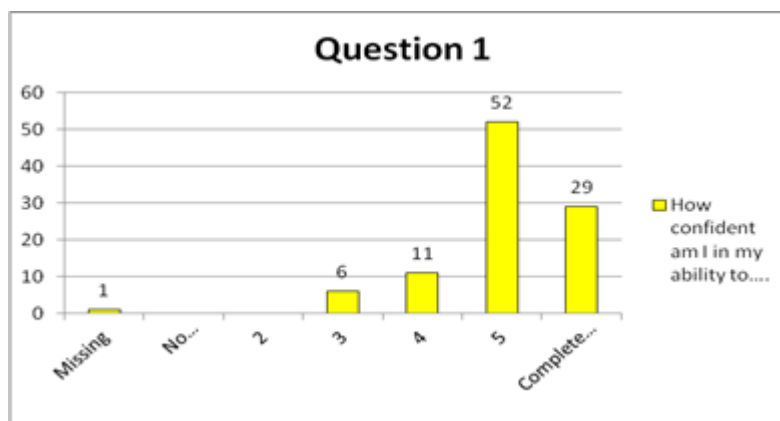


Figure 15. Question one – How confident am I in my ability to specify the learning goals that I expect my students to attain?

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Figure 15. shows the participants confidence; 1% did not choose any option, 6% chose option three, 11% chose option four, 52% chose option five, and 29% chose option six.

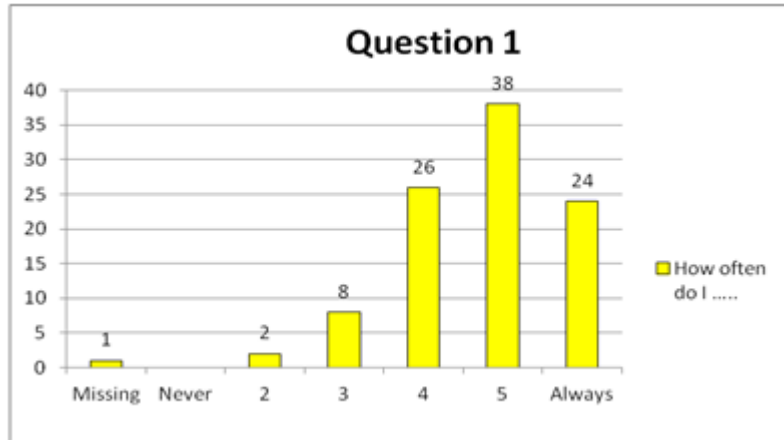


Figure 16. Question one – How often do I specify the learning goals that I expect my students to attain?

Figure 16. shows the frequency they do it; 1% did not choose any option, 2% chose option two, 8% chose option three, 26% chose option four, 38% chose option five, and 24% chose option six.

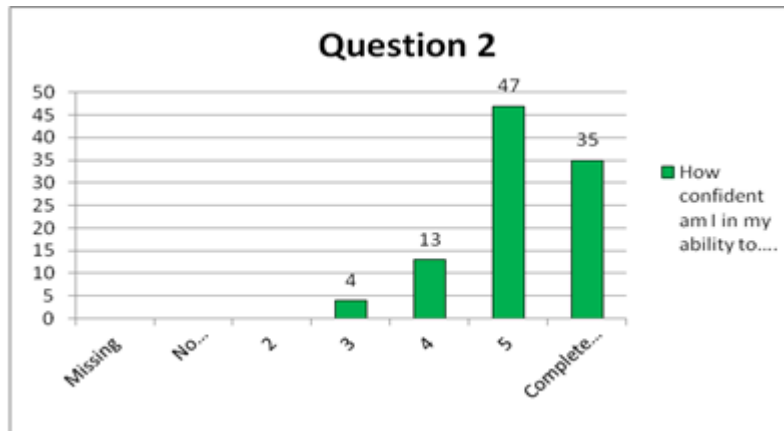


Figure 17. Question two – How confident am I in my ability to actively engage my students in the learning activities that I include in my teaching plan/syllabus?

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

Figure 17. shows the participants confidence; 4% chose option three, 13% chose option four, 47% chose option five, and 35% chose option six.

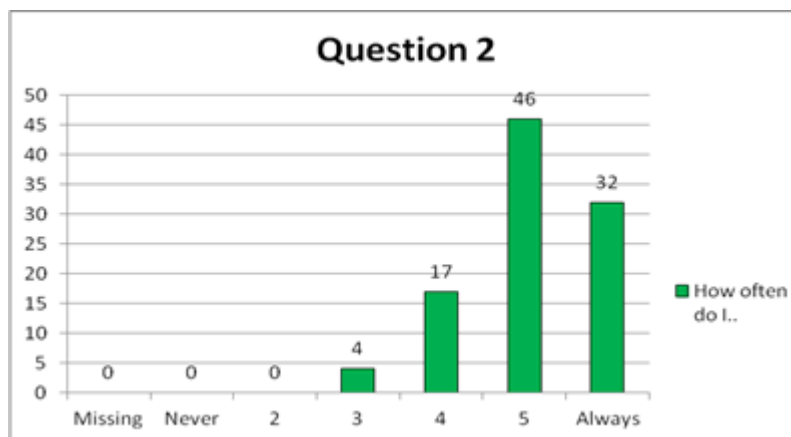


Figure 18. Question two – How often do I actively engage my students in the learning activities that I include in my teaching plan/syllabus?

Figure 18. shows the frequency they do it; 4% chose option three, 17% chose option four, 46% chose option five, and 32% chose option six.

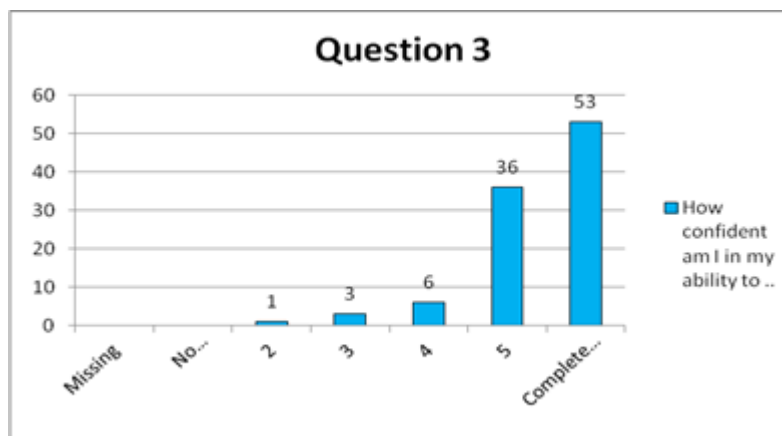
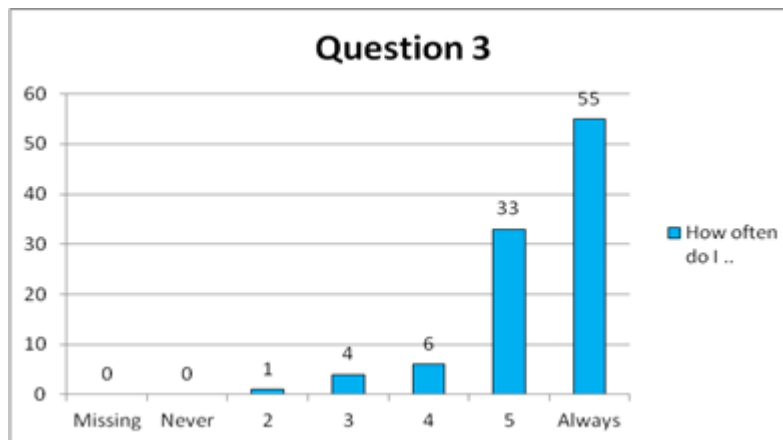


Figure 19. Question three – How confident am I in my ability to create a positive classroom climate for learning?

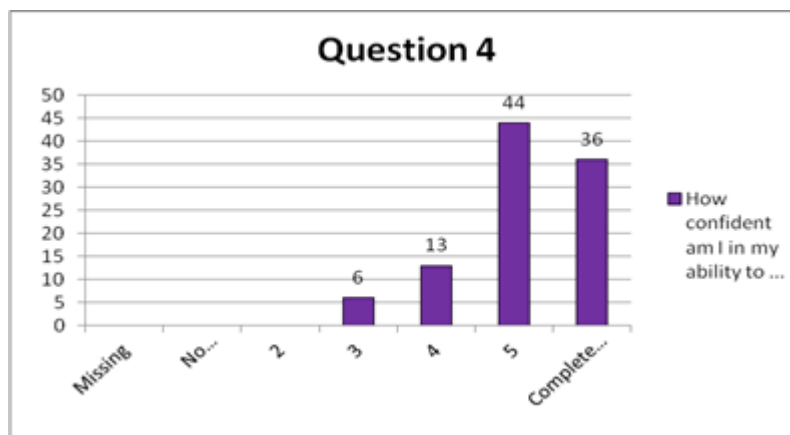
Figure 19. shows the participants confidence; 1% chose option two, 3% chose option three, 6% chose option four, 36% chose option five, and 53% chose option six.

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*Figure 20.* Question three – How often do I create a positive classroom climate for learning?

Figure 20. shows the frequency they do it; 1% chose option two, 4% chose option three, 6% chose option four, 33% chose option five, and 55% chose option six.

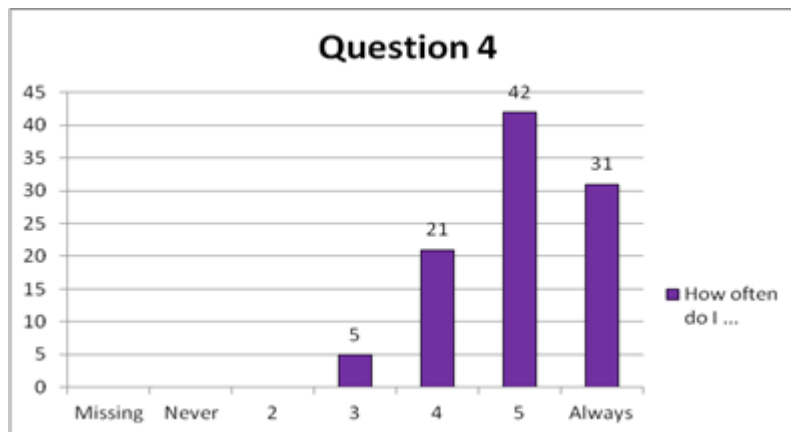


*Figure 21.* Question four – How confident am I in my ability to reflect on my teaching practice with the aim of making appropriate improvements?

Figure 21. shows the participants confidence; 6% chose option three, 13% chose option four, 44% chose option five, and 36% chose option six.

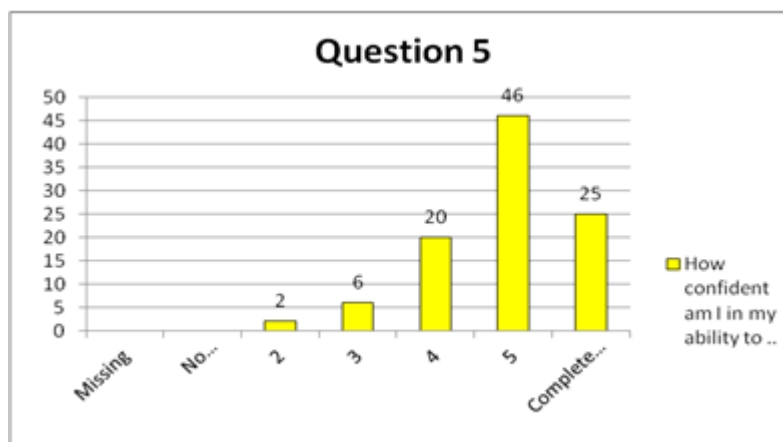


## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 22.* Question four – How often do I reflect on my teaching practice with the aim of making appropriate improvements?

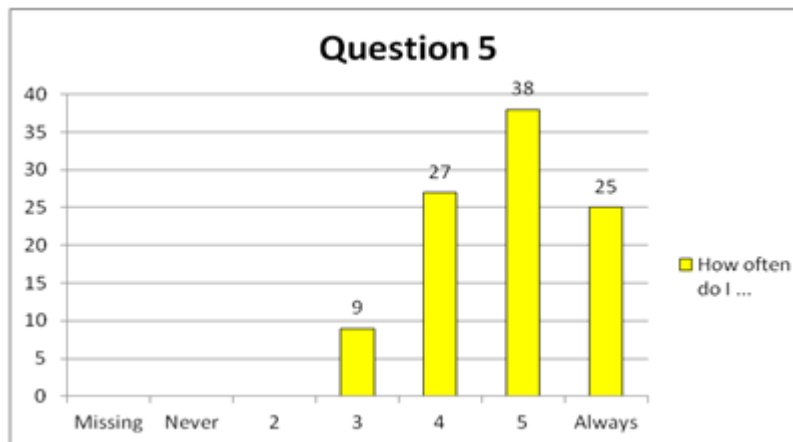
Figure 22. shows the frequency they reflect on their teaching practicest; 5% chose option three, 21% chose option four, 42% chose option five, and 31% chose option six.



*Figure 23.* Question five – How confident am I in my ability to develop different assessment methods depending on the learning goals I want to check in my students?

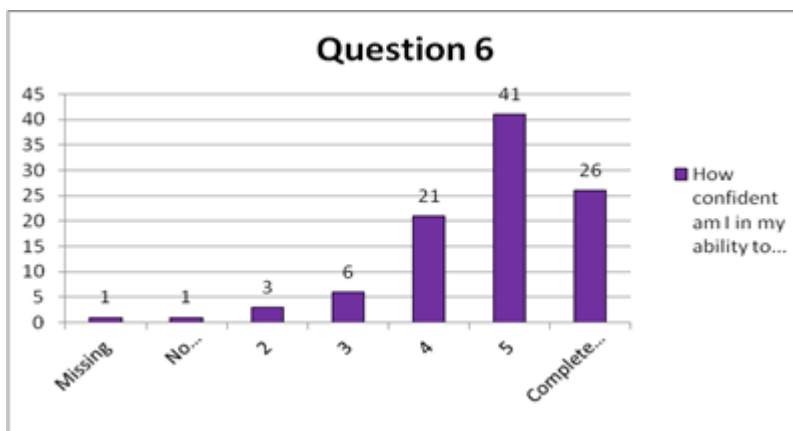
Figure 23. shows the participants confidence; 2% chose option two, 6% chose the option three, 20% chose option four, 46% chose option five, and 25% chose option six-

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*Figure 24.* Question five – How often do I develop different assessment methods depending on the learning goals I want to check in my students?

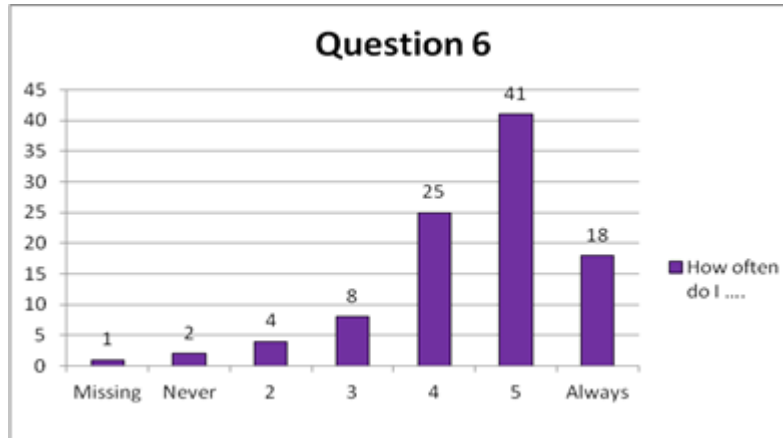
Figure 24. shows the frequency they do it; 9% chose option three, 27% chose option four, 38% chose option five, and 25% chose option six.



*Figure 25.* Question six – How confident am I in my ability to evaluate the effectiveness of my own teaching in light of my students' feedback to me?

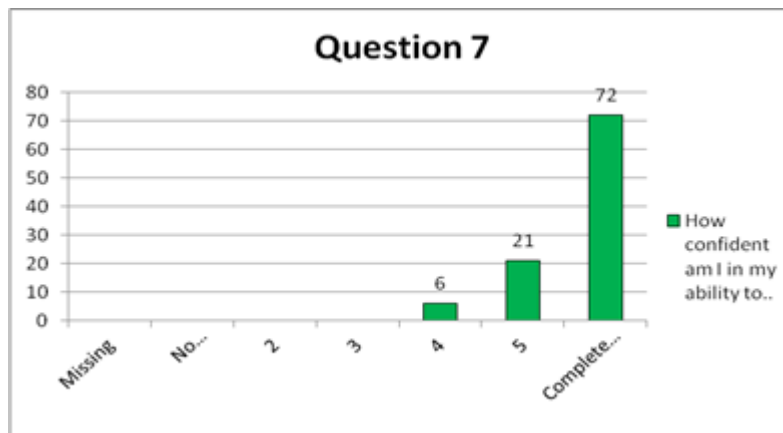
Figure 25. shows the participants confidence: 1% did not choose any option, 1% chose option one, 3% chose option two, 6% chose the option three, 21% chose option four, 41% chose option five, and 26% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 26.* Question six – How often do I evaluate the effectiveness of my own teaching in light of my students' feedback to me?

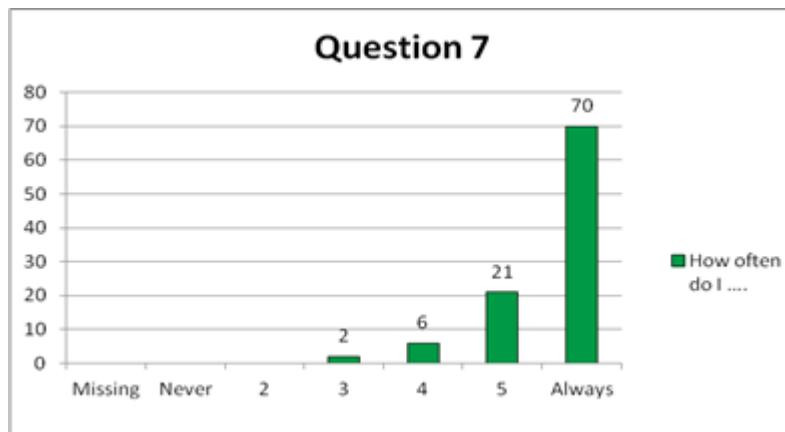
Figure 26. shows the frequency they do it; 1% did not choose any option, 2% chose option one, 4% chose option two, 8% chose option three, 25% chose option four, 41% chose option five, and 18% chose option six.



*Figure 27.* Question seven – How confident am I in my ability to promote student participation in my classes?

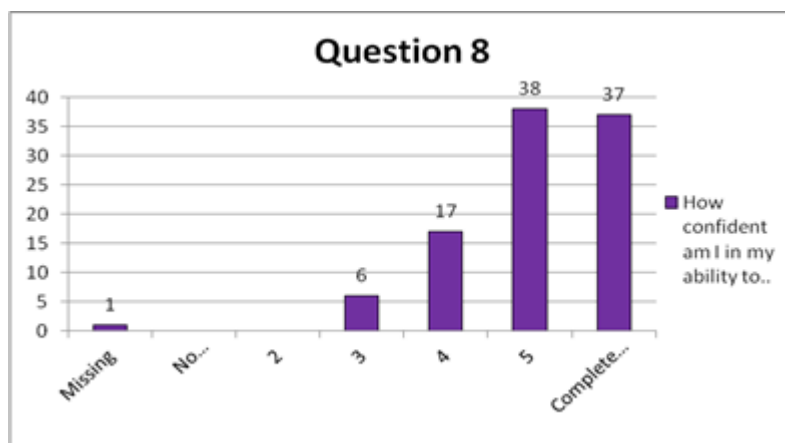
Figure 27. shows the participant confidence; 6% chose option four, 21% chose option five, and 72% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 28.* Question seven – How often do I promote student participation in my classes?

Figure 28. shows the frequency they do it; 2% chose option three, 6% chose option four, 21% chose option five, and 70% chose option six.



*Figure 29.* Question eight – How confident am I in my ability to use different evaluation methods?

Figure 29. shows the participants confidence: 1% did not choose any option, 6% chose option three, 17% chose option four, 38% chose option five, and 37% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

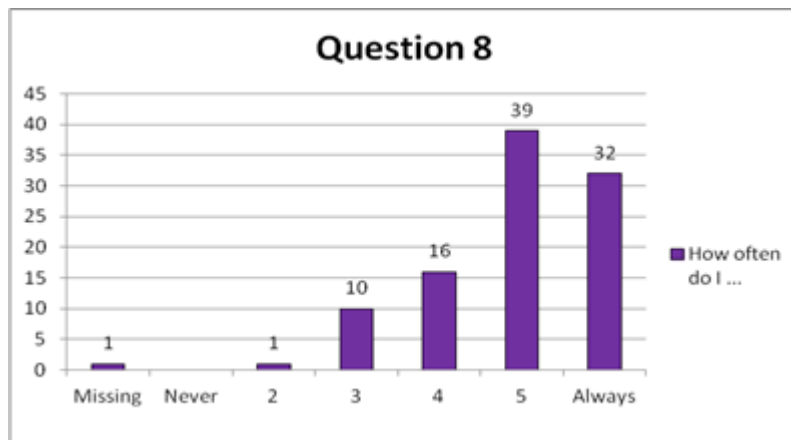


Figure 30. Question eight – How often do I use different evaluation methods?

Figure 30. shows the frequency they do it; 1% did not choose any option, 1% chose option two, 10% chose option three, 16% chose option four, 39% chose option five, and 32% chose option six.

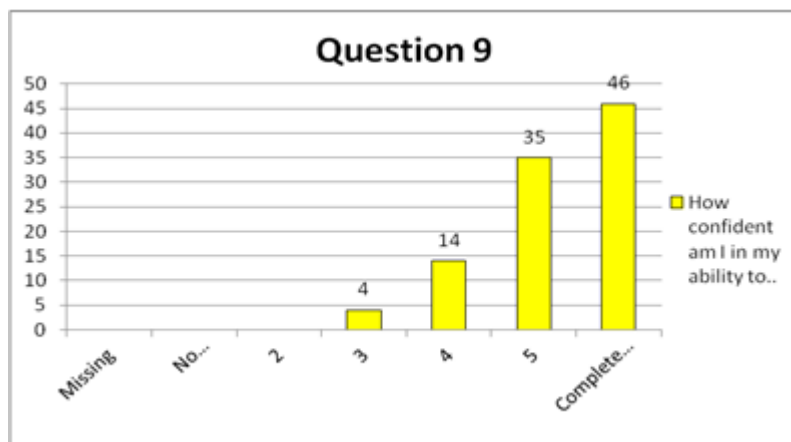
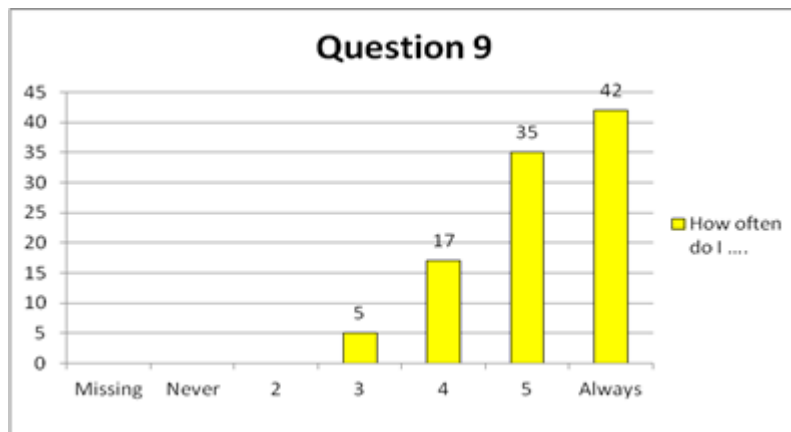


Figure 31. Question nine – How confident am I in my ability to prepare the teaching materials I will use?

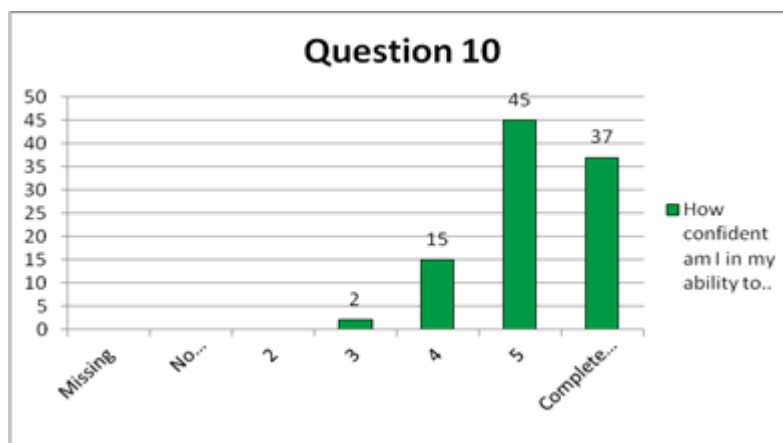
Figure 31. shows the participants confidence: 4% chose option three, 14% chose option four, 35% chose option five, and 46% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 32.* Question nine – How often do I prepare the teaching materials I will use?

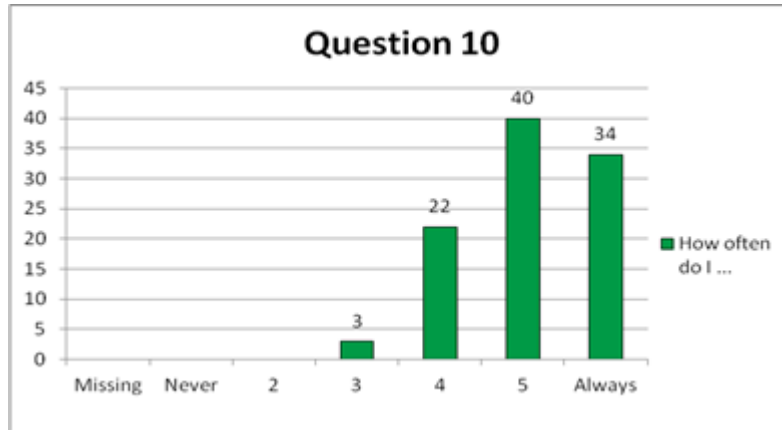
Figure 32. shows the frequency they do it; 5% chose option three, 17% chose option four, 35% chose option five, and 42% chose option six.



*Figure 33.* Question ten – How confident am I in my ability to ensure that my students resolve the difficulties they encounter while learning?

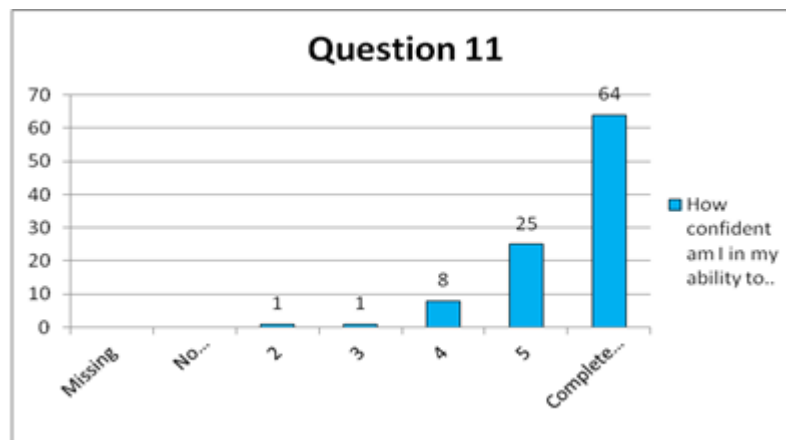
Figure 33. shows the participants confidence; 2% chose option three, 15% chose option four, 45% chose option five, and 37% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 34.* Question ten – How often do I ensure that my students resolve the difficulties they encounter while learning?

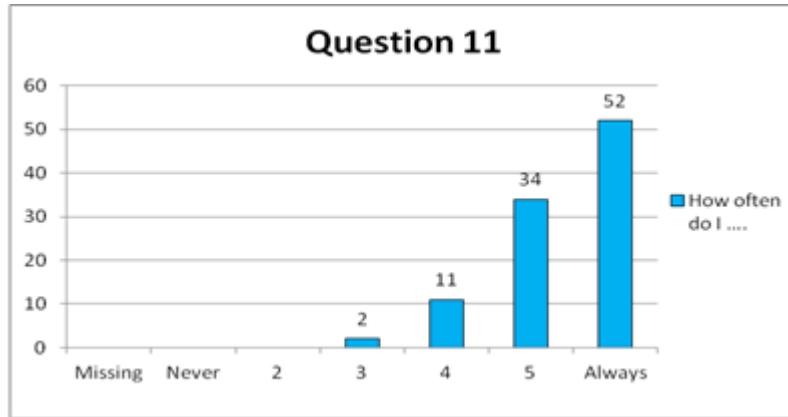
Figure 34. shows the frequency they do it; 3% chose option three, 22% chose option four, 40% chose option five, and 34% chose option six.



*Figure 35.* Question eleven – How confident am I in my ability to promote a positive attitude towards learning in my students?

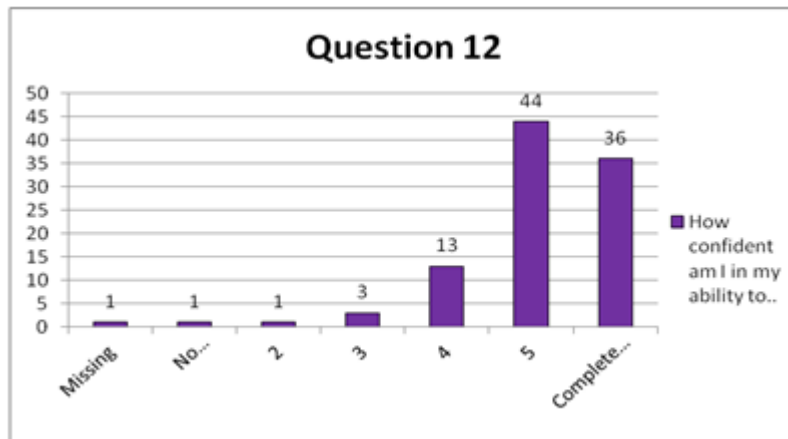
Figure 35. shows the participants confidence; 1% chose option two, 1% chose option three, 8% chose option four, 25% chose option five, and 64% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 36.* Question eleven – How often do I promote a positive attitude towards learning in my students?

Figure 36. shows the frequency they do it; 2% chose option three, 11% chose option four, 34% chose option five, and 52% chose option six.

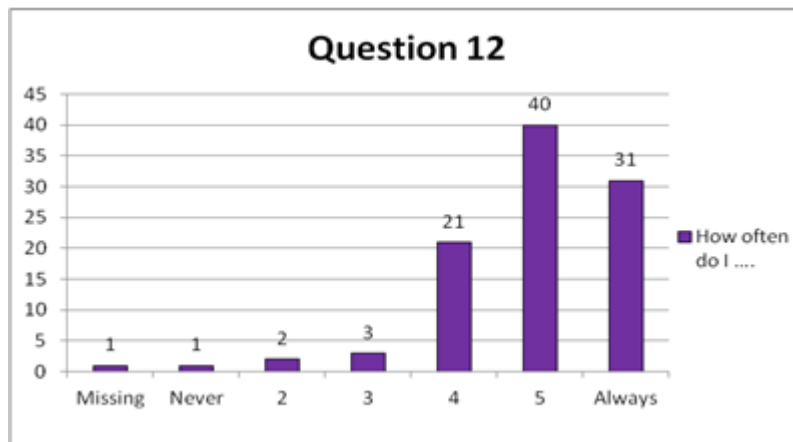


*Figure 37.* Question twelve – Q12: How confident am I in my ability to adapt my teaching practices in response to my students' evaluations of my teaching?

Figure 37. shows the participants confidence; 1% did not choose any option, 1% chose option one, 1% chose option two, 3% chose option three, 13% chose option four, 44% chose option five, and 36% chose option six.

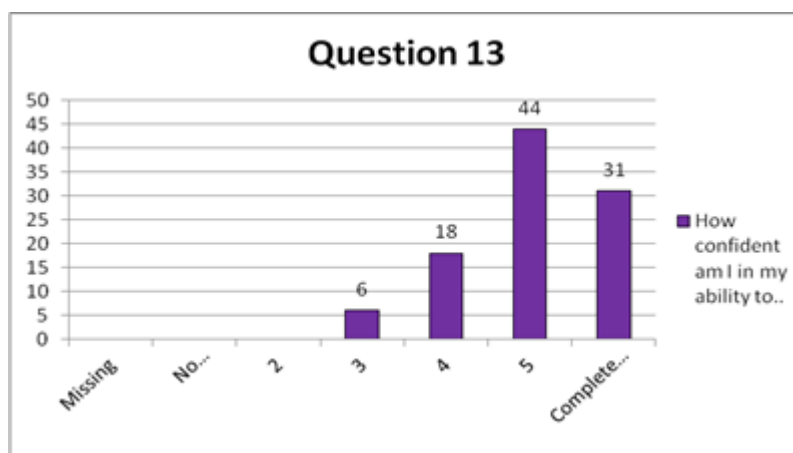


## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 38.* Question twelve –How often do I adapt my teaching practices in response to my students' evaluations of my teaching?

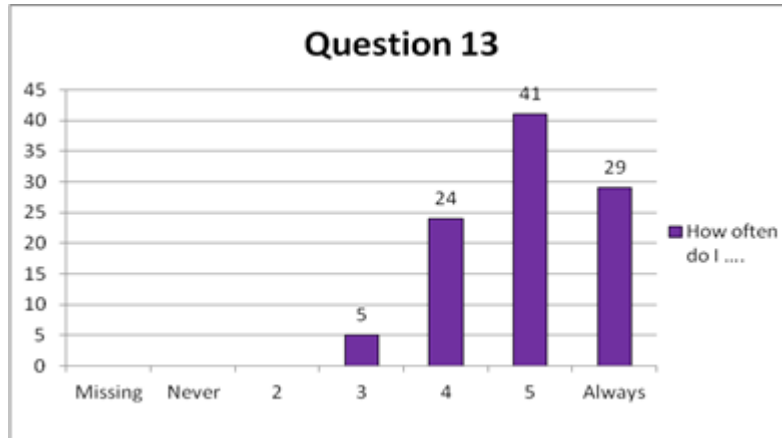
Figure 38. shows the frequency they do it; 1% did not choose any option, 1% chose option one, 2% chose option two, 3% chose option three, 21% chose option four, 40% chose option five, and 31% chose option six.



*Figure 39.* Question thirteen – How confident am I in my ability to evaluate accurately my students' academic capabilities?

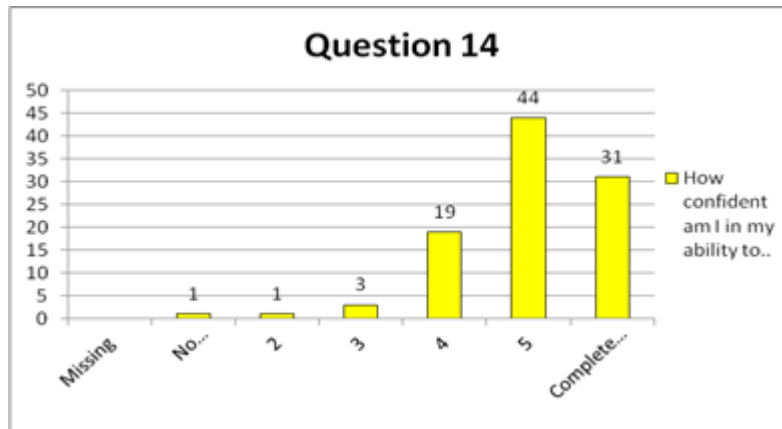
Figure 39. shows the participants confidence: 6% chose option three, 18% chose option four, 44% chose option five, and 31% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 40.* Question thirteen – How often do I evaluate accurately my students' academic capabilities?

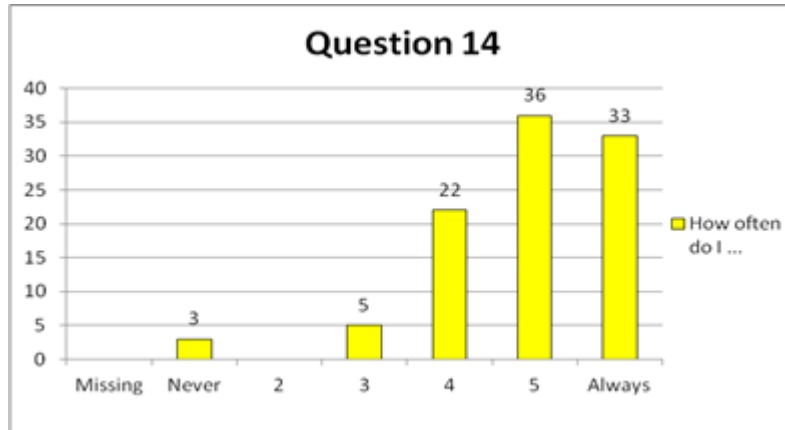
Figure 40. shows the frequency they do it; 5% chose option three, 24% chose option four, 41% chose option five, and 29% chose option six.



*Figure 41.* Question fourteen – How confident am I in my ability to decide on the most appropriate evaluation method for a particular course?

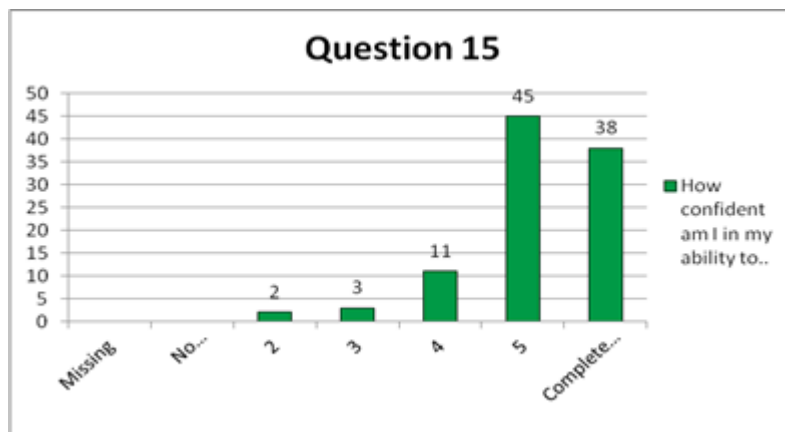
Figure 41. shows the participants confidence; 1% chose option one, 1% chose option two, 3% chose option three, 19% chose option four, 44% chose option five, and 31% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 42.* Question fourteen – How often do I decide on the most appropriate evaluation method for a particular course?

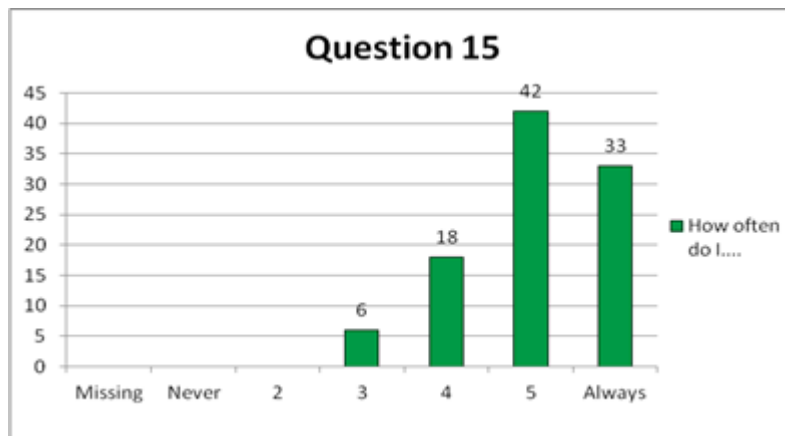
Figure 42. shows the frequency they do it; 3% chose option one, 5% chose option three, 22% chose option four, 36% chose option five, and 33% chose option six.



*Figure 43.* Question fifteen – How confident am I in my ability to ensure that my students consider themselves capable of learning the material in my class?

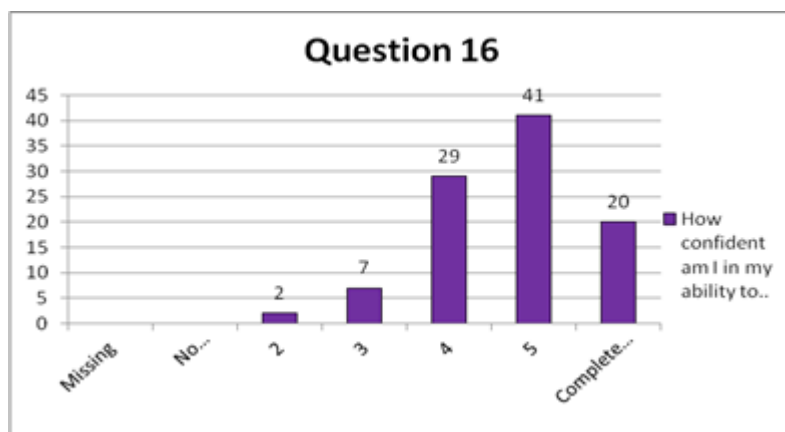
Figure 43. shows the participants confidence; 2% chose option two, 3% chose option three, 11% chose option four, 45% chose option five, and 38% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 44.* Question fifteen – How often do I ensure that my students consider themselves capable of learning the material in my class?

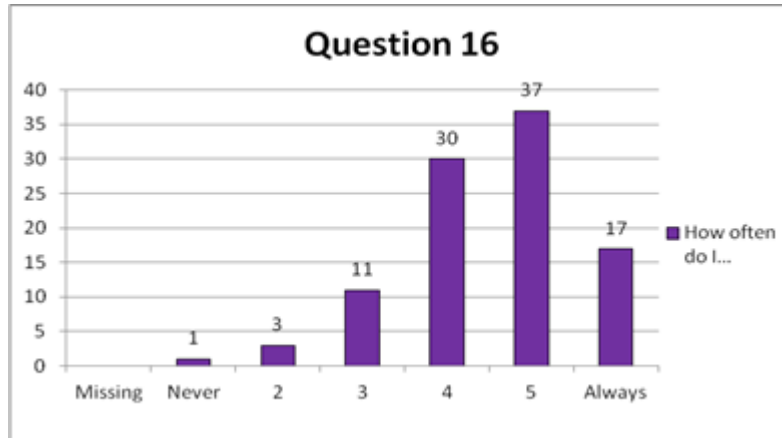
Figure 44. shows the frequency they do it; 6% chose option three, 18% chose option four, 42% chose option five, and 33% chose option six.



*Figure 45.* Question sixteen – How confident am I in my ability to employ systematic methods that permit me to assess my own teaching?

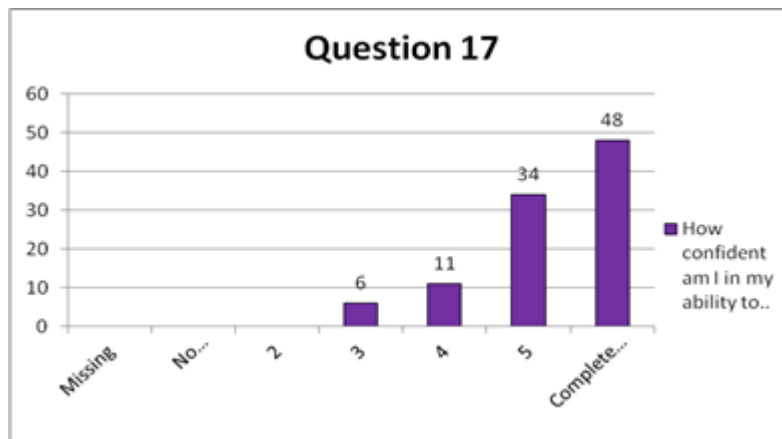
Figure 45. shows the participants confidence: 2% chose option two, 7% chose option three, 29% chose option four, 41% chose option five, and 20% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 46.* Question sixteen – How often do I employ systematic methods that permit me to assess my own teaching?

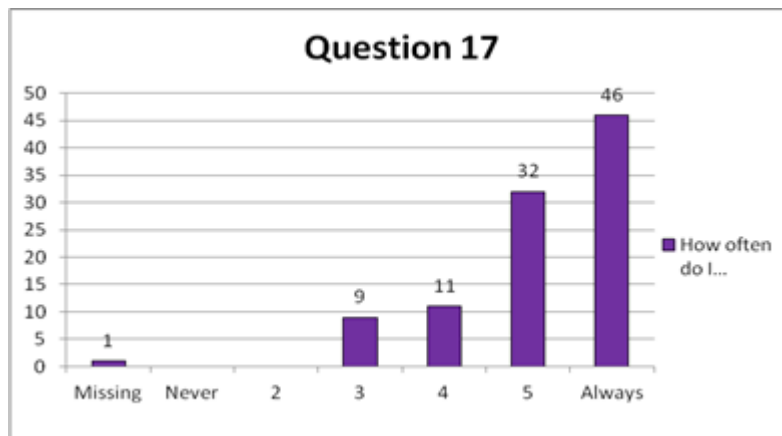
Figure 46. shows the frequency they do it; 1% chose option one, 3% chose option two, 11% chose option three, 30% chose option four, 37% chose option five, and 17% chose option six.



*Figure 47.* Question seventeen – How confident am I in my ability to give my students feedback about their progress?

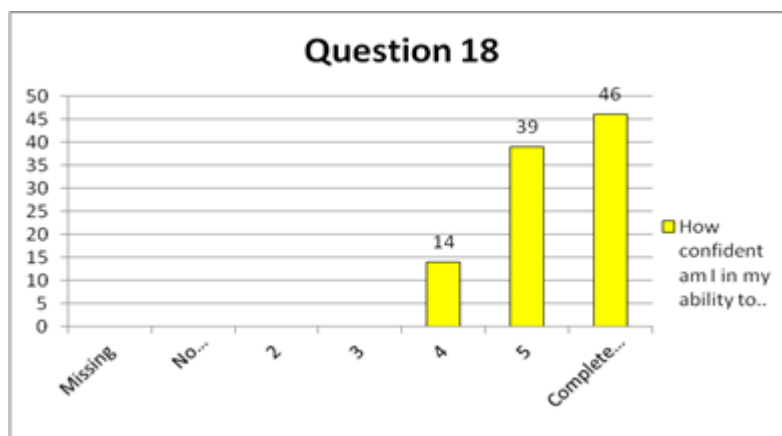
Figure 47. shows the participants' confidence; 6% chose option three, 11% chose option four, 34% chose option five, and 48% chose option six.

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*Figure 48.* Question seventeen – How often do I give my students feedback about their progress?

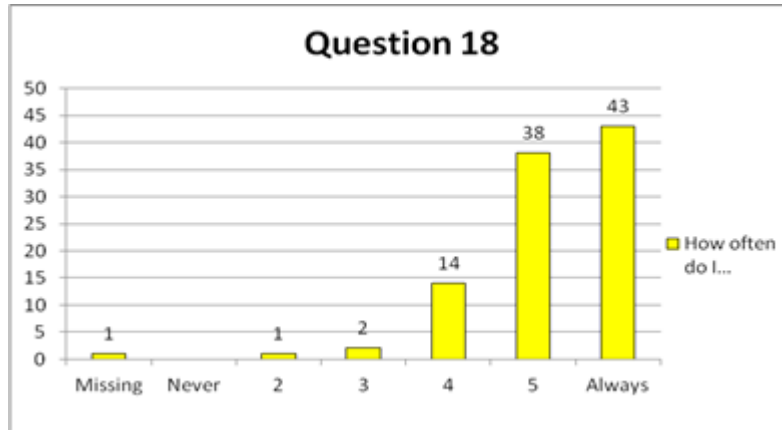
Figure 48. shows the frequency they do it; 1% did not choose any option, 9% chose option three, 11% chose option four, 32% chose option five, and 46% chose option six.



*Figure 49.* Question eighteen – How confident am I in my ability to clearly identify my course objectives?

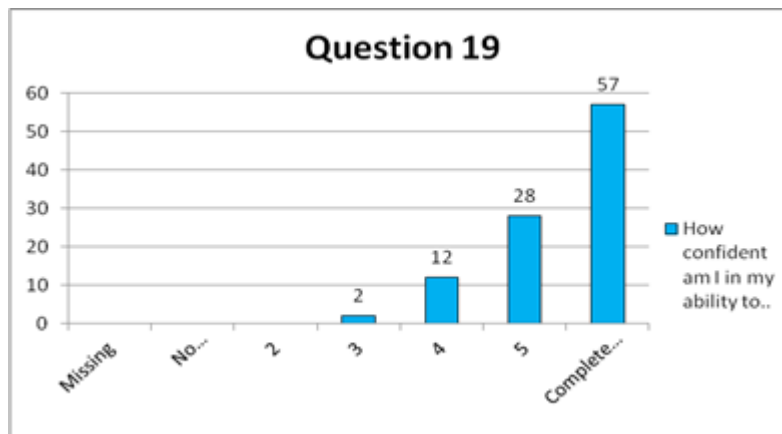
Figure 49. shows the participants' confidence; 14% chose option four, 39% chose option five, and 46% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 50.* Question eighteen – How often do I clearly identify my course objectives?

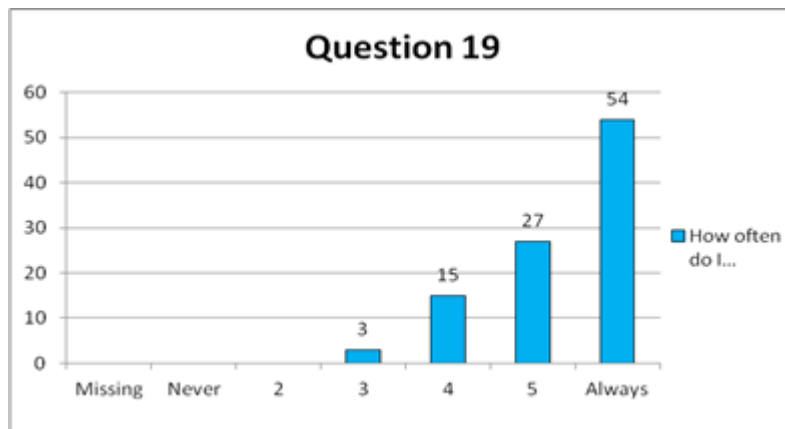
Figure 50. shows the frequency they do it; 1% did not choose any option, 1% chose option two, 2% chose option three, 14% chose option four, 38% chose option five, and 43% chose option six.



*Figure 51.* Question nineteen – How confident am I in my ability to maintain high academic expectations?

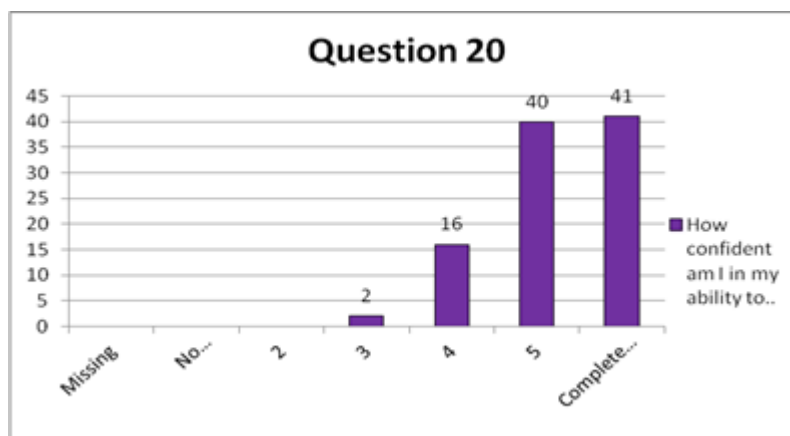
Figure 51. shows the participants' confidence; 2% chose option three, 12% chose option four, 28% chose option five, and 57% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 52.* Question nineteen – How often do I maintain high academic expectations?

Figure 52. shows the frequency they do it; 3% chose option three, 15% chose option four, 27% chose option five, and 54% chose option six.

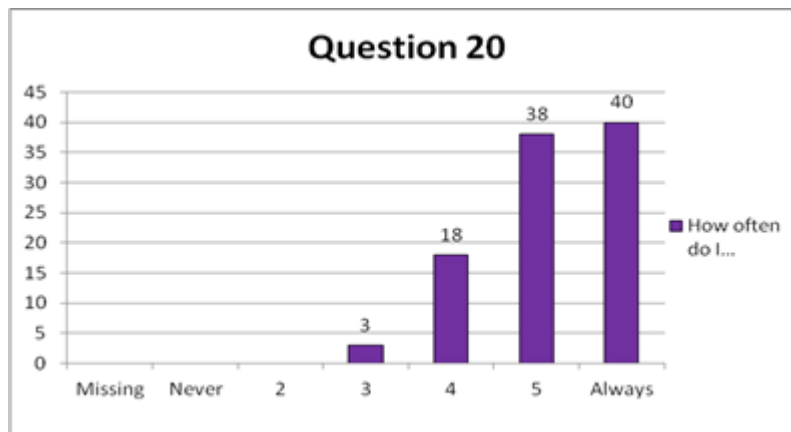


*Figure 53.* Question twenty – How confident am I in my ability to use information derived from my own self-reflection to improve my teaching?

Figure 53. shows the participants' confidence; 2% chose option three, 16% chose option four, 40% chose option five, and 41% chose option six.

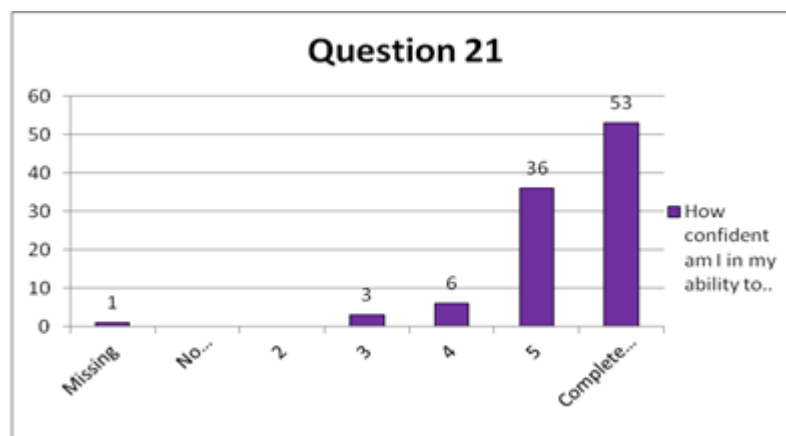


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*Figure 54.* Question twenty – How often do I use information derived from my own self-reflection to improve my teaching?

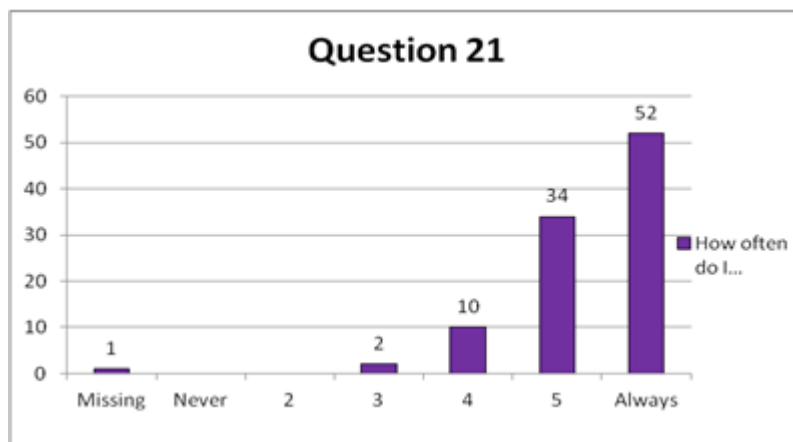
Figure 54. shows the frequency they do it; 3% chose option three, 18% chose option four, 38% chose option five, and 40% chose option six.



*Figure 55.* Question twenty-one – How confident am I in my ability to adequately grade my students' exams and assignments?

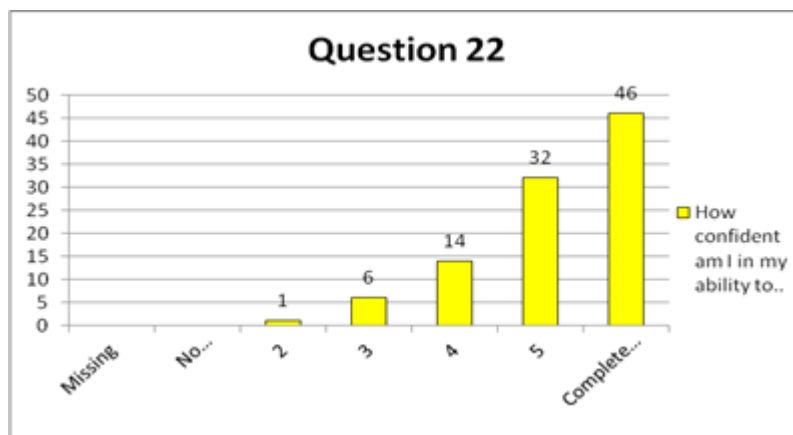
Figure 55. shows the participants' confidence; 1% did not choose any option, 3% chose option three, 6% chose option four, 36% chose option five, and 53% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 56.* Question twenty-one – How often do I adequately grade my students' exams and assignments?

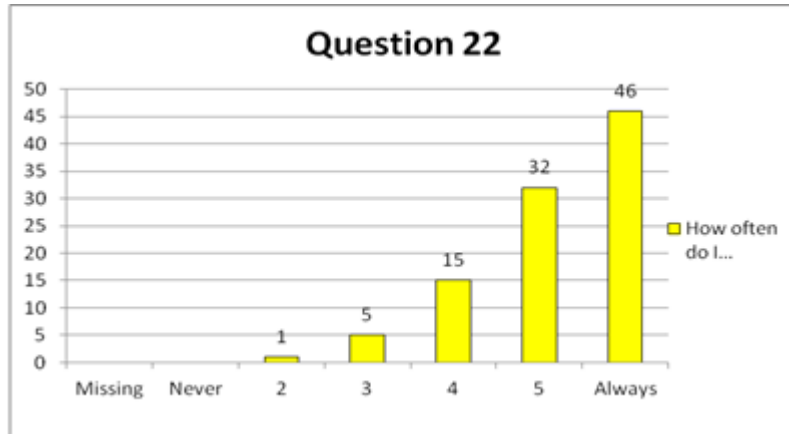
Figure 56. shows the frequency they do it; 1% did not choose any option, 2% chose option three, 10% chose option four, 34% chose option five, and 52% chose option six.



*Figure 57.* Question twenty-two – How confident am I in my ability to adapt to the needs of my students (motivation, interest, prior knowledge, etc.) when planning my courses?

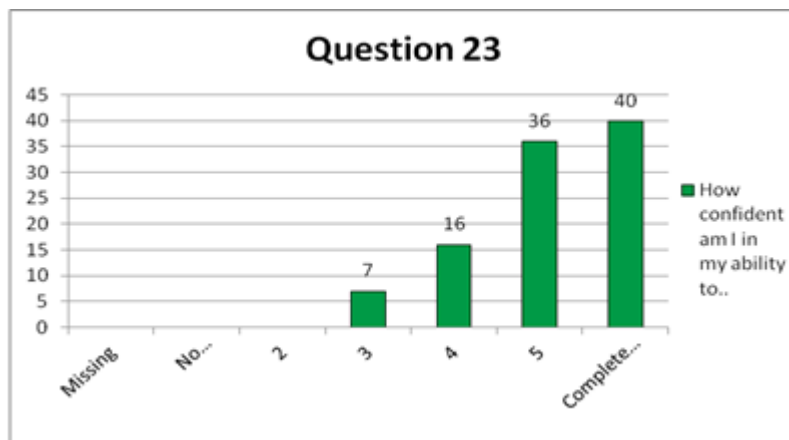
Figure 57. shows the participants' confidence; 1% chose option two, 6% chose option three, 14% chose option four, 32% chose option five, and 46% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 58.* Question twenty-two – How often do I adapt to the needs of my students (motivation, interest, prior knowledge, etc.) when planning my courses?

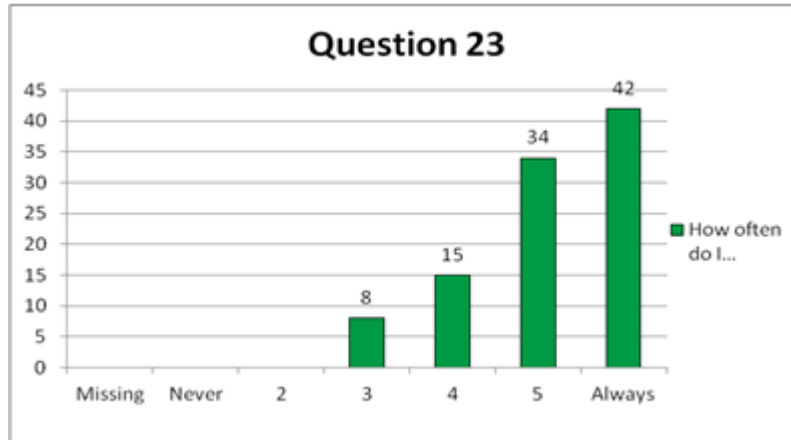
Figure 58. shows the frequency they do it; 1% chose option two, 5% chose option three, 15% chose option four, 32% chose option five, and 46% chose option six.



*Figure 59.* Question twenty-three –How confident am I in my ability to think of my students as active learners, which is to say knowledge constructors rather than information receivers?

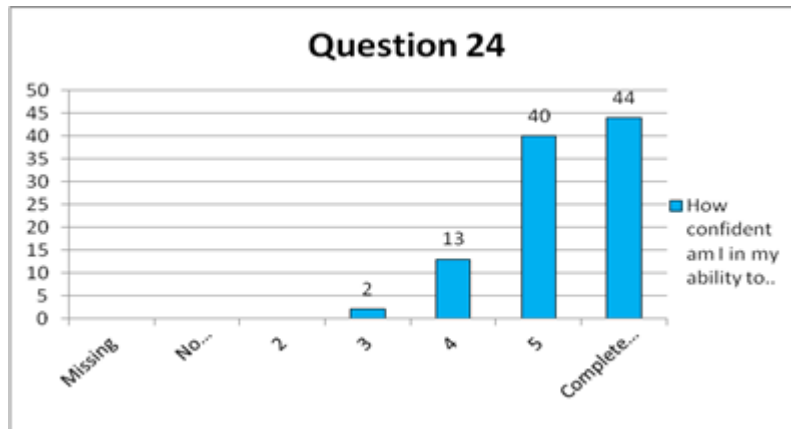
Figure 59. shows the participants' confidence; 7% chose option three, 16% chose option four, 36% chose option five, and 40% chose option six.

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*Figure 60.* Question twenty-three – How often do I think of my students as active learners, which is to say knowledge constructors rather than information receivers?

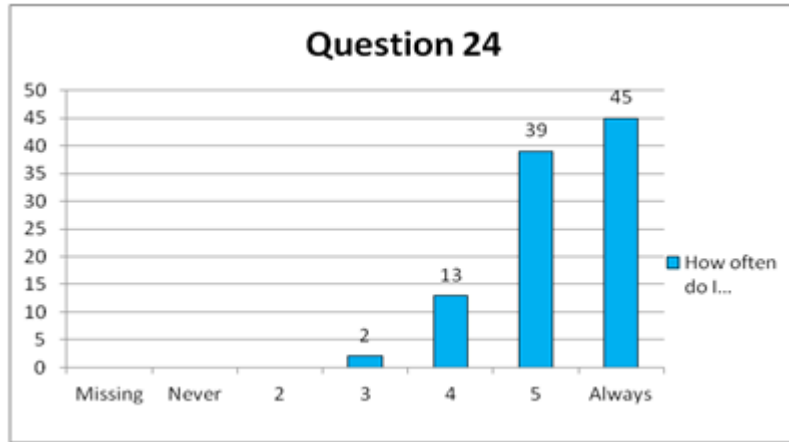
Figure 60. shows the frequency they do it; 8% chose option three, 15% chose option four, 34% chose option five, and 42% chose option six.



*Figure 61.* Question twenty-four –How confident am I in my ability to provide support and encouragement to students who are having difficulty learning?

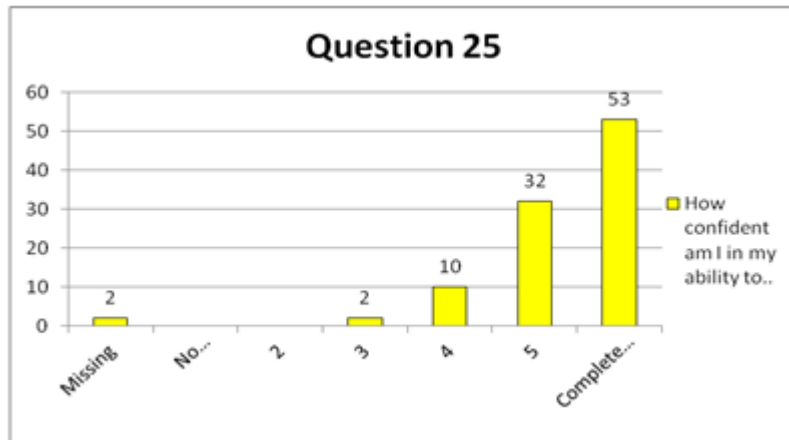
Figure 61. shows the participants' confidence; 2% chose option three, 13% chose option four, 40% chose option five, and 44% chose option six.

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*Figure 62.* Question twenty-four –How often do I provide support and encouragement to students who are having difficulty learning?

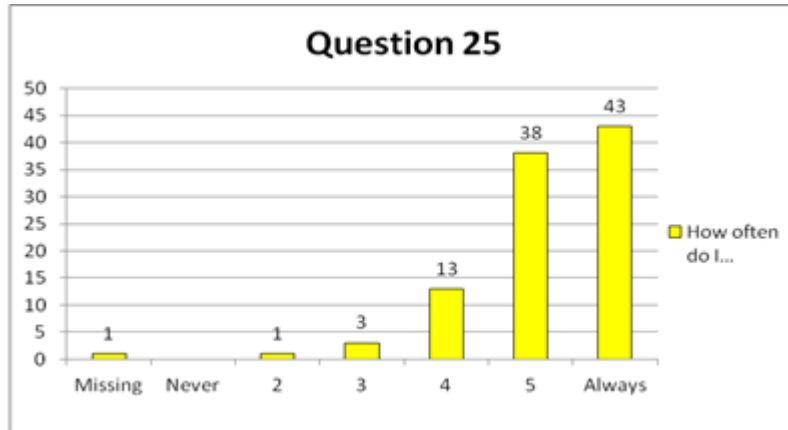
Figure 62. shows the frequency they do it; 2% chose option three, 13% chose option four, 39% chose option five, and 45% chose option six.



*Figure 63.* Question twenty-five – How confident am I in my ability to update my knowledge of the subject I am teaching?

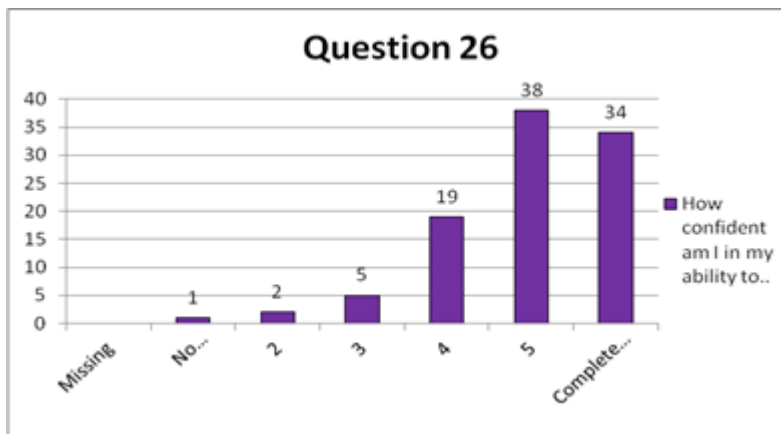
Figure 63. shows the participants' confidence; 2% did not choose any option, 2% chose option three, 10% chose option four, 32% chose option five, and 53% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 64.* Question twenty-five – How often do I update my knowledge of the subject I am teaching?

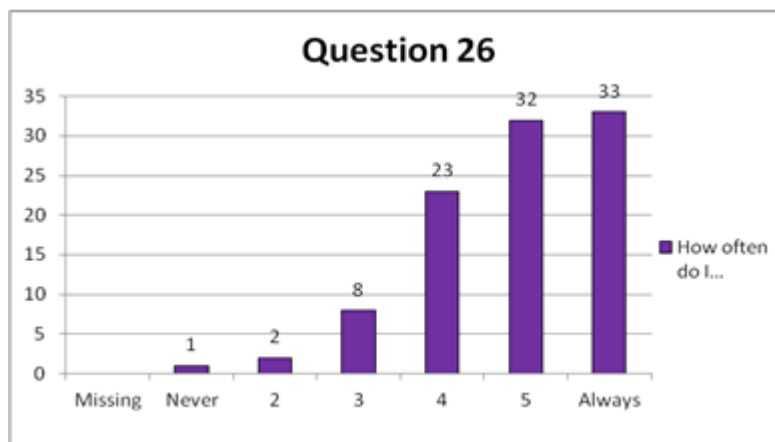
Figure 64. shows the frequency they do it; 1% did not choose any option, 1% chose option two, 3% chose option three, 13% chose option four, 38% chose option five, and 43% chose option six.



*Figure 65.* Question twenty-six – How confident am I in my ability to provide my students with detailed feedback about their academic progress?

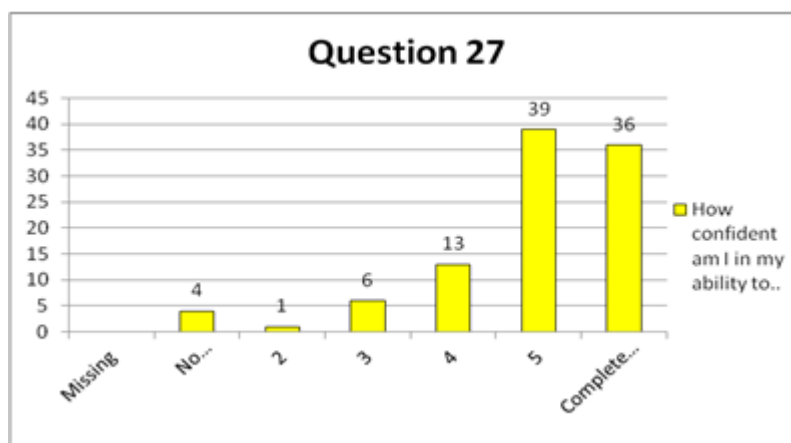
Figure 65. shows the participants' confidence; 1% chose option one, 2% chose option two, 5% chose option three, 19% chose option four, 38% chose option five, and 34% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 66.* Question twenty-six – How often do I provide my students with detailed feedback about their academic progress?

Figure 66. shows the frequency they do it; 1% chose option one, 2% chose option two, 8% chose option three, 23% chose option four, 32% chose option five, and 33% chose option six.



*Figure 67.* Question twenty-seven – How confident am I in my ability to modify and adapt my syllabus if my students' needs require it?

Figure 67. shows the participants' confidence; 4% chose option one, 1% chose option two, 6% chose option three, 13% chose option four, 39% chose option five, and 36% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

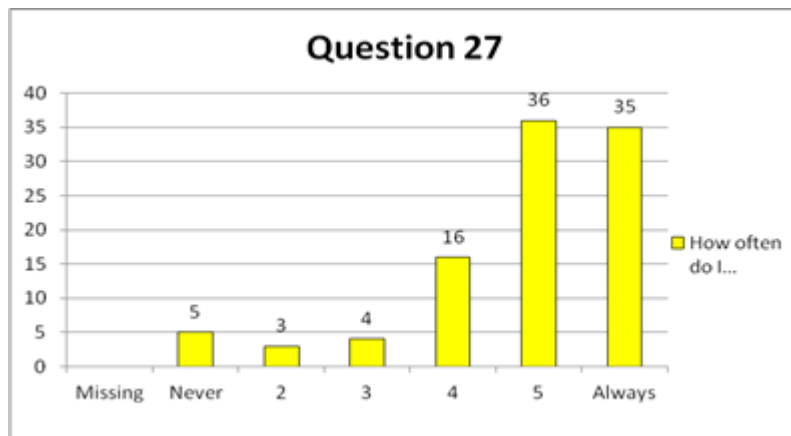


Figure 68. Question twenty-seven – How often do I modify and adapt my syllabus if my students' needs require it?

Figure 68. shows the frequency they do it; 5% chose option one, 3% chose option two, 4% chose option three, 16% chose option four, 36% chose option five, and 35% chose option six.

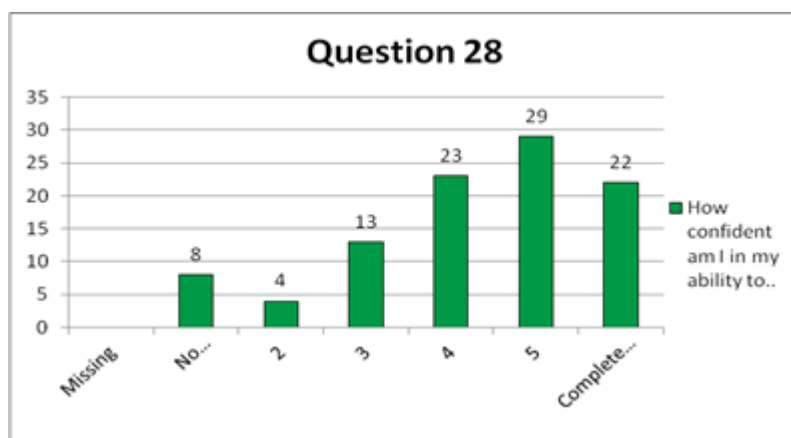
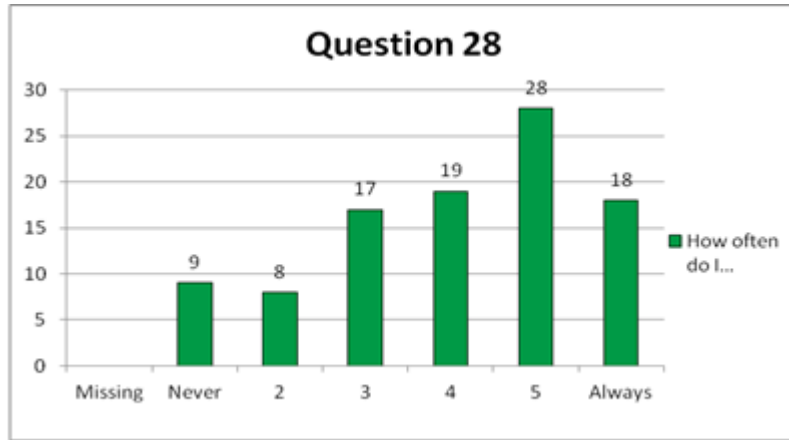


Figure 69. Question twenty-eight – How confident am I in my ability to permit my students to prepare and/or develop some of the course units?

Figure 69. shows the participants' confidence; 8% chose option one, 4% chose option two, 13% chose option three, 23% chose option four, 29% chose option five, and 22% chose option six.

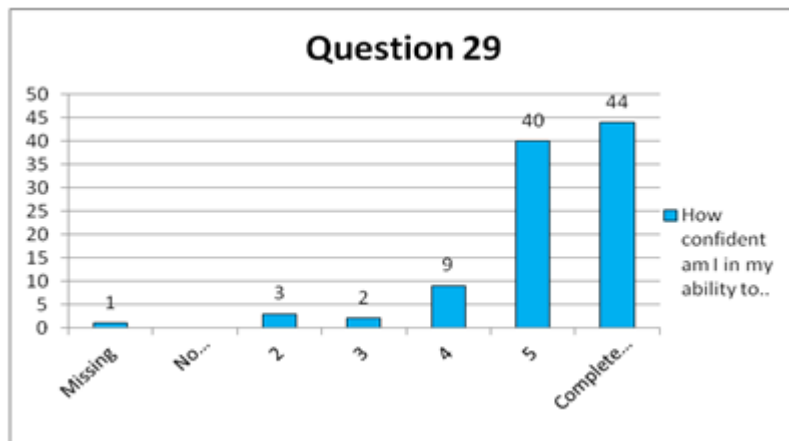


## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY



*Figure 70.* Question twenty-eight –How often do I permit my students to prepare and/or develop some of the course units?

Figure 70. shows the frequency they do it; 9% chose option one, 8% chose option two, 17% chose option three, 19% chose option four, 28% chose option five, and 18% chose option six.



*Figure 71.* Question twenty-nine – How confident am I in my ability to calmly handle any problems that may arise in the classroom?

Figure 71. shows the participants' confidence; 1% did not choose any option, 3% chose option two, 2% chose option three, 9% chose option four, 40% chose option five, and 44% chose option six.

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

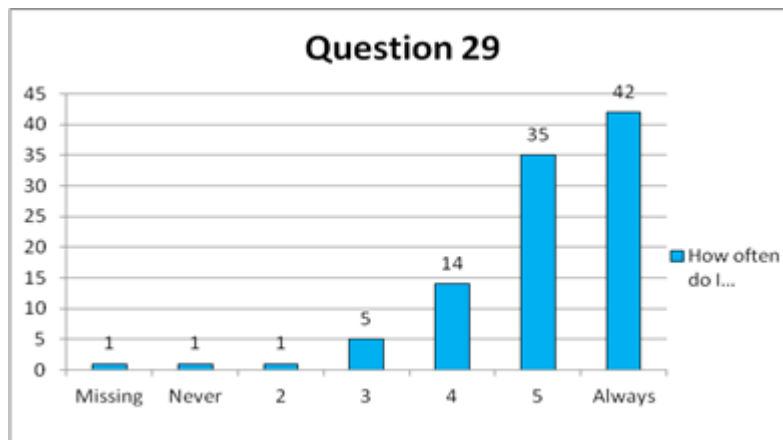


Figure 72. Question twenty-nine –How often do I calmly handle any problems that may arise in the classroom?

Figure 72. shows the frequency they do it; 1% did not choose any option, 1% chose option one, 1% chose option two, 5% chose option three, 14% chose option four, 35% chose option five, and 42% chose option six.

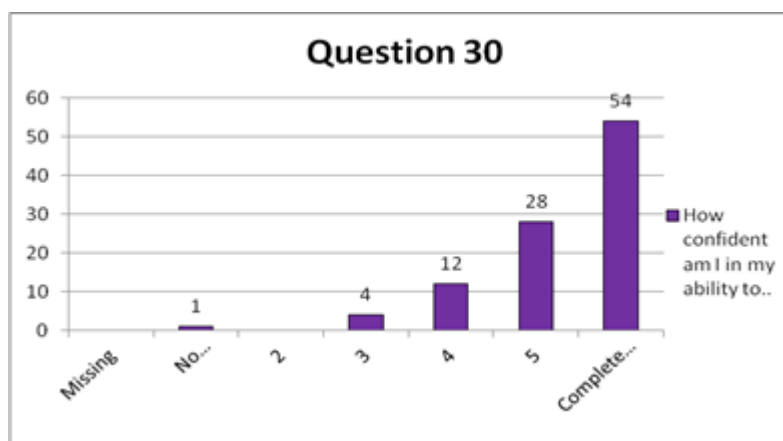
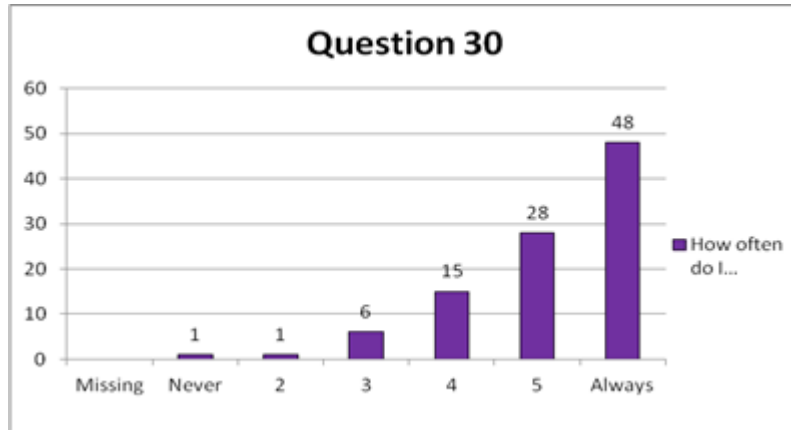


Figure 73. Question thirty – How confident am I in my ability to develop my teaching skills using various means (attending conferences, reading about pedagogy, talking to other professionals...)?

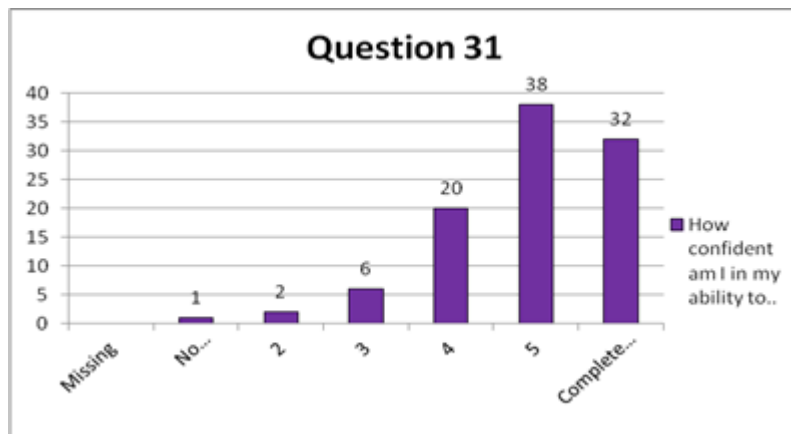
Figure 73. shows the participants' confidence; 1% chose option one, 4% chose option three, 12% chose option four, 28% chose option five, and 54% chose option six.

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*Figure 74.* Question thirty – How often do I develop my teaching skills using various means (attending conferences, reading about pedagogy, talking to other professionals...)?

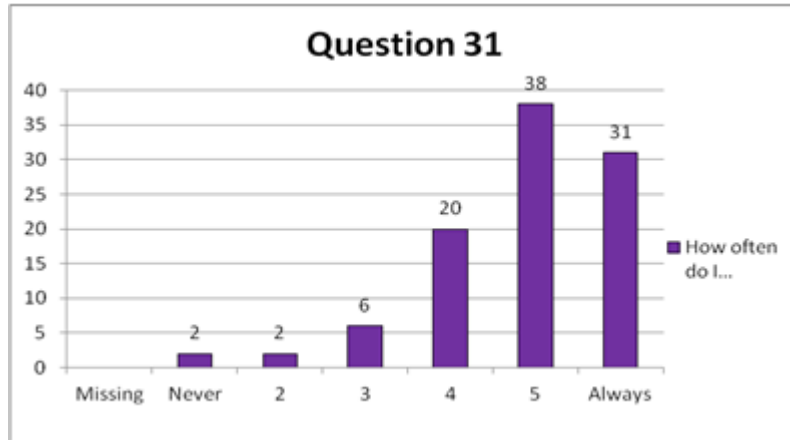
Figure 74. shows the frequency they do it; 1% chose option one, 1% chose option two, 6% chose option three, 15% chose option four, 28% chose option five, and 48% chose option six.



*Figure 75.* Question thirty-one – How confident am I in my ability to use formative assessment to gather information about my students' academic progress?

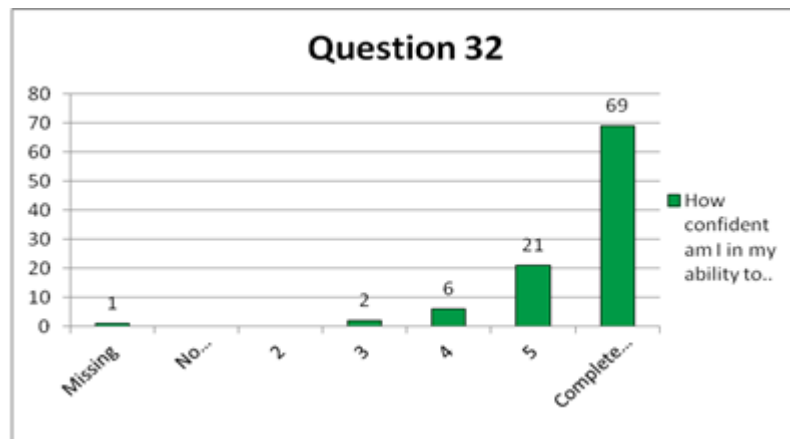
Figure 75. shows the participants' confidence; 1% chose option one, 2% chose option two, 6% chose option three, 20% chose option four, 38% chose option five, and 32% chose option six.

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*Figure 76.* Question thirty-one – How often do I use formative assessment to gather information about my students' academic progress?

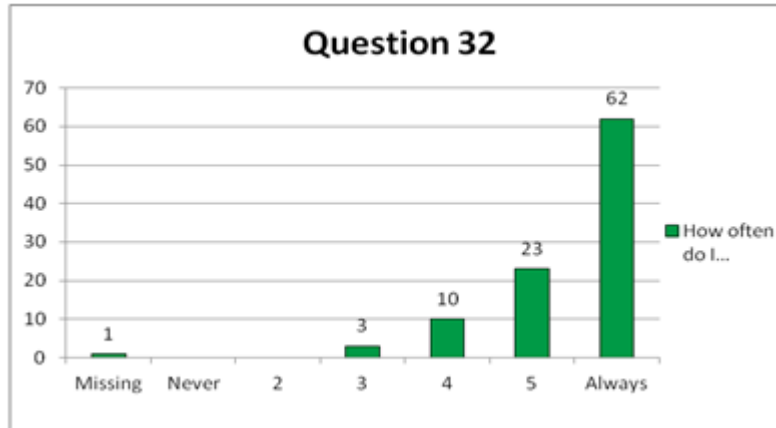
Figure 76. shows the frequency they do it; 2% chose option one, 2% chose option two, 6% chose option three, 20% chose option four, 38% chose option five, and 31% chose option six.



*Figure 77.* Question thirty-two –How confident am I in my ability to encourage my students to ask questions during class?

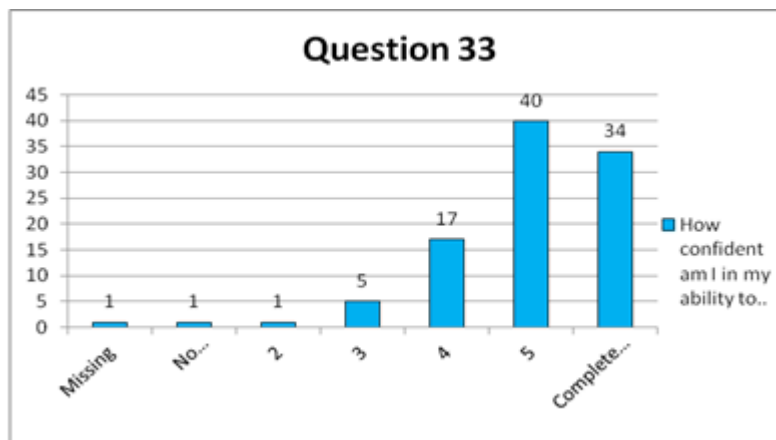
Figure 77. shows the participants' confidence; 1% did not choose any option, 2% chose option three, 6% chose option four, 21% chose option five, and 69% chose option six.

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*Figure 78.* Question thirty-two – How often do I encourage my students to ask questions during class?

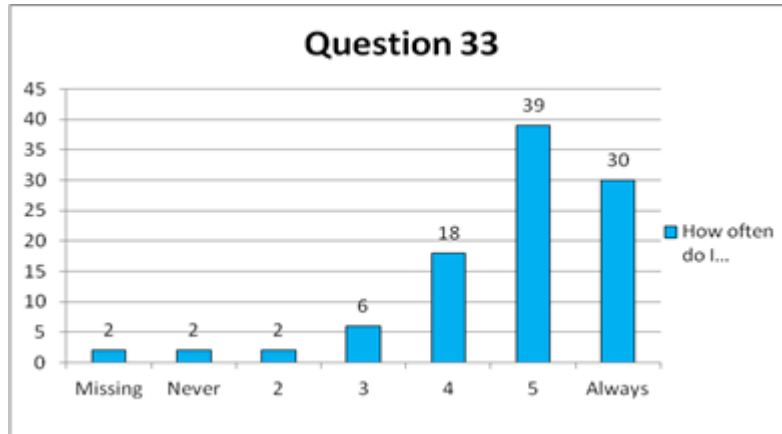
Figure 78. shows the frequency they do it; 1% did not choose any option, 3% chose option three, 10% chose option four, 23% chose option five, and 62% chose option six.



*Figure 79.* Question thirty-three – How confident am I in my ability to make students aware that I have a personal investment in them and in their learning?

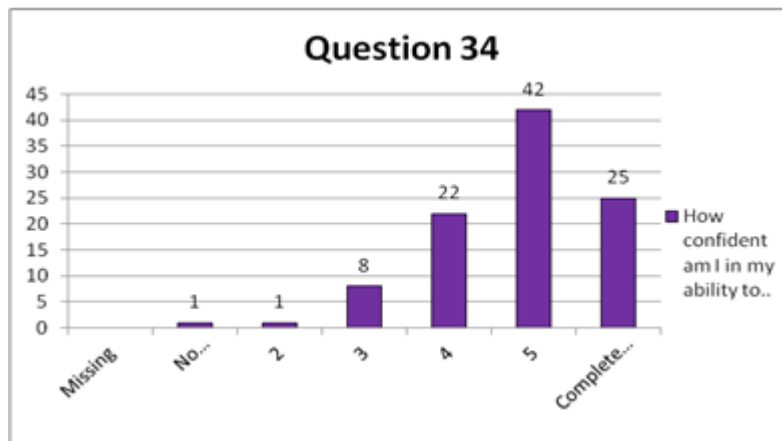
Figure 79. shows the participants' confidence; 1% did not choose any option, 1% chose option one, 1% chose option two, 5% chose option three, 17% chose option four, 40% chose option five, and 34% chose option six.

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*Figure 80.* Question thirty-three – How often do I make students aware that I have a personal investment in them and in their learning?

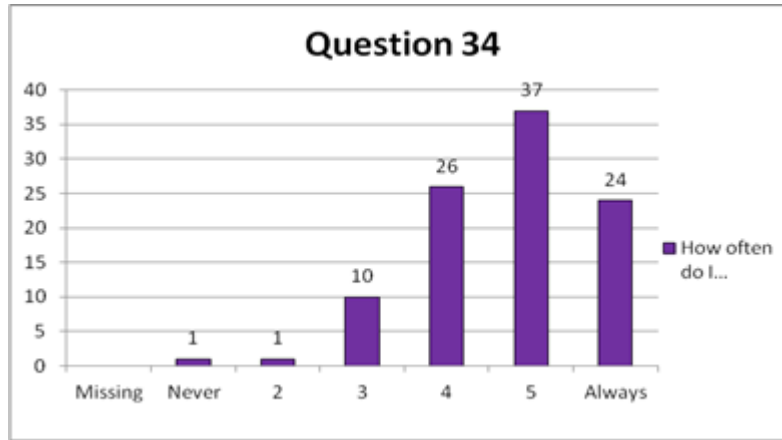
Figure 80. shows the frequency they do it; 2% did not choose any option, 2% chose option one, 2% chose option two, 6% chose option three, 18% chose option four, 39% chose option five, and 30% chose option six.



*Figure 81.* Question thirty-four – How confident am I in my ability to evaluate the degree to which my course objectives have been met?

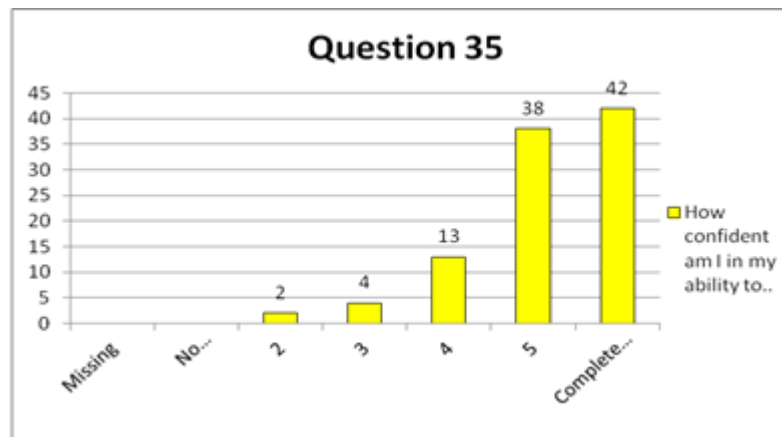
Figure 81. shows the participants' confidence; 1% chose option one, 1% chose option two, 8% chose option three, 22% chose option four, 42% chose option five, and 25% chose option six.

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*Figure 82.* Question thirty-four - Q34: How often do I evaluate the degree to which my course objectives have been met?

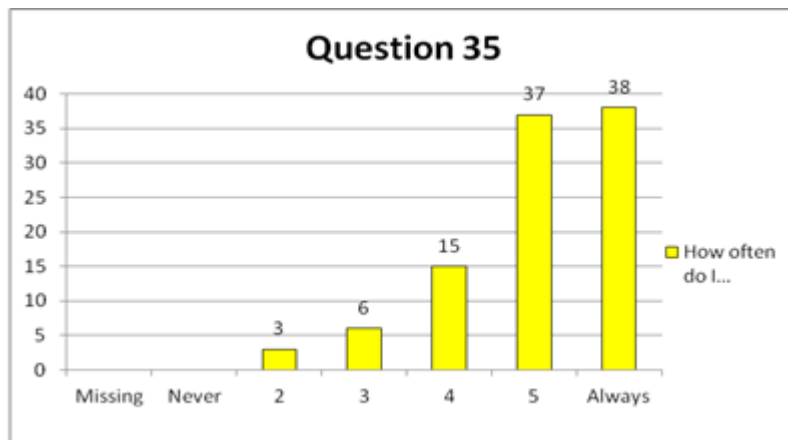
Figure 82. shows the frequency they do it; 1% chose option one, 1% chose option two, 10% chose option three, 26% chose option four, 37% chose option five, and 24% chose option six.



*Figure 83.* Question thirty-five – How confident am I in my ability to design the structure and content of each class?

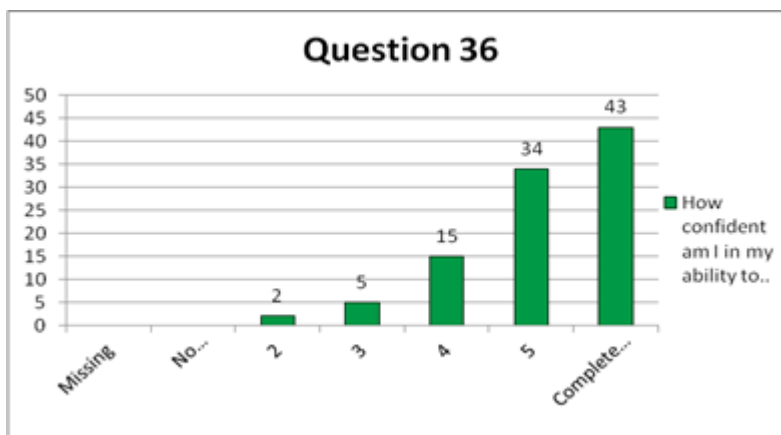
Figure 83. shows the participants' confidence; 2% chose option two, 4% chose option three, 13% chose option four, 38% chose option five, and 42% chose option six.

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*Figure 84.* Question thirty-five – How often do I design the structure and content of each class?

Figure 84. shows the frequency they do it; 3% chose option two, 6% chose option three, 15% chose option four, 37% chose option five, and 38% chose option six.

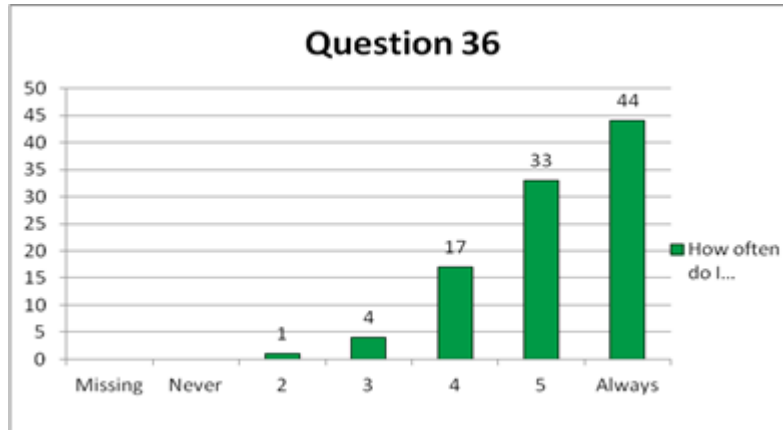


*Figure 85.* Question thirty-six – How confident am I in my ability to let students take initiative for their own learning?

Figure 85. shows the participants' confidence; 2% chose option two, 5% chose option three, 15% chose option four, 34% chose option five, and 43% chose option six.

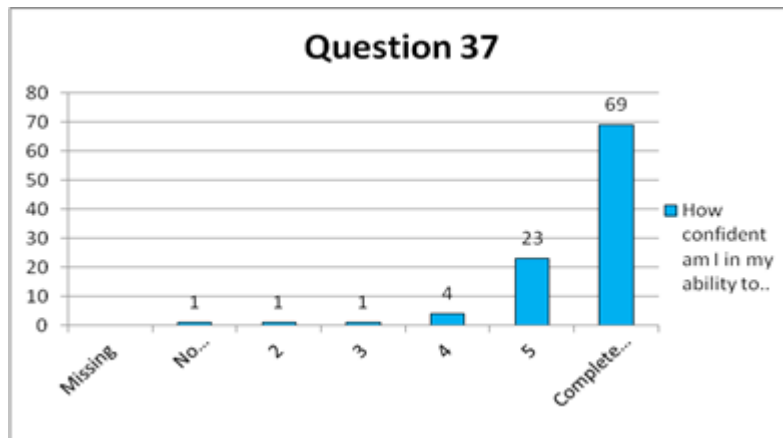


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*Figure 86.* Question thirty-six – How often do I let students take initiative for their own learning?

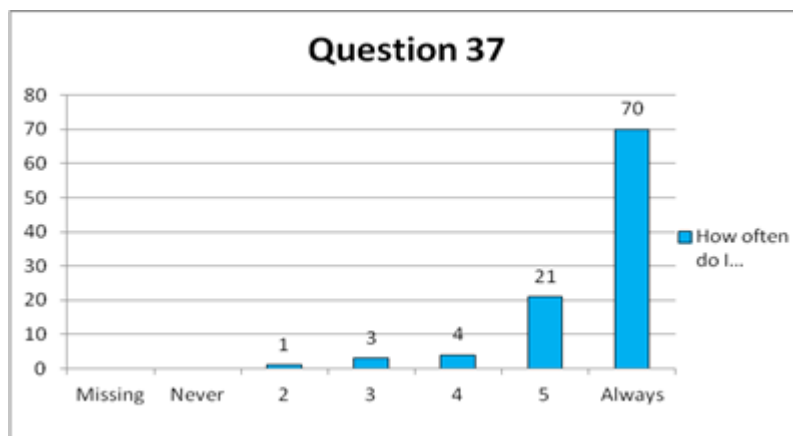
Figure 86. shows the participants' confidence; 1% chose option two, 4% chose option three, 17% chose option four, 33% chose option five, and 44% chose option six.



*Figure 87.* Question thirty-seven – How confident am I in my ability to show my students respect through my actions?

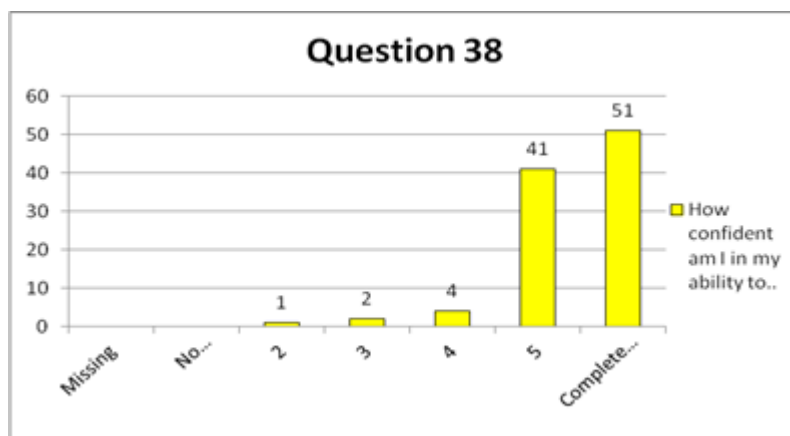
Figure 87. shows the participants' confidence; 1% chose option one, 1% chose option two, 1% chose option three, 4% chose option four, 23% chose option five, and 69% chose option six.

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*Figure 88.* Question thirty-seven – How often do I show my students respect through my actions?

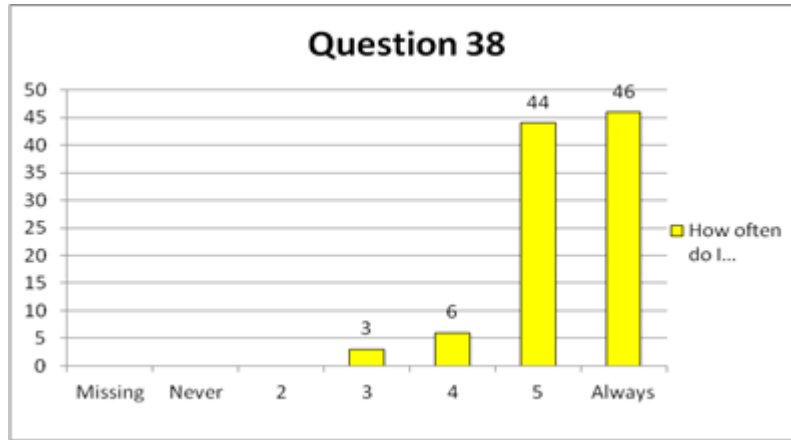
Figure 88. shows the frequency they do it; 1% chose option two, 3% chose option three, 4% chose option four, 21% chose option five, and 70% chose option six.



*Figure 89.* Question thirty-eight – How confident am I in my ability to be flexible in my teaching even if I must alter my plans?

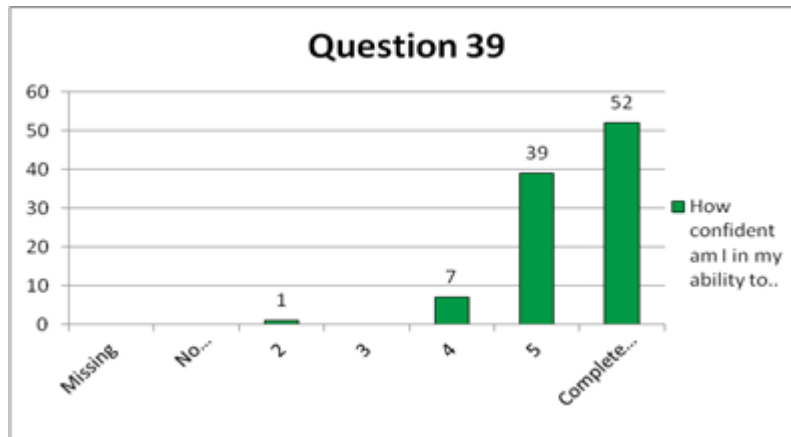
Figure 89. shows the participants' confidence; 1% chose option two, 2% chose option three, 4% chose option four, 41% chose option five, and 51% chose option six.

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*Figure 90.* Question thirty-eight – How often do I be flexible in my teaching even if I must alter my plans?

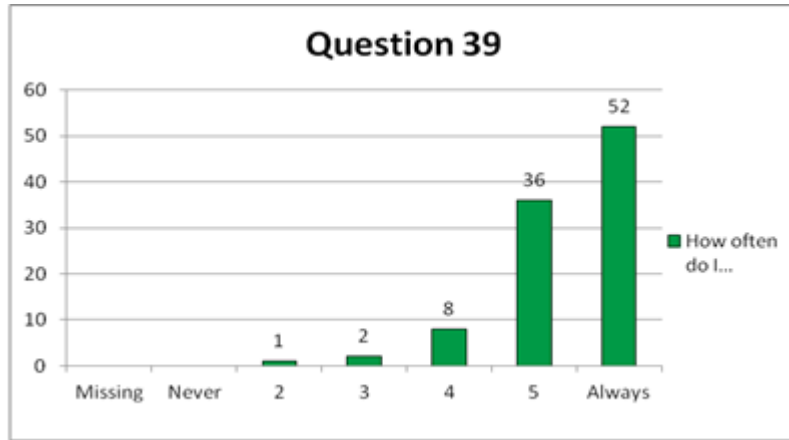
Figure 90. shows the frequency they do it; 3% chose option three, 6% chose option four, 44% chose option five, and 46% chose option six.



*Figure 91.* Question thirty-nine – How confident am I in my ability to make students aware of the relevance of what they are learning?

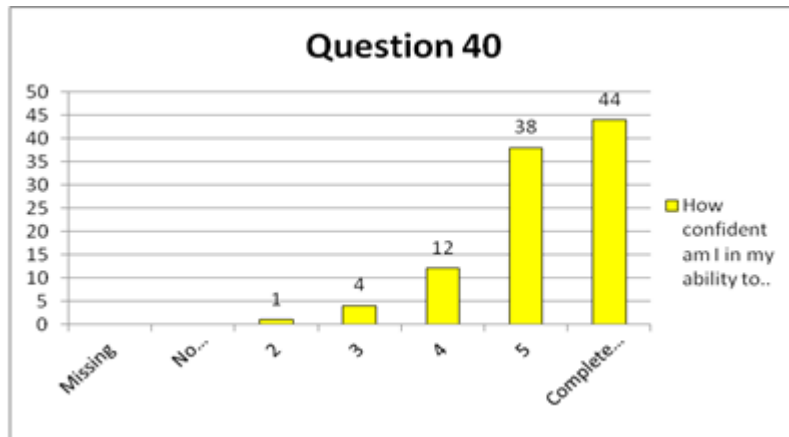
Figure 91. shows the participants' confidence; 1% chose option two, 7% chose option four, 39% chose option five, and 52% chose option six.

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*Figure 92.* Question thirty-nine – How often do I make students aware of the relevance of what they are learning?

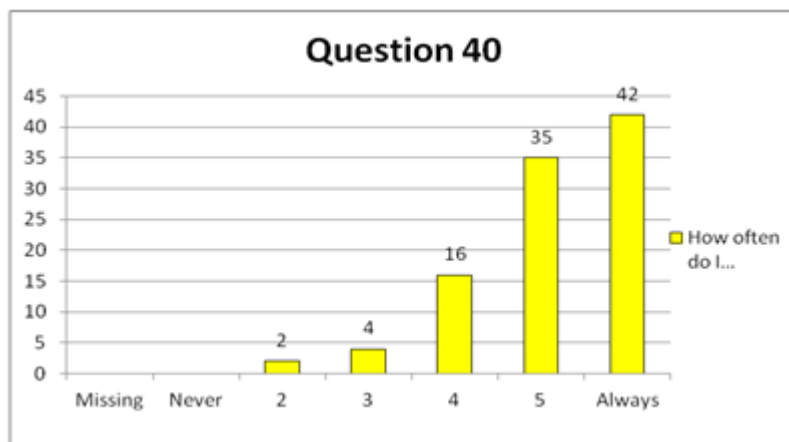
Figure 92. shows the frequency they do it; 1% chose option two, 2% chose option three, 8% chose option four, 36% chose option five, and 52% chose option six.



*Figure 93.* Question forty – How confident am I in my ability to master the material that I cover in class?

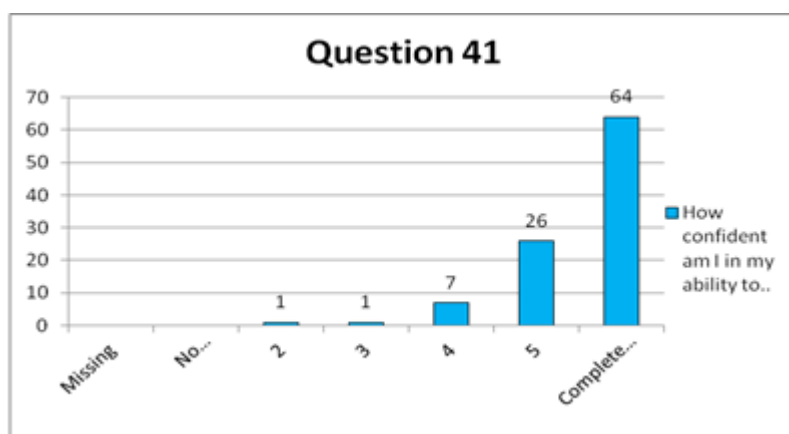
Figure 93. shows the participants' confidence; 1% chose option two, 4% chose option three, 12% chose option four, 38% chose option five, and 44% chose option six.

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*Figure 94.* Question forty – How often do I master the material that I cover in class?

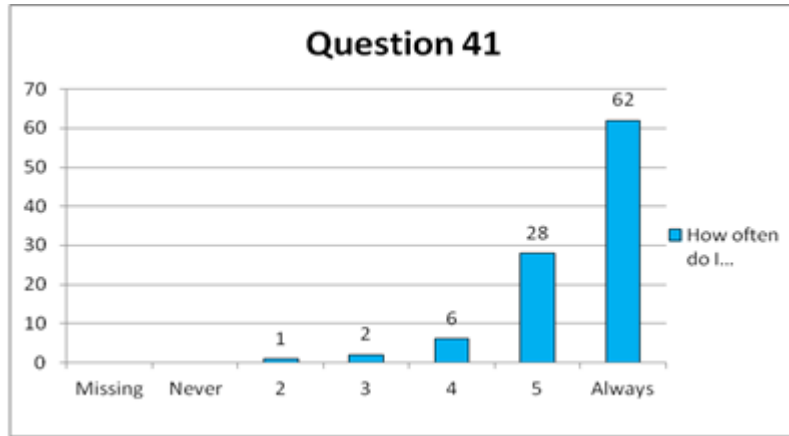
Figure 94. shows the frequency they do it; 2% chose option two, 4% chose option three, 16% chose option four, 35% chose option five, and 42% chose option six.



*Figure 95.* Question forty-one – How confident am I in my ability to promote my students' confidence in themselves?

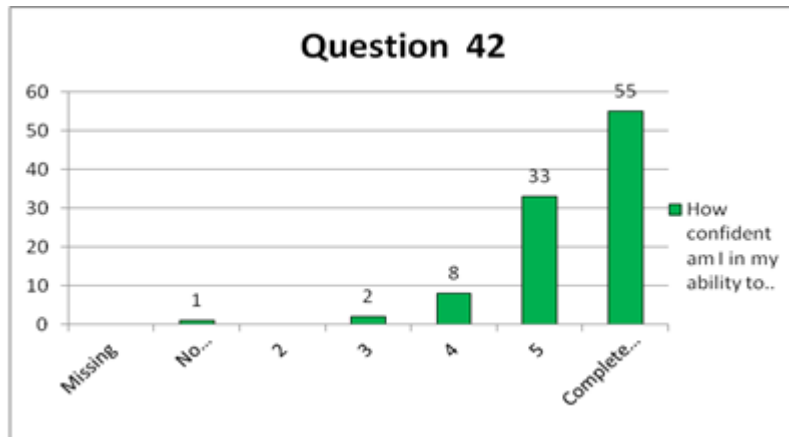
Figure 95. shows the participants' confidence; 1% chose option two, 1% chose option three, 7% chose option four, 26% chose option five, and 64% chose option six.

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*Figure 96.* Question forty-one – How often do I promote my students' confidence in themselves?

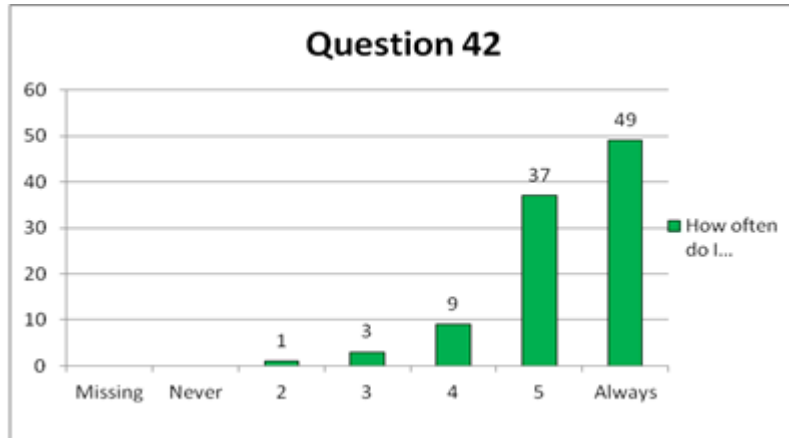
Figure 96. shows the frequency they do it; 1% chose option two, 2% chose option three, 6% chose option four, 28% chose option five, and 62% chose option six.



*Figure 97.* Question forty-two – How confident am I in my ability to make my students feel that their academic success is due to their own efforts?

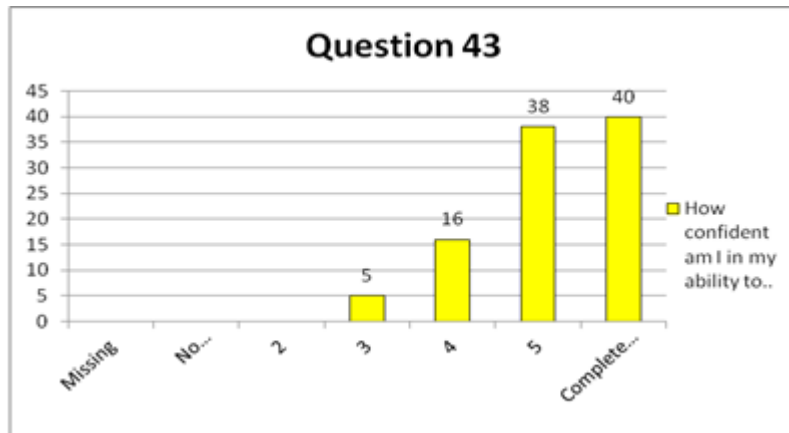
Figure 97. shows the participants' confidence; 1% chose option one, 2% chose option three, 8% chose option four, 33% chose option five, and 55% chose option six.

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*Figure 98.* Question forty-two – How often do I make my students feel that their academic success is due to their own efforts?

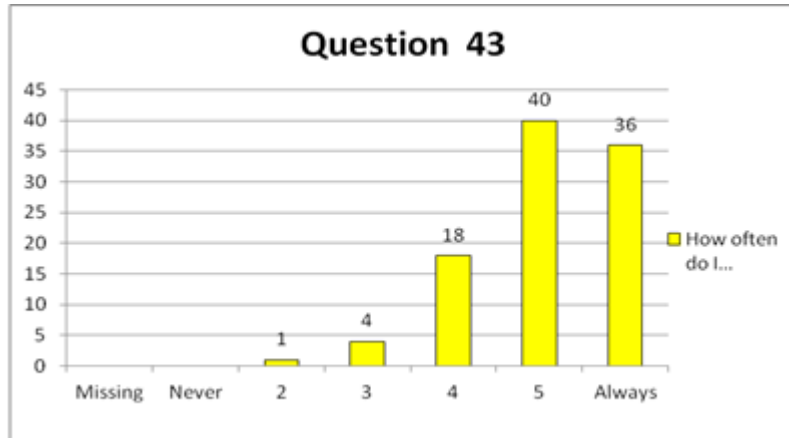
Figure 98. shows the frequency they do it; 1% chose option two, 3% chose option three, 9% chose option four, 37% chose option five, and 49% chose option six.



*Figure 99.* Question forty-three – How confident am I in my ability to spend the time necessary to plan my classes?

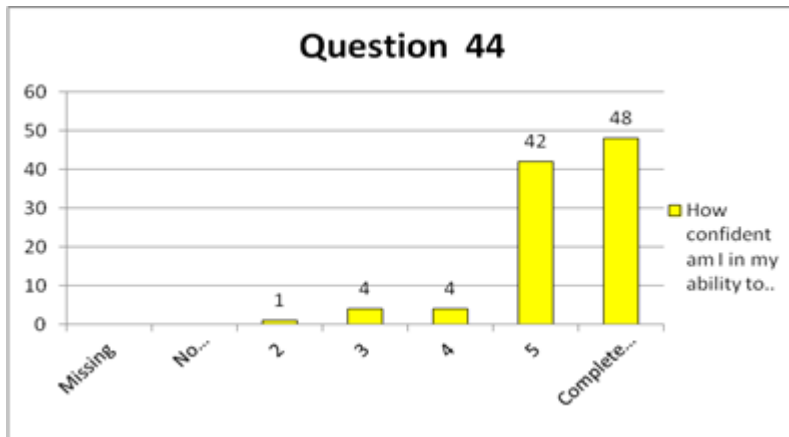
Figure 99. shows the participants' confidence; 5% chose option three, 16% chose option four, 38% chose option five, and 40% chose option six.

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*Figure 100.* Question forty-three – How often do I spend the time necessary to plan my classes?

Figure 100. shows the frequency they do it; 1% chose option two, 4% chose option three, 18% chose option four, 40% chose option five, and 36% chose option six.

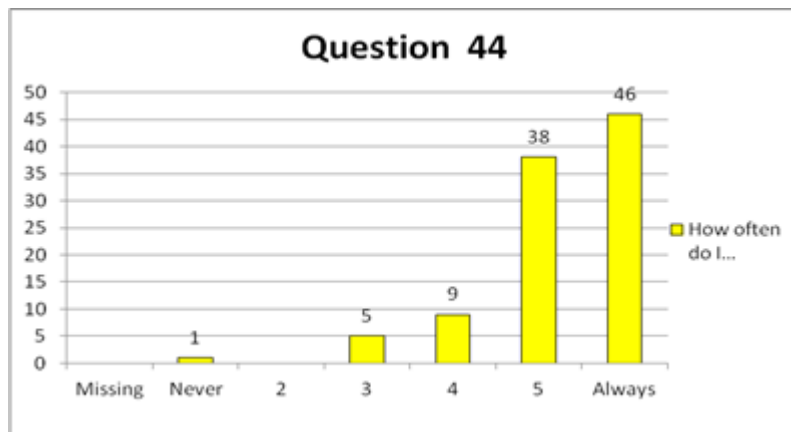


*Figure 101.* Question forty-four – How confident am I in my ability to select the appropriate materials for each class?

Figure 101. shows the participants' confidence; 1% chose option two, 4% chose option three, 4% chose option four, 42% chose option five, and 48% chose option six.



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*Figure 102.* Question forty-four – How often do I select the appropriate materials for each class?

Figure 102. shows the frequency they do it; 1% chose option one, 5% chose option three, 9% chose option four, 38% chose option five, and 46% chose option six.

### ***Research Question 2***

What are the relationships among EFL teachers' sense of efficacy for lessons planning, learners' implications, teachers and learners' interaction, teachers' and learners' performance assessments, and their demographic profile (age, years of experience teaching, level of education)?

This section examines four aspects of the teachers' beliefs of efficacy in terms of lesson planning, instructional strategies for students' engagement, teachers' and learners' interaction, and teachers' and learners' performance assessment. Part I relates teachers' profile and teachers' beliefs for lesson planning. Part II relates teachers' profile and teachers' beliefs for instructional strategies and learners' engagement. Part III relates teachers' profile and teachers' beliefs for teachers and learners' interaction. Part IV relates teachers' profile and teachers' beliefs for teachers and learners' performance assessment.

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**Part I: Relation between teachers' background and teachers' beliefs for lessons planning** (thirteen questions). This section relates teachers' profile in terms of sex, age (20-30; 31-40; 41-50; 51+), education (BA, MA & PhD), pedagogical experience, years of experience (0-1; 2-6; 7-12; 13-18; 19-24; 25+), institutions they work (public, private & both) and students' levels (school, high school, university & others) when they plan their classes (figures 103 to 700).

**Part II: Relation between teachers' background and teachers' beliefs for instructional strategies and learners' engagement** (ten questions). This section relates teachers' profile in terms of sex, age (20-30; 31-40; 41-50; 51+), education (BA, MA & PhD), pedagogical experience, years of experience (0-1; 2-6; 7-12; 13-18; 19-24; 25+), institutions they work (public, private & both) and students' levels (school, high school, university & others) when they teach their classes (figures 701 to 1,160).

**Part III: Relation between teachers' background and teachers' beliefs for teachers and learners' interaction** (eight questions). This section relates teachers' profile in terms of sex, age (20-30; 31-40; 41-50; 51+), education (BA, MA & PhD), pedagogical experience, years of experience (0-1; 2-6; 7-12; 13-18; 19-24; 25+), institutions they work (public, private & both) and students' levels (school, high school, university & others) and the teachers' and learners' interaction (figures 1,161 to 1,528).

**Part IV: Relation between teachers' background and teachers' beliefs for teachers and learners' performance assessments** (thirteen questions). This section relates teachers' profile in terms of sex, age (20-30; 31-40; 41-50; 51+), education (BA, MA & PhD), pedagogical experience, years of experience (0-1; 2-6; 7-12; 13-18; 19-24; 25+), institutions they work (public, private & both) and students' levels (school, high school, university & others) and learners' performance assessments (figures 1,529 to 2,126).

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To have access to the data interpretation of research question two (figures and descriptions) see Appendix B, which is presented in digital format, due to its length, it contains 2,024 figures in 584 pages.

## Chapter 5

### Discussion

The present study has explored Ecuadorian EFL teachers' sense of self-efficacy when teaching English. This study has also examined the relationship between teachers' demographic profiles and teachers' sense of self-efficacy. This chapter discusses the findings of the analysis of the two research questions.

**Research Question 1.** What are the perceived self-efficacy beliefs for lessons planning, learners' implications, teachers and learners' interaction, teachers' and learners' performance assessments of EFL teachers' in Ecuador, when teaching pre-school, elementary school, high school, and university, in public and private settings?

The analysis of the results showed participants' teaching background and profile, 81% come from the coast of the country, 68% are women, 84% speak Spanish, 66% are between 31 to 50 years old, 90% have a degree, and 64% stated that they had pedagogical education, 75% have more than 7 years of teaching experience, 65% work in the public sector, 62% work at university level, 84% have between 15 to 35 students in their classes, 88% teach three or more classes, 67% teach more than 17 hours a week, 86% attend conferences for professional development.

In general, the analysis of the results showed a high perception, over 80%, of self-efficacy of the participants in their confidence of their abilities, and over 75% of self-efficacy in the frequency they do planning (actions the teacher plans to do during the learning-process), learners' implications (the teacher capacity to engage students), teachers and learners' interaction (teacher behavior to create a learning environment), teachers and learners' performance assessments (teacher assesses if the learning objectives are reached).

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Few EFL teachers accepted their lack of self-efficacy, when planning, for questions are 5, 14 and 27 (1.2% of the EFL teachers show no confidence and 1.7% never do them); for learners implications for question 28 (1.8% of the EFL teachers show no confidence and 2% never do it); for teachers and learners' interaction, for questions 29 and 33(1.3% of the EFL teachers show no confidence and 1.1% never do them); for teachers' and learner's performance assessment, for questions 6 and 31 (1.3% of the EFL teachers show no confidence and 1.9% never do them)

However the result of this investigation cannot be generalized because this is the first known attempt to record Ecuadorian EFL teachers' perception on self-efficacy.

**Research Question 2.** What are the relations among EFL teachers' sense of efficacy for lessons planning, learners' implications, teachers and learners' interaction, teachers' and learners' performance assessments, and their demographic profile?

Through this quantitative investigation 2125 figures have been produced, but 2024 correspond to Research Question two.

Table A.1. shows the questions surveyed for lesson planning; Table A.2. shows the questions for learners' implications; Table A.3. shows the questions for teachers and learners' interaction; Table A.4. shows the questions for teachers' and learners' performance assessments.

Table 1 <i>Didactic Strategies For Lesson Planning</i>
1 Specify the learning goals that I expect my students to attain?
5 Develop different assessment methods depending on the learning goals I want to check in my students?
9 Prepare the teaching materials I will use?
14 Decide on the most appropriate evaluation method for a particular course?

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18 Clearly identify my course objectives?
22 Adapt to the needs of my students (motivation, interest, prior knowledge, etc.) when planning my courses?
25 Update my knowledge of the subject I am teaching?
27 Modify and adapt my syllabus if my students' needs require it?
35 Design the structure and content of each class?
38 Be flexible in my teaching even if I must alter my plans?
40 Masters the material that I cover in class?
43 Spend the time necessary to plan my classes?
44 Select the appropriate materials for each class?

Table 2 <i>Didactic Strategies For Students' Engagement</i>
2 Actively engage my students in the learning activities that I include in my teaching plan/syllabus?
7 Promote students participation in my classes?
10 Ensure that my students resolve the difficulties they encounter while learning?
15 Ensure that my students consider themselves capable of learning the material in my class?
23 Think of my students as active learners, which is to say knowledge constructors rather than information receivers?
28 Permit my students to prepare and/or develop some of the course units?
32 Encourage my students to ask questions during class?
36 Let students take initiative for their own learning?
39 Make students aware of the relevance of what they are learning?
42 Make my students feel that their academic success is due to their own efforts?

Table 3 <i>Didactic Strategies For Interaction (Among Learners And With The Teacher)</i>
3 Create a positive classroom climate for learning?
11 Promote a positive attitude toward learning in my students?

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19 Maintaining high academic expectations?
24 Provide support and encouragement to students who are having difficulty learning?
29 Calmly handle any problems that may arise in the classroom?
33 Make students aware that I have a personal investment in them and in their learning?
37 Show my students respect through my actions?
41 Promote my students' confidence in themselves?

Table 4 <i>Didactic Strategies For Assessing Students And Teacher Performance</i>
4 Reflect on my teaching practice with the aim of making appropriate improvements?
6 Evaluate the effectiveness of my own teaching in light of my students' feedback to me?
8 Use different evaluation methods?
12 Adapt my teaching practices in response to my students' evaluations of my teaching?
13 Evaluate accurately my students' academic capabilities?
16 Employ systematic methods that permit me to assess my own teaching?
17 Give my students feedback about their progress?
20 Use information derived from my own self-reflection to improve my teaching?
21 Adequately grade my students' exams and assignments?
26 Provide my students with detailed feedback about their academic progress?
30 Develop my teaching skills using various means (attending conferences, reading about pedagogy, talking to other professionals...)?
31 Use formative assessment to gather information about my students' academic progress?
34 Evaluate the degree to which my course objectives have been met?

Based on the result that almost all EFL teachers surveyed consider themselves with high self-efficacy, the interpretation of the data for question two shows where, if there are any, the differences found in the relation of the four areas of investigation: lessons

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planning, learners' implications, teachers and learners' interaction, teachers' and learners' performance assessments and the EFL teachers' demographic profile, (gender, age, education, years of experience, working place and students' levels).

Starting with gender, the results show that female and male perception of self-efficacy is over 70%, but in all areas of investigation females responses are a bit higher than males, for lesson planning 3.15% higher, for learners' implications 2.40%, for teachers and learners' interaction 3.06% and for assessment 1,19% with respect to males. These results confirm Ross's (1988) study which found that "higher efficacy was associated with being female."

About age, when planning their lessons all participants responses are over 75%, but there is a difference of 8.12% in favor of teachers whose ages are between 20-30 with respect to teachers who are 51 years old or older, for learners' implications the responses are over 75%, but there is a difference of 11.1% in favor of teachers whose ages are between 20-30 with respect to teachers who are 51 years old or older, for teachers and learners' interaction the responses are over 80%, but there is a difference of 17.66% in favor of teachers whose ages are between 20-30 with respect to teachers who are 51 years old or older, and for assessment the responses are over 70%, but there is a difference of 13.96% in favor of teachers whose ages are between 20-30 with respect to teachers who are 51 years old or older; in sum, EFL teachers between 20 to 30 show higher perception of self-efficacy when compared to the other participants in the four areas of investigation.

As to years of experience, when planning their lessons all participants responses are over 70%, but there is a difference of 12.35% between the extremes in favor of teachers who have between 13 to 18 years of experience when compared to teachers who have 7 to 12 years of experience, for learners' implications the responses are over 75%, but there is a



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difference of 9.15% between the extremes in favor of teachers who have more than 25 years of experience with respect to teachers who have between 2 to 6 years of experience, for teachers and learners' interaction the responses are over 80%, but there is a difference of 7.44% between the extremes in favor of teachers who have more than 25 years of experience with respect to teachers who have between 0 to 1 years of experience, and for assessment the responses are over 68%, but there is a difference of 8.69% between the extremes in favor of teachers who have between 2 to 6 years of experience when compared to teachers who have between 0 to 1 year of experience; in sum, there is no clear tendency of a specific group of EFL teacher who have a higher perception of self-efficacy with respect to the variable of years of experience, contrary to Dembo & Gibson (1985), who suggest that teaching confidence improve with the years of experience.

About education, when planning their lessons all participants responses are over 70%, but there is a difference of 9.54% in favor of teachers who have bachelor's degrees when compared to teachers with master's degrees, for learners' implications the responses are over 70%, but there is a difference of 9.35% in favor of teachers who have bachelor's degrees with respect to teachers with master's degrees, for teachers and learners' interaction the responses are over 80%, but there is a difference of 6.13% in favor of teachers who have bachelor's degree when compared to teachers with master's degrees, and for assessment the responses are over 69%, but there is a difference of 5.96% in favor of teachers who have bachelor's degree when compared to teachers with master's degrees. In sum, the teachers with a bachelor degree show a high self-efficacy when compared to those who have master's degrees, but just 37% of the respondents have bachelor's degree in teaching English.

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About pedagogical training, when planning their lessons all participants responses are over 70%, but there is a difference of 10.77% in favor of teachers who have pedagogical knowledge with respect to teachers who lack this training. For learners' implications the responses are over 75%, but there is a difference of 4.50% in favor of teachers who have pedagogical knowledge with respect to teachers who lack this training, for teachers and learners' interaction the responses are over 80%, but there is a difference of 7.31% in favor of teachers who have pedagogical knowledge with respect to teachers who lack this training, and for assessment the responses are over 69%, but there is a difference of 8.27% in favor of teachers who have pedagogical knowledge when compared to teachers who lack this training. In sum, the teachers with pedagogical training have a higher perception of self-efficacy, Hoy & Woolfolk states that teachers' level of education is a relevant factor in their sense of self-efficacy, (Hoy & Woolfolk, (1993), cited in Prieto, 2005, p.13).

At the place of work, when planning their lessons all participants responses are over 75%, but there is a difference of 0.69% in favor of teachers who work in the private sector with respect to teachers who work in the public sector, for learners' implications the responses are over 75%, but there is a difference of 0.95% in favor of teachers who work in the private sector when compared to teachers who work in the public sector. For teachers and learners' interaction the responses are over 80%, but there is a difference of 4.25% in favor of teachers who work in the private sector with respect to teachers who work in the public sector, and for assessment the responses are over 69%, but there is a difference of 5.31% in favor of teachers who work in the private sector when compared to teachers who work in the public sector. In sum, the teachers who work in the private sector have a higher perception of self-efficacy. EFL teachers who work in the public sector show

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

a bit higher perception of self-efficacy compared with those who work for the government in the four areas of investigation.

With respect to the students' levels, when planning their lessons all participant responses are over 70%, but there is a difference of 7.96% in favor of teachers who work with children when compared to teachers who work with university students, for learners' implications the responses are over 70%, but there is a difference of 7.25% in favor of teachers who work with university students when compared to teachers who work with adolescents. For teachers and learners' interaction the responses are over 75%, but there is a difference of 6.50% in favor of teachers who work with children when compared to teachers who work with university students, and for assessment the responses are over 65%, but there is a difference of 9.19% in favor of teachers who work with children when compared to teachers who work with adolescents. In sum, for planning, learners' implication and students' interaction EFL teachers who work with university students declare having a high perception of self-efficacy, in the assessing area school teachers got a higher perception of self-efficacy.

## **Chapter 6**

### **Conclusions And Recommendations**

In this section, I present the conclusion, limitations and some recommendations, based on the findings of the study.

This study provides a place to begin when considering teachers' beliefs about self-efficacy. Although there were some findings, which contributed to the existing literature, there is still much to learn about the topic. However, teacher education programs can use this study as evidence that teachers do hold certain beliefs when they enter teacher education programs.

The aim of this descriptive quantitative and exploratory study is to explore the perceived self-efficacy beliefs of 99 EFL Ecuadorian teachers when teaching at all levels in both private and public settings. The College Teaching Self-efficacy Scale (CTSES) questionnaire was applied; CTSES was designed to be applied to any teaching field.

The present study provides both theoretical and practical implications for teacher development and policy-making in Ecuadorian English language teaching context. To enhance EFL teachers' self-efficacy beliefs some reforms in-service programs have to be addressed based on the four main areas examined of this study: when planning their lessons; learners' implication; teachers and learners' interaction; teachers' and learners' performance assessments.

#### **Limitations**

The present study contains a few limitations. First of all, the number of the participants (99) in the survey is relatively small for the findings to be generalized to the whole population of EFL teachers in Ecuador. Second, the sample analyzed was not chosen randomly, only 109 participants handed in the survey, but a few of them were

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rejected because some questions were not answered. Third, the application of the survey was not followed by class observations or interviews because the sample was taken from a group of EFL teachers who participated in a national seminar. Therefore, I could not discuss their beliefs or expand their perceptions of self-efficacy. Finally, it is assumed that the respondents were honest when answering all the questions. Thus, it was difficult to draw any conclusion from the results of the items surveyed.

### **Future directions**

The present study, adopting the questionnaire method has explored Ecuadorian EFL teachers' perception of self-efficacy when planning their lessons, learners' implication, teachers and learners' interaction, teachers' and learners' performance assessments. It also has examined the relation their perception of self-efficacy with their demographic profile.

This study is the first known attempt to explore EFL teachers' sense of self-efficacy in Ecuador at all levels, and it provides possible directions for future research as follows:

1. More research using the CTSES questionnaire is needed at different levels for comparison purposes. As the first known endeavor in measuring teacher's sense of self-efficacy in Ecuador, the present study has the limitation that results cannot be generalized beyond its research participants due to the sampling method. Thus, more studies with different samples would provide useful information in understanding the current levels of self-efficacy of Ecuadorian EFL teachers for levels, and also for diverse regions (coast, highlands, Amazonia and Galapagos Islands).

2. The present study has examined teachers' sense of self efficacy in four main areas, when planning their lessons, learners' implication, teachers and learners' interaction, teachers' and learners' performance assessments, and the present study has indicated that teachers' sense of efficacy in teaching English is a multi-faceted construct. Thus, it is

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recommended to conduct research that can provide more information, so both quantitative and qualitative methods will be welcome for this purpose.

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**Appendixes**

**Appendix A**

**Survey Questionnaire**

# EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

CODE

## *Teachers' Sense of Self-Efficacy: A Study of EFL Teachers in Ecuador*

### TEACHER BACKGROUND INFORMATION

**A.** Province and city/town you come from \_\_\_\_\_

**B.** Gender Male  Female

**C.** Mother tongue = L1:

Spanish  English  Other: \_\_\_\_\_

**D.** Age 20-30  31-40  41-50  51-60  61 and above

**E.** Education

	Institution, degree or/and specialization	Graduation year
BA		
MA		
PHD		

**i.** Do you have any pedagogical education? Yes  No

**ii.** If yes, specify what: \_\_\_\_\_

**F.** Years of Experience:

0-1  2-6  7-12  13-18  19-24  25 and above

**G.** Current institution you work at:

Public  Private

**H.** Students you work with:

Pre-School  School  High School  University  Others

**I.** The average number of students in your class:

10-15  16-25  26-35  36-45  46 and above

**J.** The number of classes you usually teach:

1  2  3  4  5 and above

**K.** Teaching hours per week:

4-8  9-16  17-24  25 and above

**L.** Any activities for professional development:

- Attend conferences/seminars
- Read books and journals on ELT
- Carry out research in class
- Other \_\_\_\_\_

## College Teaching Self-Efficacy Scale (CTSES)<sup>1</sup>

(Léonor Prieto, 2006)

On the left side, please indicate how confident you are in your ability to accomplish the stated activities.

KEY:

1= No confidence at all to 6= Complete confidence

On the right side, please indicate how often you carry out the stated activities.

KEY:

1= Never to 6= Always

How confident am I in my ability to...

How often do I ...

1	2	3	4	5	6	1. Specify the learning goals that I expect my students to attain?	1	2	3	4	5	6
1	2	3	4	5	6	2. Actively engage my students in the learning activities that I include in my teaching plan/syllabus?	1	2	3	4	5	6
1	2	3	4	5	6	3. Create a positive classroom climate for learning?	1	2	3	4	5	6
1	2	3	4	5	6	4. Reflect on my teaching practice with the aim of making appropriate improvements?	1	2	3	4	5	6
1	2	3	4	5	6	5. Develop different assessment methods depending on the learning goals I want to check in my students?	1	2	3	4	5	6
1	2	3	4	5	6	6. Evaluate the effectiveness of my own teaching in light of my students' feedback to me?	1	2	3	4	5	6
1	2	3	4	5	6	7. Promote student participation in my classes?	1	2	3	4	5	6
1	2	3	4	5	6	8. Use different evaluation methods?	1	2	3	4	5	6
1	2	3	4	5	6	9. Prepare the teaching materials I will use?	1	2	3	4	5	6
1	2	3	4	5	6	10. Ensure that my students resolve the difficulties they encounter while learning?	1	2	3	4	5	6
1	2	3	4	5	6	11. Promote a positive attitude towards learning in my students?	1	2	3	4	5	6
1	2	3	4	5	6	12. Adapt my teaching practices in response to my students' evaluations of my teaching?	1	2	3	4	5	6
1	2	3	4	5	6	13. Evaluate accurately my students' academic capabilities?	1	2	3	4	5	6
1	2	3	4	5	6	14. Decide on the most appropriate evaluation method for a particular course?	1	2	3	4	5	6

<sup>1</sup> The original version of this scale appears in PRIETO, L. (2005). *Las creencias de autoeficacia docente del profesorado universitario*. Madrid: Universidad Pontificia Comillas. Author correspondence: [lprieto@chs.upcomillas.es](mailto:lprieto@chs.upcomillas.es)



## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

How confident am I in my ability to...						How often do I ...						
1	2	3	4	5	6	15. Ensure that my students consider themselves capable of learning the material in my class?	1	2	3	4	5	6
1	2	3	4	5	6	16. Employ systematic methods that permit me to assess my own teaching?	1	2	3	4	5	6
1	2	3	4	5	6	17. Give my students feedback about their progress?	1	2	3	4	5	6
1	2	3	4	5	6	18. Clearly identify my course objectives?	1	2	3	4	5	6
1	2	3	4	5	6	19. Maintain high academic expectations?	1	2	3	4	5	6
1	2	3	4	5	6	20. Use information derived from my own self-reflection to improve my teaching?	1	2	3	4	5	6
1	2	3	4	5	6	21. Adequately grade my students' exams and assignments?	1	2	3	4	5	6
1	2	3	4	5	6	22. Adapt to the needs of my students (motivation, interest, prior knowledge, etc.) when planning my courses?	1	2	3	4	5	6
1	2	3	4	5	6	23. Think of my students as active learners, which is to say knowledge constructors rather than information receivers?	1	2	3	4	5	6
1	2	3	4	5	6	24. Provide support and encouragement to students who are having difficulty learning?	1	2	3	4	5	6
1	2	3	4	5	6	25. Update my knowledge of the subject I am teaching?	1	2	3	4	5	6
1	2	3	4	5	6	26. Provide my students with detailed feedback about their academic progress?	1	2	3	4	5	6
1	2	3	4	5	6	27. Modify and adapt my syllabus if my students' needs require it?	1	2	3	4	5	6
1	2	3	4	5	6	28. Permit my students to prepare and/or develop some of the course units?	1	2	3	4	5	6
1	2	3	4	5	6	29. Calmly handle any problems that may arise in the classroom?	1	2	3	4	5	6
1	2	3	4	5	6	30. Develop my teaching skills using various means (attending conferences, reading about pedagogy, talking to other professionals...)?	1	2	3	4	5	6
1	2	3	4	5	6	31. Use formative assessment to gather information about my students' academic progress?	1	2	3	4	5	6
1	2	3	4	5	6	32. Encourage my students to ask questions during class?	1	2	3	4	5	6
1	2	3	4	5	6	33. Make students aware that I have a personal investment in them and in their learning?	1	2	3	4	5	6
1	2	3	4	5	6	34. Evaluate the degree to which my course objectives have been met?	1	2	3	4	5	6
1	2	3	4	5	6	35. Design the structure and content of each class?	1	2	3	4	5	6
1	2	3	4	5	6	36. Let students take initiative for their own learning?	1	2	3	4	5	6
1	2	3	4	5	6	37. Show my students respect through my actions?	1	2	3	4	5	6
1	2	3	4	5	6	38. Be flexible in my teaching even if I must alter my plans?	1	2	3	4	5	6
1	2	3	4	5	6	39. Make students aware of the relevance of what they are learning?	1	2	3	4	5	6

## EFL TEACHERS' PERCEPTION OF SELF-EFFICACY

How confident am I in my ability to...						How often do I ...						
1	2	3	4	5	6	40. Master the material that I cover in class?	1	2	3	4	5	6
1	2	3	4	5	6	41. Promote my students' confidence in themselves?	1	2	3	4	5	6
1	2	3	4	5	6	42. Make my students feel that their academic success is due to their own efforts?	1	2	3	4	5	6
1	2	3	4	5	6	43. Spend the time necessary to plan my classes?	1	2	3	4	5	6
1	2	3	4	5	6	44. Select the appropriate materials for each class?	1	2	3	4	5	6

**Appendix B**

Research question two (digital format), it contains 2,024 figures in 584 pages.