People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohammed Seddik Ben Yahia University
Faculty of Letters and Languages
Department of English

Examining EFL University Teachers' Perceptions of

Self-efficacy in the Algerian Context

The Case of EFL Teachers at the Department of English Language,

University of Mohammed Seddik Ben Yahia, Jijel

A Dissertation Submitted in Partial Fulfillment of the Requirements for a
Master Degree in Didactics of Foreign Languages

Submitted by: **Supervised by:**

Imane DORBANE   Dr. Mohammed BOUKEZZOULA

Board of Examiners

Chairperson: Loubna KOUIRA   Mohammed Seddik Ben Yahia University, Jijel

Examiner: Asma BENALILECHE   Mohammed Seddik Ben Yahia University, Jijel

Supervisor: Dr. Mohammed BOUKEZZOULA Mohammed Seddik Ben Yahia University, Jijel

Academic Year: 2019-2020

To the Beloved Ones

Acknowledgments

Abstract

The study at hand examined Algerian EFL university teachers' perceptions of self-efficacy, in four aspects: teaching, research, supervision and learning, for the ultimate objective of finding out how university teachers' training programs in Algeria influence their self-efficacy beliefs. To reach this aim, a questionnaire was designed and administered to fourteen EFL university teachers at Mohammed Seddik Ben Yahia University in Jijel. Findings revealed that although the majority of teachers seemed to possess positive and strong self-efficacy beliefs in the investigated areas, a significant percentage of them showed negative perceptions of self-efficacy for accomplishing four tasks in teaching, two tasks in research and two other tasks in supervision. Findings of the fourth section relative to teachers' self-efficacy beliefs for learning revealed that a third of teachers perceived their training programs to be poor in such important sources of strong self-efficacy beliefs as mastery and vicarious learning experiences, and almost half of them considered the criticism they received from their training environment to be detrimental to their self-efficacy beliefs. Besides, findings of the study showed that almost all teachers seemed to be suffering from feelings of inferiority pertinent to their status as non-native speaker teachers. This allowed us to draw the conclusion that the aforementioned negative self-efficacy perceptions reported by a number of teachers might be formed during their training period, that EFL teacher training programs in Algeria are contributing, at least partially, to implanting negative and weak self-efficacy beliefs among a relatively important proportion of EFL university teachers and that these programs do not help prospective teachers in facing such threats to their self-efficacy beliefs as the native speaker fallacy.

Key words: teachers' self-efficacy beliefs, teachers' perceptions of self-efficacy, teachers' training programs, the Algerian university context.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

LMD: Licence, Master, Doctorate

NST: Native Speaker Teacher

NNST: Non-native Speaker Teacher

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General Introduction

1. Statement of the Problem

Teachers are probably the most important agents in the success of any educational system. Hence, knowing their personal and psychological characteristics including their perceptions, attitudes and beliefs is an overriding necessity. Central amongst these characteristics are teachers' perceptions of self-efficacy. This construct was first introduced by Bandura in 1977 with his seminal publication "Self-efficacy: Toward a unifying theory of human behavior". Bandura situated this concept within a larger theory, the social cognitive theory, which he developed in response to his dissatisfaction with the principles of behaviorism. Unlike behaviorism that explains human behavior in terms of one-sided environmental determinism, social cognitive theory contends that individuals do not simply respond to environmental influences, but rather, they are active agents who have the power to influence their own actions to produce certain results (Bandura, 1999). This capacity to exercise control over one's thought processes, motivation, feelings and actions is said to operate through the self- system, and self-efficacy beliefs are at the very heart of the self-system (Bandura, 1989). Bandura (1997) defined Self-efficacy beliefs as "beliefs in one's capability to organize and execute the courses of action required to produce given attainments" (p. 3).This concept is perceived as a key determinant of teachers' effectiveness as well as a strong predictor of their performance (Klassen & Tze, 2014).

Given the primordial role played by self-efficacy beliefs in helping teachers carry out their varied responsibilities successfully, researchers have argued for a true consideration of this construct in teacher education and/or training programs. For instance, Ashton (1984) claimed, "a potentially powerful paradigm for teacher education can be developed on the basis of the construct of teacher efficacy" (p. 28). Many other researchers supported this view and asserted that the development of self-efficacy beliefs is crucial in pre-service teacher training

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programs as these beliefs are formed early; and once acquired, they are difficult to change (Bandura, 1997; Chacón, 2005; Woolfolk Hoy & Burke-Spero, 2005; Tschannen-Moran & Woolfolk Hoy, 2007; Chan, 2008). In the field of foreign language teaching, in general, and EFL teaching, in particular, the reinforcement of teachers' self-efficacy beliefs during teacher training programs is even more important especially in the contexts where teachers are non-native speakers whose self-confidence might be affected negatively by the native speaker fallacy that places them at an inferior position in comparison with native speaker teachers (Liang, 2009, as cited in Floris & Renandya, 2020, p. 6). This is exactly the case in the Algerian EFL university context.

Once integrated to the field of English language teaching, Algerian EFL university teachers face various challenging tasks. First, they assume the responsibility of equipping students with linguistic knowledge and skills necessary for them to advance in their studies and guiding them to attain positive outcomes (teaching). Second, they are required to contribute to the body of knowledge in the field of English language teaching and learning by actively participating in and/or supervising research of some significance (research and research supervision). Last but not least, they should constantly seek new knowledge about the language so as to improve their level of proficiency (learning). The ability to perform these tasks effectively requires from teachers to possess high levels of self-confidence as well as positive self-efficacy perceptions. This highlights the need for university teachers' training programs to be designed in such a way as to build strong self-efficacy beliefs among prospective EFL university teachers. However, despite the different educational reforms introduced to Algerian tertiary education including the latest reform of 2004, which effectuated the shift from the classical system to the LMD system, the psychological construct of self-efficacy has remained unexploited in the Algerian academic setting (Sakraoui, 2010); and there still exists a dearth of information about the ways in which EFL university teachers'

training programs are said to influence their self-efficacy beliefs. In light of the above discussion, the following major research question is addressed in this study:

1. How do Algerian EFL university teachers' training programs affect teachers' perceptions of self-efficacy?

In order to help answer the first question, the present study will also explore another subsidiary question:

2. What are Algerian EFL teachers' at Mohammed Seddik Ben Yahia University current perceptions of self-efficacy for teaching, research, supervision and learning?

2. Aims of the Study

The present study seeks to provide insights about Algerian EFL university teachers' self-efficacy beliefs at Mohammed Seddik Ben Yahia University in Jijel. It aims to identify and evaluate teachers' perceptions of self-efficacy for the ultimate goal of investigating the potential effect that Algerian university EFL teachers' training programs might have on the ways their self-efficacy beliefs are built.

3. Means of Research

In order to answer the questions posed above, a questionnaire (likert scale) was designed and administered to teachers at the department of English language in Mohammed Seddik Ben Yahia University in Jijel. The questionnaire enabled the researcher to elicit different self-efficacy perceptions of EFL teachers in four domains: teaching, research, supervision and learning. It also provided information about the possible role that EFL teachers' training programs might have played in forming university teachers' perceptions of self-efficacy

4. Structure of the Dissertation

The present study consists of a general introduction, in which the researcher tried to state, succinctly and in clear terms, the problem addressed and the means by which the aims of

the study will be achieved, a general conclusion and three chapters in-between: two theoretical chapters and a practical chapter.

The first chapter is meant to provide a general overview of the context of the study. First, it discusses Algerian educational system at tertiary level with a focus on its structure and programs so as to highlight the training opportunities available for candidate teachers. Then, it explains certain aspects that are related to university teachers, in general, and to foreign language teachers, in particular.

The second theoretical chapter discusses two major themes: self-efficacy beliefs and teacher self-efficacy beliefs. First, it sheds light on the construct of self-efficacy, its theoretical foundation (social cognitive theory), its definition and distinction from other similar constructs, its resources and its effects. The focus is turned next to review the literature related to teachers' self-efficacy. The concept is explained first in general education. Then, the chapter delves into the specificities of non-native EFL teachers' self-efficacy beliefs and how can these be affected by the myth of the native speaker. In an attempt to render the review more precise and more relevant to the issue under study, the chapter closes by the definition of academic self-efficacy(self-efficacy of the university faculty)in addition to the most commonly used scales (by researchers) for assessing academic self-efficacy and /or its dimensions or domains especially at the EFL context(s).

The third chapter, devoted for the fieldwork, starts by describing the means of research and the target population. Then, it proceeds towards the analysis and discussion of the results obtained from the questionnaire and ends by stating the limitations of the study and suggesting some pedagogical recommendations.

Chapter One: The University System and University Teachers

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Chapter One: The University System and University Teachers

Introduction

The university system in Algeria has been through numerous transformations since the country got its independence in 1962. At the beginning, the colonial system remained in effect in the Algerian universities and the French model for curricula was still followed in all specialties including English language teaching. However, starting from the year of 1971 many reforms were introduced to the Algerian university system. The latest reform of 2004 has effectuated the shift from the classical system to the LMD system and has aimed primarily at the internationalization of the Algerian university. Unlike the constant changes in the system, the role of university teachers, as part of the system, has always revolved around three main responsibilities: teaching, research and supervision. These duties are challenging, especially to FL university teachers, in general, and EFL teachers, in particular, who, due to their non-nativeness, are required to keep seeking new knowledge and skills relevant to the language they teach.

1.1. History of Higher Education System in Algeria

The history of higher education system in Algeria dates back to the early years of the twentieth century when the French colonizer established the first Algerian university-the University of Algiers- in 1909. The university comprised four faculties, namely, faculty of medicine and pharmacy, faculty of law, faculty of sciences and faculty of letters. The latter, previously called the school of letters (founded in 1879), provided courses in literature, philosophy and history. However, from the very beginning and throughout the colonial era, higher education in Algeria was conceived to serve the interests of the colonial undertaking; teaching was frenchified and directly made subservient to the French University (Historical Survey, n.d.). According to Bouchikhi and Zine (2017), during the colonial era, University

programs in Algeria were geared towards the training of French colonial elite while the Algerian component was tiny. Therefore, it was not until after the independence that the Algerian higher education system became truly devoted to the training of Algerian citizens.

1.1.1. Post-independence (pre-reform period)

After independence (in 1962), higher education in Algeria was limited to the university of Algiers and its annexes in Oran and Constantine. There were barely 2500 students (Saidani & Khecheni, 2017), and most university teachers were foreigners. Thereupon, Algeria embarked on a vast training program at all levels, on the one hand , to cater for the increasing numbers of students that resulted from the policy of free and compulsory education for all, and to face the vacuum created after the mass departure of foreign teachers, on the other hand. However, according to Benrabah (1999),after independence, the Algerian universities first adopted a system based on the French model (as cited in Rezig, 2011, p.1330) i.e. no novelty was introduced into the organization of studies and the university faculties remained autonomous, even in designing the teaching curricula.

Accordingly, education was carried out following the French model in three main stages: The first is a three-year, post-baccalaureate (high school diploma) cycle, the second stage is one year long or more and awards the successful students a Diploma of Advanced Studies (*Diplômed'Étudesapprofondies*), and the third stage allows students to obtain a Third Cycle Doctorate (*Doctorat de Troisième Cycle*) and then a *DoctoratD'État (*Meziane & Mahi, 2009). In fact, the colonial system was adopted for university training in all specialties including English language teaching. According to Benmoussat and Azzoug (2013), after independence, English education was still based on the French system in terms of programs, textbooks and organization.

Following this system, students of English started their first year under the common core (French and English) then they get specialized in English studies in their second year. English

language curricula varied slightly from one university to the other. For instance , in the department of English at Constantine university(one of the oldest English language departments in Algeria, established in 1969 only seven years after the independence) the curriculum of the first cycle (three years) included the modules of: English language, French literature, philosophy, history and geography, in the first year, English language, American literature and civilization, in the second year, and British and American literature, English philology and Arabic, in the final year (Lakhal-Ayat, 2008). This system has prevailed until the early years of the 1970's which brought about major changes to the Algerian university system especially after the reform of 1971.

1.1.2. The Reform of 1971

With the foundation of the Ministry of Higher Education in 1970, the Algerian university system has witnessed radical changes. The reform of higher education that was introduced in the subsequent year i.e. in 1971 was amongst the most important steps taken by the Algerian authorities towards the betterment of the Algerian university system. Miliani (2012) noted that this reform aimed, among others things, to improve teacher training and to diversify training options. This reform was characterized by a change of teaching and learning methods, assessment modes, teaching contents, and management of universities to better respond to the country's needs. A modular scheme (which stipulates the success in some modules as a pre-requisite for the student to be able to enroll in the next semester's modules) was introduced, new specialties, options and modules were created, and the academic year was prolonged and divided into two semesters. Nevertheless, the three cycles' French model was still followed in terms of the organization of studies (Gherzouli, 2017). As concerns English language training, there was no longer the common core, the English and French sections became departments of their own and the curricula were changed. The new English curriculum for the first cycle, at

Constantine University, under the reform of 1971, is summarized by Lakhal-Ayat (2008) in the following table:

	HEADING
Semester I	Oral comprehension and expression. Phonetics
	Written comprehension and expression
	General sociology (French)
	Arabic (contemporary literature)
Semestre II	Oral comprehension and expression Phonetics
	Written comprehension and expression. Introduction to Literature
	General Linguistics
	Cultural sociology (French)
	Arabic (contemporary literature)
Semestre III	Oral comprehension and expression. Phonetics
	Written comprehension and expression.
	Linguistics
	Civilization
	Literature
	Arabic (contemporary literature)
Semestre IV	Oral comprehension and expression. Phonetics
	Written comprehension and expression.
	Linguistics

	Civilization
	Literature
	Sociological study and literary texts
	Arabic (contemporary literature)
Semestre V	Oral comprehension and expression. Phonetics
	Written comprehension and expression.
	Linguistics
	Civilization
	Literature
	Psychology
	Language of science and technology
	Arabic (contemporary literature)
Semestre VI	Oral comprehension and expression.
	Written comprehension and expression.
	Linguistics
	Civilization
	Literature
	Educational Technology
	Language of science and technology

Table 1.1. English curriculum under the reform of higher education 1971 (Lakhal-Ayat, 2008, pp. 109-110)

This system remained unchanged until the academic year 1982-1983 when the classical system, sometimes referred to as the traditional study paradigm (Benmoussat & Azzoug,

2014), was adopted bringing additional reforms both in the organization and the curricula of the university system.

1.1.3. The Classical System

The classical system was introduced as part of the university map of 1982 (Bouchikhi & Zine , 2017). Under this system, the organization of higher education studies took new forms. For instance, at the undergraduate level, programs are offered on two parallel tracks. The first is the short three-year track, which in most cases does not give access to further studies and give access to further studies and the second, which is more common, involves four to five years long programs and grants more chance for students to carry on their postgraduate studies.

Regarding English language education, the classical system introduced changes in the organization of studies, assessment methods and curricula. For instance, at the undergraduate level, the three year training is prolonged to four year and the term becomes annual. Semi-annual evaluation replaced the modular scheme and less able students are given more chance to pass to the next level of studies through a remedial exam in June and another resit exam in September. The change in the curriculum was related more to the fourth year which is divided into two semi-annual classes: the first consists of seminars in TEFL and for the second, students have to choose either a pedagogical training or writing a dissertation, though these latter have been later cancelled from the programs and replaced by lectures (Lakhal-Ayat, 2008). As concerns post-graduate studies, graduates, with a *licence* degree, must pass an entrance examination to enroll in a *magister* program that lasts from two to five years. Admitted students will, then, take classes in their area of specialization and are required to conduct an original research culminating in the preparation and defense of a thesis. The last and highest degree awarded in Algeria, The Doctoral degree, is open to holders of the *magister* and requires more than three years of original research with the publication of at

least one article in a scholarly journal and the preparation and defense of a dissertation (Clark, 2006).

The classical system has been followed in the Algerian universities for more than two decades. However, at the beginning of the third millennium, many doubts were raised as to its adequacy with the new standards of a globalized world. This view was argued for by Sarnou, Koç, Houcine and Bouhadiba (2012), who posited, "The classical (old) system […] did not respond to the main challenges imposed by the changing situation of economy, of politics and of the society in Algeria"(p. 180). consequently, a decision was made to implement the European educational system known as LMD – *Licence -Master–Doctorat.*

1.1.4. The Shift to LMD System (The Reform of 2004)

The LMD system came into being since 2004 (Executive Decree N° 04-371 of November 21, 2004) and was designed to align Algerian Higher Education with international standards as well as to correspond with the socio-economic needs of the country. Saad, , Zawdie, Derbal, and Lee (2005) stated that the 2004 reform aimed at promoting students' mobility, providing them with the knowledge, skills and competencies required for the labor market, and lifelong learning (as cited in Gherzouli, 2017, p. 2).This new system is based on the principles of the European Bologna process which entails the implementation of major changes in the structure of the study plan, evaluation and assessment procedures and curricula.

The LMD system adopts a degree framework that consists of three cycles which are *Licence* (Bachelor), Master and Doctorate. The first being the *Licence* stage includes three years of undergraduate study and is divided into six semesters. Success requires obtaining 180 credits at a rate of 30 credits per semester. In the second cycle, Master, students undergo two additional years of training as undergraduates for which they should accumulate 120 credits which are pre-requisite for success at this level. The Master s' program comprises three semesters devoted for lectures and a final semester which culminates with the defense of

a Master thesis. The third cycle (doctoral studies), which lasts for at least three years, is open to holders of Master s' degree based on competitive written entrance examinations and ends with the defense of a doctoral thesis before a judgment panel. In addition to this huge transformation in the way tertiary education is organized. LMD system introduced equally important changes in terms of evaluation and assessment of students.

Under the LMD system, assessment takes place on a semester basis. Each semester is assessed through a final examination and a number of continuous assessments, including in-class tests, homework assignments, practical tests, reports and presentations. At the end of each exam session, students who fail may be allowed to retake more exams during the resit period (Saidani & Khecheni, 2017). In the same vein, Sernou, et al. (2012) explained that, under LMD system, the assessment of skills and knowledge acquisition is based either on a continuous and regular control or by a final exam or a combination of the two modes of assessment, but priority should be given to continuous monitoring. In other words, the evaluation of students leans now on a set of procedures meant to measure the results of their learning in terms of the grasped knowledge, the deduced comprehension and the acquired competence.

Another innovation that LMD system brings to the Algerian university lies in the process of building the training curricula. In this respect, Meziane and Mahi (2009) noted that this system gives autonomy and flexibility to universities in developing and building their training programs which means that the responsibility is handed back to teachers. As a result, curricula of the same specialty may vary across universities. Still, all universities should follow the same framework for curricula organization. At the *Licence* level, for instance, curricula are divided into four units: Fundamental teaching unit, methodology teaching units, introductory (or discovery) teaching unit and cross-disciplinary teaching unit (Saidani & Khecheni,

2017).An example of EFL first cycle curriculum was summarized by Lakhal-Ayat (2008) as follows:

- Basic Unit: all subjects which are essential to the English Language like Written Expression and Oral Expression, Grammar, Linguistics, Phonetics, and an introduction to the Literature and Civilization of the target language.

- Methodological Unit: study skills (note taking, use of the dictionary, and reading for information).

- Discovery Unit: specialized language (the use of English in different discourses).

- Cross-sectional Unit: a foreign language (Spanish or German), and students are required to choose two options among the alternatives: an Introduction to the use of computers in language learning, a subject in Human and Social Sciences, and an Introduction to Arts (p. 125).

The LMD system is still operating in the Algerian universities and in many universities all over the world. Many researchers have examined this system in an attempt to gauge its effectiveness and success in producing well trained students. However, the effectiveness of any university system is not determined only by the way studies are organized or by the quality of training programs and curricula. It, also, depends greatly on the entire elements that constitute the university system including university teachers. Therefore, to get a thorough understanding of the university context, it is undeniably deemed essential to explain some notions that are closely related to teachers as crucial agents in any university system.

1.2. University Teachers

Teachers, in general, and university teachers, in particular, are claimed to be the backbone of the educational system. They are the makers of mankind and the architects of college students. The roles they must play in the university are multiple and there are many expectations of these roles. Students, for instance, expect the teacher to be knowledgeable, up-

to-date, well-prepared and articulate, Colleagues expect the teacher to be "a productive scholar" engaged in research of some significance and the administration of university requires the teacher to take part in the committee work of his/her department/university and carry his/her share of administrative work (Dabholkar, Menon & Dash, 2017). Maybe the most noticeable and commonly shared role by all teachers is that of teaching. The latter, requires a good grasp of both the knowledge of the subject matter they are teaching (knowledge of content) and the knowledge of the different principles, strategies and techniques that could render effective their teaching practices (pedagogical knowledge). In fact, without possessing good pedagogical knowledge and without being able to translate that knowledge into practice, teachers' scientific knowledge would be useless and, consequently, their teaching efforts would be futile.

1.2.1. University Teachers' Pedagogical Knowledge and Practices (Teaching)

 University teachers' pedagogical knowledge and practices have been extensively explained by Bouroumi in her study that was carried out in 2016. She claimed the existence of three major areas, of teaching, where teachers should succeed in both translating their pedagogical knowledge into practice and developing good pedagogical skills and ended up discussing four. These areas involve: course design, instructional methods, assessment and management of the learning environment, respectively.

1.2.1.1. Course design

One major characteristic of university teachers is there being responsible for designing the courses, or the subjects, they have to teach (Bouroumi, 2016). This entails that it is for teachers to decide upon the teaching methods, the materials, the time needed to achieve the course's objectives, the sequence and organization of classroom activities as well as the types and means of assessment and evaluation (Richards& Schmidt, 2002). Thus, to be effective course designers, teachers have to master or to be well-versed in not only the knowledge part

or content knowledge, i.e. the field or specialty of the course to be designed, but also in the organization and structure side, i.e. how to select and organize the content or material to be learnt (Bouroumi, 2016).

1.2.1.2. Instructional Methods and Strategies

In addition to course design, teaching as decision making also requires from teachers to choose the teaching methods and strategies that could be conducive to effective learning. According to Waters (1998), selecting the appropriate teaching methodology could be somewhat daunting. This is due to the various factors that might influence the effectiveness and choice of the method. These factors are related to the individual teacher (like his beliefs about teaching and learning), to the students (like the students' prior knowledge, their interests, their learning styles and so on), and/or to the learning environment (Bouroumi, 2016). Glickman (1991) strongly believed that in order for teaching to be effective, it should be based on context-driven decisions. Effective teachers do not use the same set of practices for every lesson. Instead, what effective teachers do is to constantly reflect about their work, observe whether students are learning or not, and, then adjust their practice accordingly. Therefore, the success of teachers in achieving the objectives they set for their course is not necessarily linked to selecting and adhering to a given instructional strategy (whether teacher-centered or learner- centered), it is rather based on their ability to adopt and adapt the teaching methods and strategies that, on the one hand, appeal to their students' needs, interests, learning styles and so on; and that correspond with the changing nature of the learning environment, on the other hand.

1.2.1.3. Evaluating and Assessing Learning

It is largely accepted that university teachers assume the major role in preparing and executing effective evaluation. For any teacher, the ability to design fair and valid ways of assessing their own students' progress and achievement is an essential skill (Weigle, 2007).

Whether aimed for formative (informative) or summative purposes, teachers' evaluation and assessment practices should be aligned with both the learning experiences that students undergo and the goals and objectives that the teacher has set for his course. In fact, ideal evaluation and assessment should be prepared and executed as an integral component of the course design (Bouroumi, 2016). Besides, teachers have to diversify the assessment tools (e.g., projects, papers, performances, exams) and keep their learners to date with their progress via providing them with frequent, informative, and meaningful feedback. They should also be willing to clarify the criteria or standards for assessing students' learning and are required to develop a fair and clear grading system (ibid, p. 203). However, in order to be able to design assessment tools that could gauge precisely the effectiveness and, thereupon, the success of their teaching i.e. whether real and genuine learning is taking place, teachers need to understand the range of possibilities for assessing students, what the essential qualities of a good assessment instrument are, and how to develop assessments that maximize these essential qualities within the constraints of time and resources that teachers face (Weigle, 2007). In other words, teachers should be well- informed about the various methods of assessment and evaluation, the criteria of good effective assessment, and more importantly should possess the skills needed to decide upon the ideal evaluation and assessment tools for every teaching and learning context. This entails a double effort on the part of teachers especially that the majority of university teachers did not receive a real training in this crucial aspect of the teaching profession.

1.2.1.4. Managing the Learning Environment

Another overarching role or responsibility that university teachers undertake, as part of their teaching mission, is that of managing the learning environment. Teachers are required to create and maintain a positive and productive learning climate that could actively engage the students in the learning process and maximize their learning achievements. This task is greatly

difficult especially at the tertiary level as the higher education classroom is a multi-dimensional environment comprising psychological and social interactions among a diverse academic community (Barr, 2016). In order for teachers to perform this daunting task successfully, they should recognize the main criteria of a good higher education learning climate. Fraser and Treagust (1986) suggested seven dimensions of the preferred higher education classroom climate (by students and instructors) organized as follows:

• *Personalization*. The instructor provides opportunities for student-to-teacher interaction and expresses concern for students' welfare.

• *Involvement*. The instructor encourages active student participation in class.

• *Student cohesiveness*. Students know one another, help one another, and are friendly toward one another.

• *Satisfaction*. Students enjoy class.

• *Task orientation*. Class activities are clear and well organized.

• *Innovation*. The instructor utilizes unique teaching methods, activities, or assignments (as cited in Barr, 2016, p. 1).

Accordingly, teachers can create a rich stimulating learning climate by establishing a good teacher-student rapport which could enable them, on the one hand, to promote students' constructive interaction and cooperation, and to raise awareness about individual students' responsibility and accountability (for learning and behaving as university students), on the other hand (Bouroumi, 2016). Moreover, teachers should foster an equally good student-student rapport, as Teaching and learning do not occur only between the instructor and students, but also among students themselves (Hirschy & Wilson, 2002, as cited in Barr, 2016, p. 3). They also need to infuse humor, care, and respect into the classroom interactions. This would encourage students to work and participate in academic tasks, without fear of being belittled or embarrassed, and to help and support each other (Bouroumi, 2016). Finally,

teachers should possess the ability to organize their teaching activities properly and to increase their students' enjoyment of learning by being creative and bringing novelty to their teaching practices in terms of the teaching content and methods. Therefore, if teachers could satisfy all (or some of) the aforementioned criteria, and consequently, provide interesting meaningful learning experiences (in terms of both the course content and environment) for their students, they would qualify as effective successful classroom managers, and their teaching endeavors would, definitely, yield positive outcomes.

1.2.2. University Teachers as Researchers

Although teaching is the traditional role of faculty members, many academics are also engaged in research. Research has often been thought of as an activity carried out by experts; people who are able to control a study, provide results and then make a claim of originality over the findings. Still, good teachers have always been good researchers (McRae & Parsons, 2006). Arguments in favor of research as an essential continuing activity of faculty members were put forward by McGrath (1962) and revolve around the idea that original research acts as an exercise to sharpen the critical faculties, prevents professional stagnation, and imposes an intellectual discipline lacking among those who restrict their activities to teaching. It is also argued that teachers who do research transmit their enthusiasm and respect for genuine scholarship to their students, and that instruction is improved by the stimulation provided by research activity. However, to be successful researchers, teachers should display a good command of various skills including: practical research skills, design skills, writing skills and computer skills ((Phillips & Russell, 1994, as cited in Holden, Barker, Meenaghan & Rosenberg, 1999, p. 465). Supervision is also among the tasks assigned for university teachers and has always been regarded as an adjunct of research; it is assumed that, as Rudd (1985) put it" if one can do research then one presumably can supervise it" (as cited in Taylor, 2008, p. 1). Though, recently, supervision is increasingly being perceived as a form of teaching (ibid.),

as being active in research is a necessary condition for effective supervision, yet, it is not a sufficient one (Taylor & Beasley, 2005). The attributes of a good supervisor as perceived by teachers (supervisors) and students were explained extensively by Ali, Watson and Dhingra in their study carried out in 2016. However, it is beyond the scope of our study to discuss them all. Nevertheless, these can be briefly summarized under three factors (related to students' and supervisors' views about supervision), suggested by the researchers, as follows:

Leadership. Giving detailed advice, providing critical feedback on his/her student's written work in good time, being knowledgeable about the standards expected and ensuring that the student's research is manageable in the time available.

Knowledge. Being knowledgeable about the student's research topic, being a good role model to the student, sharing the student's research interests and having good verbal communication skills.

Support. Encouraging the student to work independently, continually motivating the student and being friendly (p. 235).

1.2.3. Foreign Language Teachers

Being a foreign language teacher is in many ways unique within the profession of teaching. This reality is rooted in the subject matter of foreign language itself. In foreign language teaching, the content and the process for learning the content are the same. In other words, in foreign language teaching the medium is the message (Hammadou & Bernhardt, 1987). Although all teachers, of various disciplines, may share the same difficulties and challenges inherent in the teaching situation, foreign language teachers do experience a unique set of circumstances. This might be due to different factors including: The nature of the subject matter itself, the interaction patterns necessary to provide instruction, the challenge for teachers of increasing their knowledge of the subject and the need for outside support for learning the subject (ibid, pp. 301-302). Maybe, no empirical support has been provided for

these claims, still the first three factors have emerged in the results of a recent study by Borg (2006). The same researcher argued that it would be certainly difficult to agree upon a common clearly defined description of foreign language teachers as a unique entity since "the language teacher is not a monolithic phenomenon amenable to globally meaningful definition. Rather, language teachers' distinctiveness is a socially constructed phenomenon that may be defined in various ways in different contexts" (p. 28). In fact, in certain contexts, finding an accurate definition of language teachers and teaching is almost impossible as the mission of foreign language teaching is shared by two distinct categories of teachers, namely, native speaker teachers and their non-native speaker counterparts.

1.2.3.1. Native VS Non-native Foreign Language Teachers

Before the 1990's, the prevailing assumption in the field of foreign language teaching was that non-native speaker teachers (NNST henceforth) are inherently inferior language teachers. It was widely believed and accepted that the ideal foreign language teacher is the native speaker. Phillipson (1992) pointed out that this notion of the idealized native speaker can be traced back to the Commonwealth Conference on the Teaching of English as a Second Language held at Makarere, Uganda, in 1961, and constitutes one of its key tenets. According to the Makarere tenet, native speakers of a language have a better command of fluent, idiomatically correct language forms, are more knowledgeable about cultural connotations of a language, and are the final arbiters of "the acceptability of any given samples of the language" (Phillipson, 1992, p. 194). In the same vein, Clouet (2006) added that native speaker teachers (NST henceforth) can provide a model for the acquisition of the sound system, providing their students with an excellent role model in terms of pronunciation and helping them build up their confidence in using language for communication. However, there have been recent attempts to change the established narrative of the privileged native speaker versus deficient non-native speakers in the field of applied linguistics and language teaching

(Phillipson, 1992; Holliday, 2005). According to Clouet (2006), native teachers, indeed, have few advantages over non-native teachers. Although they might know their native language better, they do not necessarily know how it could be learnt better. As Seidlhofer (1999) poetically put it," native speakers know the destination, but not the terrain that has to be crossed to get there; they themselves have not travelled the same route" (p. 238). In this respect, Clouet (2006) asserted that NNST have better language analysis than natives. They know what caused them problems learning the language and can apply that experience to their own lessons. Similarly, in his discussion of NNST advantages, Medgyes (1994) provided six positive characteristics of NNST, they 1) provide a good learner model to their students, 2) can teach language strategies very effectively, 3) are able to provide more information about the language to their students, 4) understand the difficulties and needs of the students, 5) are able to anticipate and predict language difficulties, and 6) can use the native language to their advantages. Nonetheless, it is undeniable that the native speaker standards are still preferable, and that there is still a wide social acceptance of the ideal native speaker model (Ozturk & Atay, 2010); what Phillipson (1992) termed 'the native speaker fallacy' .This preference of native speaker teacher has negative effects on NNST'personality (cognition, affects and behaviors), self-esteem and pedagogical performance (Bernat, 2009; Suarez, 2000, as cited in Tum, 2013, p. 25).

1.2.3.2. Non-native Foreign Language Teachers as lifelong language learners

There is a general consensus upon the fact that learning is a lifelong process (Bates & Poole, 2003, as cited in Bouroumi, p. 17), and that "teacher learning is inevitably a career-long enterprise" (Smith, 2000, p. 95). This applies to teachers of all subjects, especially foreign language teachers. Horwitz (1996) asserted that language learning is never complete and that NNST are advanced learners of the language they are teaching (as cited in Tum, 2012, p. 2055). In the same way, Smith (2000) emphasized the sense in which teachers are

also learners, not only of the craft of teaching, but also, in the context of foreign language education, of the language they teach (as cited in Benson & Huang, 2008, p. 428). He, also, added that language learning can be seen to have a great potential significance for language teachers of various types, although specific areas of most necessary learning will vary from teacher to teacher, and from context to context. In fact, Smith shares the views of Medgyes (1983, 1994) about the importance of language learning for language teachers. The latter was among the first researchers to lay stress on the need for NNST' weaknesses in L2 to be confronted, and who perceived [lifelong] language learning as a means to overcome NNST' professional inferiority. However, it is worth noting that an in depth discussion of the topic of NNSTs as learners is beyond the scope of the current study since interest in research on NNSTs, in general, and NN English speaking teachers, in particular, is relatively recent; the first books that tackled issues related to NNST were published in 1992 and 1994, authored by Phillipson and Medgyes, respectively (Moussou & Llurda, 2008). This could explain the dearth in research on NNST related phenomena, including the subject of NNSTs as learners of the language they teach.

Conclusion

This chapter has provided a short historical overview of the development of higher education system in Algeria. It has mainly focused on describing English language teaching programs that all or most EFL teachers have undergone to qualify as university teachers. It also highlighted the different roles assigned to university teachers, and has discussed the complex status of non-native foreign language teachers, especially as lifelong language learners.

Chapter two: Self-efficacy Beliefs, Teachers' Self-efficacy and Academic Self-efficacy

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Chapter two: Self-efficacy Beliefs, Teachers' Self-efficacy and Academic Self-efficacy

Introduction

Self-efficacy is an important psychological construct that is believed to bear on peoples' thought patterns, feelings, motivation and behavior. This concept is rooted in Bandura's (1986) social cognitive theory and has been investigated rigorously in various fields including the field of EFL education. The current chapter is meant primarily to inform the reader about the construct of self-efficacy. First, it explains the concept extensively, how it is formed and how it operates. It also discusses teachers' self-efficacy beliefs, their importance, mainly in EFL education, the interest they should receive in teacher education and how non-native EFL teachers' self-efficacy beliefs are affected by the oldest fallacy in EFL contexts that is the necessity for NNSTs to achieve near-native language proficiency to qualify as effective teachers.

2.1. Social Cognitive Theory

The theoretical groundwork of self-efficacy is located in social cognitive theory, developed in 1977 by Albert Bandura. He labeled this theory as "cognitive" to stress the important influence of cognition in people's capability to encode information, self-regulate, and behave. In fact, he has presented the theory as a response to his dissatisfaction with the principles of behaviorism where the role of cognition in motivation and the role of the situation are largely ignored (Bandura, 1977). In Bandura's view, human change cannot be reduced to the result of external stimuli, because human thoughts also influence behaviors through introspection (1997). Similarly, Nevid (2009) explained that social cognitive theory illustrates the fact that individuals do not simply respond to environmental influences, but

rather they actively seek and interpret information. Put differently, this theory takes on an agentic perspective to change, development, and adaptation. As described by Bandura (2005), an agent is someone who intentionally influences one's functioning and life circumstances. As Bandura succinctly put it, "In this view, people are self-organizing, proactive, self-regulating and self-reflecting. They are contributors to their life circumstances not just products of them" (2005, p. 9). Although social cognitive theory covers many topics such as moral judgment and physiological arousal, most research is primarily focused on self-efficacy, or the beliefs regarding one's capabilities to successfully complete tasks or goals (Locke & Latham, 2002). To get a clear understanding of the concept of self-efficacy, we should first explain some key assumptions of social cognitive theory, namely, reciprocal determinism and human agency.

2.1.1. Triadic Reciprocal Determinism

Social cognitive theory assumes that human behavior, the environment, and personal factors interact mutually and serve as determinants of each other. However, this principle of triadic reciprocal determinism (see Figure 2.1) does not imply that these factors affect each other simultaneously or equally. The strength of influence depends on activities, individuals and circumstances (Bandura, 1986). A bi-directional interaction occurs between behavior and personal factors because people's beliefs and expectations shape their behavior in so much the same way as the consequences of their behavior influence their personal characteristics. The personal factors-environment interaction of reciprocal determinism is also a two-way interaction. Not only are people's expectations, beliefs, and cognitive competencies developed and altered by their environment, but they also influence their environment. Finally, the mutual interaction between behavior and environment suggests that people are both producers and products of their environment (Bandura, 1986, 1997).

Personal factors

Behavior   **Environment**
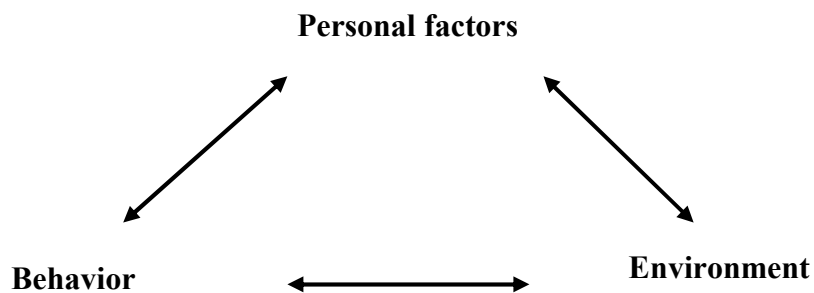
Figure 2.1. Bandura's (1986) conceptual model of Triadic Reciprocal Determinism

2.1.2. Human Agency

A principal aspect of reciprocal determinism is the concept of human agency. Agency refers to "acts done intentionally" (Bandura, 1997, p. 3). Social cognitive theory assumes that people have power to influence and make changes in their actions. Bandura (1997) emphasized that efficacy beliefs are the most influential characteristics of human agency. He suggested, " unless people believe they can produce desired effects by their actions, they have little incentive to act. Self-efficacy is, therefore, the foundation of agency" (pp. 2-3).

2.2. Self-efficacy Beliefs

Self-efficacy beliefs are at the very core of social cognitive theory. Bandura (2006) conceived perceived self-efficacy as the most central mechanism of human agency in social cognitive theory. In relation to this, he stated:

> Among the mechanisms of human agency, none is more central or pervasive than belief of personal efficacy. This core belief is the foundation of human agency. Unless people believe they can produce desired effects by their actions, they have little incentive to act, or to persevere in the face of difficulties. (p. 170).

Hence, self-efficacy beliefs are described as the major mediators of change in human behavior. Bandura (1986) defined self-efficacy as "people's judgments of their abilities to organize and execute courses of action required to attain the designated types of performances" (p. 391). He distinguished it from other similar constructs such as self-concept and self-esteem explaining that self-efficacy is different from all other self-constructs in that it involves judgments of capabilities specific to do a particular task (Bandura, 1997).

Bandura (2006) argued that "the efficacy belief system is not a global trait but a differentiated set of beliefs linked to distinct realms of functioning" (p. 307). According to him, self-efficacy is goal-directed, domain and task-specific depending on the context. High self-efficacy in certain settings does not guarantee high efficacy in others. In contrast to self-efficacy, self-concept is "a composite view of oneself that is presumed to be formed through direct experience and evaluations adopted from significant others" (Bandura, 1997, p. 10). Self-concept is then a constant general self-image adopted from others. To differentiate between self-efficacy and self-concept, take the example of a student who has high self-efficacy in English, this same student might have low self-efficacy in Mathematics. However, the self-concept that the student generally constructs through others stays the same while studying different subject areas; it does not have the specificity that self-efficacy has.

Bandura also posited that self-efficacy beliefs differ also from self-esteem beliefs which imply a person "likes or dislikes oneself" (ibid. p.11). Self-efficacy is related to personal judgments of one's capabilities for carrying out a task, whereas self-esteem is a judgment of one's worthiness and value. One's judgments of his or her capability to perform a task do not necessarily entail his or her self-esteem. For instance, the previous student's personal judgments of his or her capabilities in Mathematics are least likely to affect his or her self-esteem as a good student in general, unless he or she invests his or her self-esteem in studying Mathematics. Generally, Bandura claimed that the key distinction between the two constructs

lies in the fact that "self-efficacy predicts the goals people set for themselves and their performance attainments, whereas self-esteem affects neither personal goals nor performance" (ibid).

According to Bandura (1997), self-efficacy beliefs play a crucial role in human functioning in that "people's level of motivation, affective states, and actions are more based on what they believe than what is objectively true" (p. 2). This view is, also, supported by Pajares (2002) who contended that people's behavior may be better predicted by the beliefs they hold about their abilities than by what they are essentially able to accomplish. Self-efficacy beliefs help people determine what to do with their knowledge and skills. This explains the mismatch between people's behavior and their actual capabilities in some contexts (ibid.). For example, many qualified people will have some doubts about their abilities to perform a task even with the fact that they possess these abilities. On the contrary, other individuals might be confident about performing some tasks despite the fact that they lack the required knowledge and skills. Although beliefs do not sometimes match with reality, people are mostly guided by their beliefs when they are involved in certain tasks. In fact, peoples' behavior and performance are better predicted by their self-efficacy beliefs than by their knowledge and skills (Pajares, 2002).

Bandura (1977) stressed the importance of self-efficacy beliefs and posited that these beliefs influence how people behave in certain tasks, how they motivate themselves, and how they persevere in facing difficulties. At the same time, they help to determine how people view opportunities and shape their outcome expectations (Bandura, 2006). Individuals with high self-efficacy beliefs will have more resilience and perseverance in the face of difficulties, while others with low self-efficacy beliefs will suffer facing difficult tasks in which they might easily give up. But, how do individuals construct their self-efficacy beliefs? Providing

an answer to this question requires a comprehensive discussion of the sources of self-efficacy beliefs, as proposed by Bandura (1977, 1997).

2.2.1. Sources of Self-efficacy Beliefs

Bandura (1977, 1997) has identified four sources of information by which individuals construct and reinforce their self-efficacy beliefs, including: enactive mastery experiences (performance accomplishments), vicarious learning experiences (modeling), verbal persuasion, and physiological and affective states, respectively.

2.2.1.1. Enactive Mastery Experience

The most influential source of information for creating efficacy beliefs comes from mastery experiences, Known also as "enactive attainments" (Pajares, 1997). Enactive mastery experiences are efficacy information obtained from success and failure when performing certain tasks (Bandura, 1997). Success results in strengthening one's self-efficacy beliefs, whereas failure tends to weaken them (Bandura, 1995). In other words, when people believe that they have successfully performed a task, their self-efficacy is boosted which leads them to believe in their future success to accomplish the same task (Bandura, op.cit.). However, Pajares (2002) claimed that mastery experiences are only raw data, and that many other factors influence how efficacy information is cognitively processed as some people might continue to experience efficacy doubts even after performing certain tasks successfully. This view was argued for, earlier, by Bandura (1977) who suggested that mastery experience is an individual's assessment of contributing factors that affect his efficacy, rather than the successes or failures themselves. These various factors include: (a) the strength of the existing efficacy beliefs, (b) the difficulty of the task, (c) the context, (d) the effort put into the task and (e) one's preconceptions about success and failure (as cited in Zerbe, 2018, p.p. 28-29)

This theory can be applied to teaching in general and EFL teaching in particular, for instance: those teachers who had successful experiences with learners in the past will

anticipate the same in the future. They will plan and make strategies in light of their past experiences to be successful with their teaching in the future. Their expectation of success will raise their self-efficacy and enhance the level of their confidence. In contrast, teachers who have experienced failure will have a low sense of instructional efficacy, and consequently, tend to believe that they can do but little in the development of the students with low achievements (Bandura, 1997).

2.2.1.2. Vicarious Experience

Vicarious experiences refer to efficacy information obtained from "observing models perform a particular task" (Labone, 2004, p.343). Observing others perform certain tasks provides people the chance to evaluate their capabilities to carry out similar tasks. Seeing people similar to oneself succeed by sustained effort raises observers' beliefs that they too possess the capabilities to master comparable activities required to succeed. By the same token, observing others' fail despite high effort lowers observers' judgments of their own efficacy and undermines their efforts (Bandura, 1994). The impact of modeling on perceived self-efficacy is strongly influenced by perceived similarity to the models. The greater the assumed similarities the more persuasive are the models' successes and failures. This was succinctly expressed by Bandura (1994) as follows:

> If people see the models as very different from themselves their perceived
> self-efficacy is not much influenced by the models' behavior and the results
> it produces. Modeling influences do more than provide a social standard
> against which to judge one's own capabilities. People seek proficient models
> who possess the competencies to which they aspire. (p. 72).

When it comes to teachers' sense of efficacy, vicarious experiences and modeling are conceived mainly as a powerful tool in pre-service teacher education (Labone, 2004; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998).

2.2.1.3. Verbal Persuasion

Verbal persuasion refers to efficacy information obtained from others' appraisals about one's abilities to perform a task (Labone, 2004). Bandura (1997) argued that when people receive evaluative feedback from significant others in the form of verbal persuasion pertaining to their accomplishments, their efficacy beliefs on their capabilities tend to be strengthened; and just as positive persuasions may work to encourage and empower, negative persuasion can work to defeat and weaken self-efficacy beliefs. In fact, it is easier to weaken self-efficacy beliefs through negative appraisals than to strengthen such beliefs through positive encouragements (Pajares, 2002). As Bandura (1994) clearly put it:

> It is more difficult to instill high beliefs of personal efficacy by social persuasion alone than to undermine it. Unrealistic boosts in efficacy are quickly disconfirmed by disappointing results of one's efforts. But people who have been persuaded that they lack capabilities tend to avoid challenging activities that cultivate potentialities and give up quickly in the face of difficulties (p. 72).

Bandura (1997) further added that social persuasion is not effective if the person has an actual skill gap, clarifying that verbal encouragement cannot substitute for skill deficits. Yet, he asserted that social persuasion can still help sustain a sense of efficacy, especially when people are struggling with difficulties (ibid.). In the context of teachers' sense of efficacy, Tschannen-Moran et al. (1998) stated, "verbal persuasion can be general or specific: it can provide information about the nature of teaching, give encouragements and strategies for overcoming situational obstacles, and provide specific feedback about a teacher's performance" (p. 219).

2.2.1.4. Physiological and Affective States

The fourth source of self-efficacy is physiological and affective states (Bandura, 1997), also referred to as *Emotional Arousal* (Bandura, 1977) or *Physiological States* (Bandura, 1986). This final source demonstrates how one's beliefs can be influenced by mood, stress level, anxiety, and subjective threats. Bandura (1994) suggested that the effect of emotional and physical reactions is related basically to the way people tend to perceive and interpret them; some people might view their state of affective and physiological arousal as an energizing facilitator of performance, whereas others could regard it as a debilitator. For example, when speaking in front of others, a person's heart rate may increase and he may sweat more or have a dry throat. If the person interprets this high physiological arousal as an indication of discomfort, vulnerability and lower competence, his ability to successfully give his talk will be influenced negatively. Conversely, if interpreted as a sign of excitement, these physiological cues can help him focus attention and energy towards completion of the task. Significantly, however, while the body may react to certain situations, it is important that people do not attribute this reaction to the task they are attempting to complete. Using the example above, a person speaking in front of others may perspire more, but if this is simply attributed to the room temperature, and not the public speaking task, the physiological state may not decrease his self-efficacy (Tschannen-Moran et al., 1998).

In the context of teaching, Tschannen-Moran et al. (1998) explained that high levels of arousal can impair functioning and interfere with making the best use of one's skills and capabilities, while moderate levels of arousal can improve performance by focusing attention and energy on the task. It has been observed that efficacious teachers do not get confused easily by a difficult or unwanted situation that arises unexpectedly in the classroom. They rather handle it with confidence and find a way out successfully. They control their emotions and do not get anxious or confused. In contrast, teachers with a low sense of efficacy may

easily get perturbed by a difficult circumstance for which they may not be mentally prepared before-hand. For instance, low teachers' self-efficacy can be a barrier in the way of overcoming any difficulty that concerns the class management or students' behavior (Wazir, 2019).

2.2.2. Efficacy-mediated Processes

Bandura (1993) explained that efficacy beliefs have an influence on how people feel, think, motivate themselves, and behave. Self-efficacy beliefs produce these diverse effects through four major processes (Bandura, 1992). These include cognitive, motivational, affective, and selection processes.

2.2.2.1. Cognitive Processes

According to Bandura (1994), most courses of action are initially organized in forethought and a major function of forethought is to enable people to predict events and to develop ways to control those that affect their lives. In simple words, the role of forethought, that is part of Cognitive processes, is both predictive and regulative. Bandura stated that self-efficacy beliefs may influence cognitive processes, which can enhance or undermine performance, in many ways. On the one hand, they affect how people construe situations and take the appropriate courses of action accordingly, and they determine the way people predict their future performance as well as the potential results of their performance (or actions) in each situation, on the other hand (ibid.). Thereupon, those who believe in their abilities view situations presenting realizable opportunities and leading to positive outcomes, while those who do not trust their capacities, or self-doubters, are likely to suffer from what Bandura (1997) named 'cognitive negativity' (a state where they become somewhat 'obsessed' by their shortcomings and too skeptic about their capacity to succeed in the face of challenging situations).

2.2.2.2. Motivational Processes

Self-efficacy beliefs contribute to motivation in several ways. They determine: the goals people set for themselves, how much effort they expend, how long they persevere in the face of difficulties and, finally, their resilience to failures. When faced with obstacles and failures people who harbor self-doubts about their capabilities reduce their efforts or give up quickly whereas those who have a strong belief in their capabilities exert greater effort when they fail to master the challenge (Bandura, 1994). In simple terms, a high sense of self -efficacy increases people's readiness to invest efforts in their tasks, serves them well to persist when facing difficulties and helps them to recover more quickly after a negative attainment. Conversely, a perceived sense of inefficacy diminishes people's interest in their tasks, decreases their capacity to resist when facing impediments and undermines their commitment to achieving their goals.

2.2.2.3. Affective Processes

People's beliefs in their capabilities affect how much stress and depression they experience in threatening or difficult situations (Bandura, 1993). The effect that self-efficacy beliefs might have on people's affects depends largely on their thought patterns. Bandura (1994) claimed that most of stress and anxiety feelings that people experience stem from their thoughts. Therefore, he argued, "Perceived self-efficacy to control thought processes is a key factor in regulating thought produced stress" (ibid, p. 75). Put differently, a strong perceived sense of efficacy is likely to reduce the amount of stress people might experience through eliminating or avoiding disturbing thought patterns, whereas a low self-estimation of capacity would foster inefficacious thinking and, consequently, result in high levels of anxiety and agitation that could impair people's cognitive and intellectual effectiveness.

2.2.2.4. Selection Processes

The final way in which self-efficacy-beliefs contribute to human functioning concerns selection processes (Bandura, 1995). People's self-efficacy beliefs influence their selection of activities and environments. People tend to avoid activities and situations they believe exceed their capabilities, but they readily undertake challenging activities and pick social environments they judge themselves capable of handling. As a matter of fact, people with low sense of efficacy shy away from difficult tasks which they tend to perceive as personal threats and have low aspirations and weak commitments to the goals they choose. People who have a strong sense of efficacy, by contrast, approach different tasks as challenges to be mastered rather than as threats to be avoided, set challenging goals and sustain strong commitment to their goals (Bandura, 2001).

2.3. Teacher's Self-efficacy

Based on Bandura's social cognitive theory (1977) teacher's self-efficacy can be defined as "beliefs in his or her own capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (Tschannen-Moran et al., 1998, p. 233).Various definitions, which draw on Bandura's (1977) social cognitive theory, were proposed by other researchers. For instance, Skaalvik & Skaalvik (2010) conceptualized teacher's self-efficacy as an individual teacher's beliefs in his or her ability to plan, organize, and carry out activities that are required to attain educational goals. Similarly, Schwarzer and Hallum (2008) defined teacher self-efficacy as his or her perceived competence to deal with all demands and challenges that are implied in his or her professional life (as cited in Ghonsooly, Khajavy & Mahjoobi, 2014, p. 591).

According to Tschannen-Moran, et al. (1998) the study of the construct of teacher's self-efficacy has born much fruit in the field of education. Researchers have accumulated substantial evidence highlighting the critical role of teacher self-efficacy on the teaching and learning process (Bandura, 1997; Tschannen-Moran & Hoy, 2001; Morris, Usher, & Chen, 2016). In their literature review, Tschannen-Moran and Hoy (2001) promoted teacher self-efficacy as an influential factor that may determine failure or success in all aspects of education. For example, teachers' sense of efficacy has been shown to be a powerful construct related to students' outcomes such as achievements (e.g., Ashton & Webb, 1986; Moore & Esselman, 1992; Cantrell, Almasi, Carter, & Rintamaa, 2013), and motivation (Midgley, Feldlaufer, & Eccles, 1989; Lazarides, Buchholz, & Rubach, 2018). Teachers with a strong sense of efficacy have been found to be open to new ideas and more willing to experiment with new methods to better meet the needs of their students (Guskey, 1988; Stein & Wang, 1988) and seem to make more effort and demonstrate better planning and organizing skills (Pajares, 1992; Allinder, 1994). Efficacy influences teachers' persistence when things do not go smoothly and their resilience in the face of setbacks (Ashton & Webb, 1986). The findings of several studies have also yielded evidence about the linkage between teacher efficacy beliefs and the health of the organizational climate (Hoy & Woolfolk, 1993), with an orderly and positive school atmosphere, and with more classroom-based decision-making (Moore & Esselman, 1992).

2.3.1. The Cyclical Nature of Teacher's Self-efficacy

According to Tschannen-Moran et al. (1998) teacher self-efficacy is cyclical in nature (see figure2.2). At first, information about one's efficacy comes from four sources: mastery experience, vicarious experiences, verbal persuasions and physiological arousals (Bandura, 1997). Teachers then process the information by analyzing the teaching task and assessing their personal teaching competence. After the information is analyzed, teachers generate

efficacy judgments or teacher self-efficacy. Next, teachers use these judgments or self-efficacy beliefs to set their goals, determine the amount of effort they invest in achieving these goals, and their level of persistence. The performance and outcomes of their efforts provide new mastery experiences that lead to future efficacy judgments.
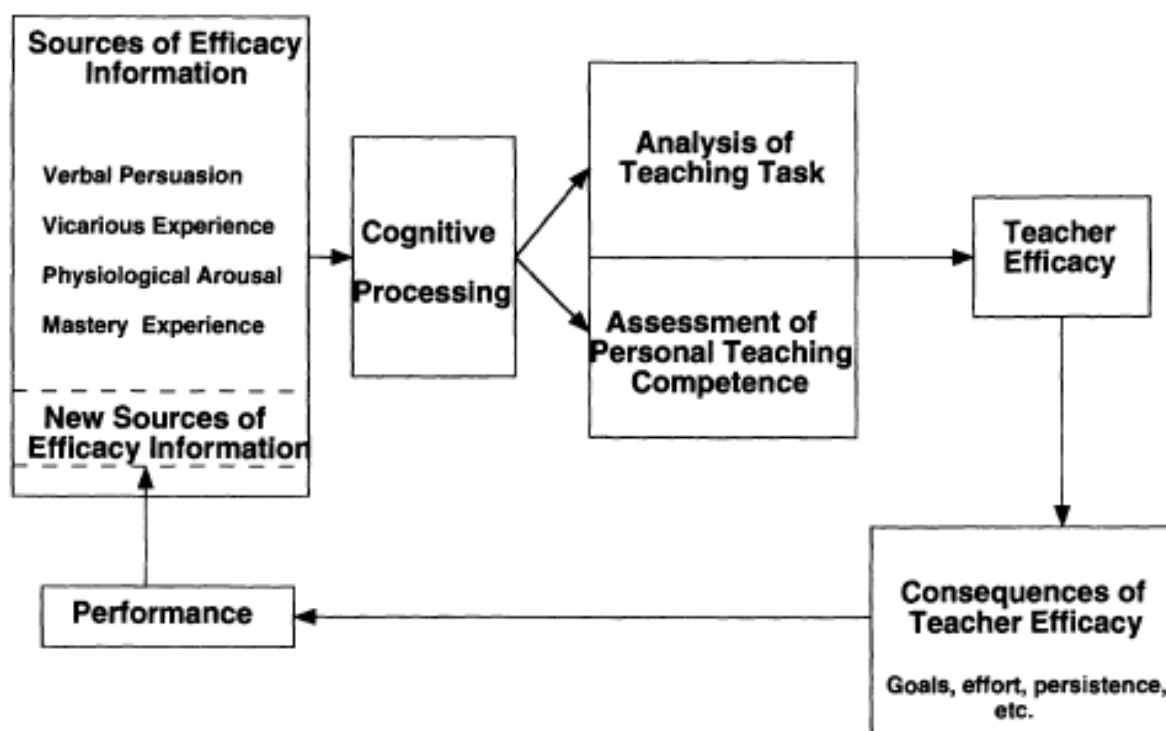
 Figure 2.2. The cyclical nature of teacher efficacy (Tschannen-Moran, et al., 1998, p. 228)

2.3.2. Teacher's Self-efficacy and other Variables

It has been now established that the personal interpretation that teachers make about the information attained through the four sources of self-efficacy influence decisively the construction and development of their self-efficacy beliefs. Still, there are other variables personal as well as contextual that can condition the judgments that teachers make about their capability to successfully perform different teaching tasks. Ross (1994) grouped these variables that predict teachers' self-efficacy in two major sets: variables related to teachers and variables related to context. Those that are related to teachers include mainly teachers' personal characteristics which have a major influence on their perception of self-efficacy

when teaching, like: 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) and level of education (academic formation). Those that relate to context involve the teaching level (basic, intermediate, advanced), group characteristic (students' ability to learn, students' different levels of knowledge, number of students per class, class discipline), collaboration among teachers (sharing experiences, materials, procedures and techniques) and so on.

2.3.3. Teacher's Self-efficacy and Teacher Education (and/or) Teacher Training

The concept of teacher efficacy has been researched and discussed in teacher education literature for nearly 30 years (Carleton, Fitch &. Krockover, 2007). The role of teacher education in the construction and development of teachers' self-efficacy beliefs is crucial; teacher education has been identified as a major factor that affects teachers' overall self-efficacy (Soodak, Podell & Lehman, 1998; Paneque & Barbetta, 2006). Woolfolk Hoy and Burke Spero (2005) claimed that teacher education is perhaps the most critical period for the long term development of teacher efficacy as this latter can be most effectively and easily shaped early in learning. There is evidence that once that feeling of efficacy is formed, it is resistant to change (Hoy, 2000; Woolfolk Hoy & Burke Spero, 2005; Tschannen-Moran & Woolfok Hoy, 2007). Henson (2001) claimed that experienced teachers' self-efficacy beliefs are difficult to change as they are internally formed and sustained with experience and time. Unless the experienced teachers face a situation that leads them to critically reflect or think about their beliefs, these are unlikely to go through change (Williams, 2009). Therefore, many researchers emphasized that teacher education programs should be designed in such a way that they could develop powerful feelings of teacher self-efficacy (Lively, 1994; Richardson, 2003; Redmon, 2007; İnce, 2016).

2.3.4. Non-native Speaker EFL Teachers' Self-efficacy

There is a relative dearth of research on EFL teachers' self-efficacy beliefs, in general, and NNSTs' self-efficacy beliefs, in particular. Still, the majority of the few existing studies have focused on NNSTs (wyatt, 2018), and have acknowledged the crucial role of teachers' self-efficacy in EFL context (Hoang, 2018). EFL teachers' self-efficacy has been found to have a positive correlation with teachers' reflective practices (Babaei & Abednia, 2016; Moradkhani, Raygan, & Moein, 2017), with teachers' self-regulation (Ghonsooly & Ghanizadeh, 2013), and with learner satisfaction (Rashidi & Moghadam, 2014). Other studies focused on the role of some strategies applied in teacher education, like Peer coaching, in improving student teachers' efficacy beliefs (Goker, 2006) as well as the different psychological and cognitive factors which contribute to the growth in teacher self-efficacy such as, teachers' growth in practical knowledge, English proficiency and their research engagement. (Wyatt, 2010).

It is worth noting that almost all the reported studies were conducted in basic or secondary education levels. EFL university teachers' self-efficacy beliefs are relatively ignored within this line of research. Three studies, only, were located (by the researcher) in EFL university context. The first study which aimed at exploring EFL teachers' efficacy in teaching literature was conducted in Iran by Alemi and Pashmforoosh (2013), the second was carried out by Praver (2014) who examined Japanese university English language teachers' self-efficacy beliefs, and a recent study published in 2019 was conducted in Saudi Arabia by Wazir who investigated the factors impacting EFL teachers' self-efficacy.

2.3.4.1. Non-native EFL Teachers' Self-efficacy and English Language Proficiency

Language proficiency is perceived as an important aspect for NN foreign language teachers; it has been rated as the most essential characteristic of a good teacher (Lange, l990). In the context of EFL teaching, researchers have claimed that language proficiency constitute

the foundation of NNS teachers' professional confidence (Eslami & Fatahi, 2008); and that it has a significant impact on their self-esteem (Medgyes, 1994; Samimy & Brutt-Griffler, 1999; Kamhi-Stein & Mahboob, 2005). Both teachers' confidence and self- esteem are directly linked to their self-efficacy beliefs, which entails that language proficiency is a factor that is closely related to EFL teachers self-efficacy (Eslami & Fatahi, 2008). The relationship between EFL teachers' self-efficacy and English proficiency has been examined by many researchers and the findings obtained from numerous studies indicated that perceived EFL teachers' self-efficacy is positively correlated with teachers' perceived level of language proficiency. The results showed that EFL teachers who perceive themselves more proficient in the four basic skills of English (listening, speaking, reading, and writing), appear to be more efficacious (Chacón, 2005; Eslami & Fatahi, 2008; Yilmaz, 2011; Sabokrouh, 2013; Ghasemboland & Hashim, 2013; Digap, 2016, Faez & Karas, 2017). Therefore, as the findings of these studies suggest, language proficiency could be considered as a strong predictor of NNES teachers' self-efficacy.

2.3.4.2. Non-native EFL Teachers' Self-efficacy and the native speaker fallacy

The native speaker fallacy that privileges the NSTs and portrays NNSTs as inadequate language teachers, by directly linking teachers' effectiveness to their language proficiency, is believed to cause a negative impact on non-native EFL teachers' self-perceptions including their self-efficacy. Lowe and Pinner (2016) posited that the negative self-image that NNSTs may hold about themselves due to their feelings of inferiority may result in self-efficacy issues. Similarly, Day et al. (2006) stated that the notion that the ideal teacher of English is the native speaker can lead to lowered self-efficacy among NNST (as cited in Smigiene, 2016, p. 68). This view was supported by Tatar (2019) who noted that the native speaker fallacy may lead to low self-efficacy among NNSTs. Liang (2009) was more alarmed and contended that the belief that the NSTs are superior to NNSTs can destroy NNSTs self-confidence and

self-efficacy (as cited in Floris & Renandya, 2020, p. 6). Although the aforementioned assumptions have not been proved empirically and were drawn as part of studies with different foci, they denote a wide recognition of the potential negative effect of the native speaker myth on NNSTs self-efficacy beliefs.

2.5. Academic Self-efficacy and its assessment

Academic self-efficacy was defined by researchers as an estimate of confidence in one's ability to perform various tasks in a university setting (Landino& Owen, 1988; Schoen & Winocur, 1988; Vera, Salanova & Martín-del-Río, 2011). In their studies, these researchers developed scales to gauge university teachers' perceived self-efficacy to perform different academic activities. These activities or tasks of university teachers, which constituted the dimensions of (university) teachers self-efficacy in the devised scales, were classified as: teaching, research and service in Landino's and Owen's study (1988); teaching, research and management in the study carried out by Vera, Salanova and Martín-del-Río (2011); and teaching, research, administration, and Miscellaneous tasks (additional tasks related to teaching, research and administration) in the research conducted by Schoen and Winocur (1988).

While the aforementioned scales could presumably assess the strength of teachers' self-efficacy for performing all academic tasks, some other scales were designed for measuring academics' self-efficacy in one task only. The most commonly used scales include The Research Self-efficacy Scale (RSES) developed by Greeley et al.(1989) and designed to assess an individual's perceived ability to perform fifty one research tasks; and The Faculty Teaching Efficacy (FTE) scale developed by Chang, Lin and Song (2011) to gauge tertiary teachers' teaching efficacy in six dimensions: course design (CD, five items), instructional

strategy (IS, five items), technology usage (TU, five items), classroom management (CM, five items), interpersonal relations (IR, three items) and learning assessment (LA, five items).

Despite being used in all university contexts, all the reported scales were devised for general education and EFL teachers 'self-efficacy beliefs are relatively ignored at the tertiary level. The researcher could locate a single study by Praver (2014) who designed The Japanese University Language Teachers' Efficacy Beliefs Scale (JULTEBS) in order to assess University English language teachers' self-efficacy in the Japanese context. The scale comprised four dimensions of self-efficacy, which are: efficacy in student engagement, efficacy in instructional strategies, efficacy in classroom management, and efficacy in dealing with superiors, respectively. Although, this scale was generated out of data gathered in the Japanese context and may be suited more to that context, it could be used for all EFL contexts as these may share many characteristics and, besides, all teachers are required to fulfill almost the same tasks especially those related to the aspects of instructional strategies, students' engagement and classroom management.

Conclusion

Being at the heart of human agency, self-efficacy beliefs are among the main factors that shape peoples' behavior and performance. In the field of education, for instance, teacher' perceived self-efficacy is believed to play a crucial role in determining teachers' performance and effectiveness. This led researchers to emphasize the importance of building positive and strong self-efficacy beliefs among teachers as early as their training period. In the EFL context, the necessity for teachers to possess strong self-efficacy beliefs is even greater especially for NNSTs who face various challenging tasks and numerous vexing situations inherent in the complex nature of foreign language teaching contexts.

Chapter Three: Field work

Introduction

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Conclusion

Introduction

This chapter has for its major concern to provide answers to the research questions of the study. The main research tool employed in this research was a questionnaire that has been administered to a sample of EFL university teachers at the University of Jijel. Data generated by the questionnaire was analyzed and discussed to help come up with answers, to the research questions, based on which some pedagogical recommendations were suggested at the end of the chapter.

3.1. Sample of the Study

The current study addressed EFL teachers of the department of English at Mohammed Seddik Ben Yahia University in Jijel. A sample of fourteen teachers was chosen based on convenience. This type of sampling is considered suitable since generalizability is not an ultimate aim for the study. As the questionnaire was administered to teachers in its online version, due to the exceptional circumstances created by the pandemic, the sample comprised only teachers who were willing to participate and who provided complete answers for each section in the questionnaire.

3.2. Description of the Questionnaire

The questionnaire consists of fifty five closed ended items organized in five sections. The first fifty two items can be answered on a six-point likert scale ranging from strongly disagree to strongly agree, and were designed specifically to gauge teachers' perceptions of self-efficacy in four aspects: teaching, research, supervision and learning; where a separate section is allocated for each aspect. The first section entitled self-efficacy beliefs for teaching aimed to explore teachers' self-efficacy beliefs in six areas, namely, course design (item1 to item5), instructional strategies (item6 to item9), student engagement (item10 to item12), classroom management (item13 to item17), assessment of learning (item18 to item20) and integration in

the work team (items21,22). The second section (item23 to item31) aimed at probing into teachers' perceptions of self-efficacy for research related tasks whereas the third section (item32 to item41) was dedicated to examine teachers' perceived self-efficacy for supervision related tasks. The fourth section entitled teachers 'self-efficacy beliefs for learning was situated in a retrospective perspective; in addition to exploring teachers' current self-perceptions as lifelong language learners, it aimed also to elicit their perceptions of themselves as former students as well as of the various aspects of the training programs they have undergone. Finally, the fifth and last section comprised three items devoted for teachers' biographic information that may help explain any potential difference in teachers' answers to the various items.

3.3. Data Analysis and Discussion

3.3.1. Analysis of the Results of the Questionnaire

The results obtained from questionnaire are presented below.

3.3.1.1. Section One: Teachers' Self-efficacy beliefs for Teaching

Item01. I can establish comprehensive and realistic teaching objectives that do not exceed my teaching capacities.

Table 3.1: *Teachers' self-perceptions of their capability to set suitable teaching objectives*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	1	7.1
Slightly disagree	0	0
Slightly agree	3	21.4
Agree	9	64.4
Strongly agree	1	7.1
Total	**14**	**100**

The results presented in the table above reveal that the majority of respondents (64% agree+7.1% strongly agree) have strong beliefs in their ability to establish comprehensive and realistic teaching objectives. However, almost a third (21.4%slightly agree+7.1%disagree) of them reported that they had self-doubts regarding their capacity to perform the same task. As the proposition stipulates that the teaching objectives should be within the subjects' teaching capacities, the negative self-perceptions of these respondents might indicate either an existing skill deficit (these participants do not possess the capacities that would enable them achieve the objectives they set) or a lack of confidence in their teaching capacities (they actually possess the required abilities but have low confidence in them).

Item02. I can design and/or adapt materials for instruction

Table 3.2: *Teachers' self-perceptions of their ability to prepare teaching materials*

Options	Number of Participants	Percentage%
Strongly disagree	1	7.1
Disagree	0	0
Slightly disagree	0	0
Slightly agree	3	21.4
Agree	7	50.1
Strongly agree	3	21.4
Total	**14**	**100**

The table above shows that 50% of subjects believe they have the ability to prepare (whether design or adapt) instructional materials, 21.4% strongly believe in their abilities to achieve this task, another 21.4% think they might be able to prepare materials for teaching, while one single teacher held totally negative self-judgments about his capacity to fulfill the task in question.

Item03. I can select appropriate teaching resources and materials.

Table 3.3: *Teachers' self-perceptions of their ability to select appropriate teaching resources and materials*

Options	Number of Participants	Percentage%
Strongly disagree	1	7.1
Disagree	0	0
Slightly disagree	0	0
Slightly agree	3	21.4
Agree	8	57.1
Strongly agree	2	14.3
Total	**14**	**100**

As table 3.3 shows, the vast majority of informants (57.7% agree+14.3% strongly agree) were confident in their ability to choose suitable resources and materials for instruction, 21.4% believed they might be able to perform this task whereas one informant admitted that he was completely incapable of making the proper choices concerning the resources and materials he employs in his teaching.

Item04. I can integrate learners' prior learning and background knowledge in planning lessons.

Table 3.4: *Teachers' self-perceptions of their ability to integrate students 'background knowledge in planning lessons*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	3	21.4
Agree	9	64.3
Strongly agree	2	14.3
Total	**14**	**100**

The results displayed in table 3.4 indicate that almost all participants hold positive self-perceptions regarding their capacity to incorporate students' prior learning in planning lessons while 21.4% made negative self- judgments about their capability to achieve the same task.

Item05. I can arrange appropriate timeline for the curricular progress.

Table 3.5: *Teachers' self-perceptions of their ability to set up a proper schedule for the progression of courses*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	1	7.1
Slightly agree	2	14.3
Agree	10	71.4
Strongly agree	1	7.1
Total	**14**	**100**

The results generated by this proposition show clearly that an overriding majority of respondents (78.5%) perceive themselves as capable of creating an appropriate schedule for the progression of courses and less than a third of them (21.4%) expressed uncertainty about their ability to perform the task in question.

The aforementioned items altogether aimed to elicit teachers' perceptions of self-efficacy for course design. As it has plainly been shown through the analysis of results pertaining to the five items, the majority of respondents hold strong self-efficacy beliefs for course design. Nonetheless, some aspects of course design (items 1, 2 and 3) represented a huge challenge for almost a third of participants (28.5% which represents 4 informants out of 14) who either reported that they might not be able to effectively deal with them, or declared that these aspects or tasks were beyond their capacities.

Item06. I can implement alternative teaching strategies in my classroom to accommodate the various levels of students.

Table 3.6: *Teachers' self-perceptions of their ability to vary the teaching strategies*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	1	7.1
Slightly agree	3	21.4
Agree	8	57.1
Strongly agree	2	14.3
Total	**14**	**100**

The results obtained showed that more than two thirds of the informants (71.4%) believed that they can use various teaching strategies so as to meet the needs of students with diverse levels while nearly a third of them (28.5%) were not quite sure they possessed this capacity.

Item07. I can modify my teaching activities during class sessions in order to sustain students 'attention.

Table 3.7: *Teachers' self-perceptions of their ability to hold students 'attention*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	1	7.1
Slightly disagree	0	0
Slightly agree	0	0
Agree	9	64.3
Strongly agree	4	28.6
Total	**14**	**100**

Table 3.7 demonstrates that almost all participants (92.9%) believe they can absolutely adapt their teaching activities during class sessions for the sake of keeping their students focused with them.

Item08. I can provide alternative explanations when students are confused.

Table 3.8: *Teachers' self-perceptions of their ability to provide explicit explanations*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	0	0
Agree	6	42.9
Strongly agree	8	57.1
Total	**14**	**100**

All teachers participating in the study asserted that they possess the ability to make their lessons comprehensible to students through providing clear explanations that could alleviate all sorts of vagueness.

Item09. I can adjust my lessons to different levels for individual students.

Table 3.9: *Teachers' self-perceptions of their ability to cater for the individual needs of students with different levels*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	3	21.4
Agree	11	78.6
Strongly agree	0	0
Total	**14**	**100**

The table above reveals that the big majority of participants (78.6%) hold positive self-perceptions with regard to their ability to accommodate their lessons to the various levels of students. Meanwhile, 21.4% of participants believe the task is slightly beyond their teaching capabilities.

Items 6, 7, 8 and 9 were used to explore teachers' self-efficacy beliefs in instructional strategies. Unlike in the previous dimension of faculty teaching self-efficacy (course design) where a third of the informants had low self-confidence in their capabilities to perform three tasks out of five, respondents reported better perceptions of self-efficacy in this dimension, with agree and strongly agree as the most frequently chosen options in almost all the propositions. There was only one single item (item6) where the third of participants (28.5%) appeared to hold weak self-efficacy beliefs.

Item10. I can motivate students to become more interested in English.

Table 3.10: *Teachers' self-perceptions of their ability to increase students' motivation to learn English*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	1	7.1
Slightly agree	3	21.4
Agree	6	42.9
Strongly agree	4	28.6
Total	**14**	**100**

As it is demonstrated in the table above, 71.5% (28.6%strongly agree+42.9%agree) of teachers reported that they could definitely raise their students motivation to learn English. Conversely, 21.4% were slightly confident in their capacities to produce this effect on their students and only one respondent (7.1%) reported he was slightly not confident that he could bring about the same effect on his students' interest in English.

Item11. I can promote autonomous learning in English Language learners.

Table 3.11: *Teachers' self-perceptions of their ability to encourage students to take charge of their English language learning*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	1	7.1
Slightly agree	3	21.4
Agree	6	42.9
Strongly agree	4	28.6
Total	**14**	**100**

As it can be clearly seen on the above table, the results generated by this proposition are identical with the ones reported in the previous item. The majority of respondents (71.5%) showed positive self-judgments about their capacities to encourage students' autonomous language learning while 28.5% of them appeared to have negative self-perceptions concerning the same abilities.

Item12. I can foster student creativity.

Table 3.12: *Teachers' self-perceptions of their ability to nurture and develop their students' creativity*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	7	50
Agree	6	42.9
Strongly agree	1	7.1
Total	**14**	**100**

Results displayed in table 3.12 demonstrate that half of respondents believe they are able to nurture their students 'creativity whereas the other half reported they might not possess this ability to do so.

Items 10, 11 and 12 were designated to investigate teachers' perceived self-efficacy for students' engagement. Although the majority of teachers seemed to have a strong sense of self-efficacy in this aspect, an important percentage of them (28.5% for items10 and 11, 50% in item12) expressed self-doubts when it comes to effectuating changes in their learners' attitudes and behaviors (interest in English language learning, autonomous learning behavior, creativity).

Item13. I can organize and manage constructive classroom interactions.

Table 3.13: *Teachers' self-perceptions of their ability to organize constructive classroom interactions*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	3	21.4
Agree	8	57.1
Strongly agree	1	7.1
Total	**14**	**100**

The table demonstrates that the majority of respondents (7.1% strongly agree+57.1% agree) believe they can manage classroom interactions that would lead to new knowledge construction. On the other hand, 21.4% declared they have little confident in their abilities to do that.

Item14. I can make my expectations clear about appropriate student behavior.

Table 3.14: *Teachers' self-perceptions of their ability to clearly communicate parameters of acceptable classroom behaviors to students*

Options	Number of Participants	Percentage%

Strongly disagree	0	0
Disagree	0	0
Slightly disagree	2	14.3
Slightly agree	3	21.4
Agree	8	57.1
Strongly agree	1	7.1
Total	**14**	**100**

According to the above results, 64.2% of respondents see themselves as capable of communicating their own parameters of appropriate classroom behavior to their students. Surprisingly enough, however, more than a third of respondents (35.7%) believed that they might not be able to articulate clearly defined rules of behavior in their classrooms.

Item15. I can establish my own classroom management system.

Table 3.15: *Teachers' self-perceptions of their ability to create their classroom management system.*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	4	28.6
Agree	8	57.1
Strongly agree	2	14.3
Total	**14**	**100**

Again, an overriding majority of participants either strongly agreed (14.3%) or agreed (57.1) with the proposition, whereas 28.6% of them slightly agreed with it. This entails that most of teachers believe they have full control over their classrooms.

Item16. I can deal effectively with uncooperative students.

Table 3.16: *Teachers' self-perceptions of their ability to* deal effectively with uncooperative students.

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	1	7.1
Slightly disagree	2	14.2
Slightly agree	5	35.7
Agree	5	35.7
Strongly agree	1	7.1
Total	**14**	**100**

The results obtained illustrate that only less than half of the respondents (42.8%) believe they can deal effectively with uncooperative students, 50% (35.7% slightly agree+14.3% slightly disagree) had self-doubts regarding their capacity to handle this situation and one teacher (7.1%) believed that it is beyond his capacities to deal with this situation. It is noteworthy, here, that the findings generated by this proposition are discrepant with the results of the two previous items which is quite surprising. If teachers believe they can establish their own rules of behavior in the classroom, normally, they will find no difficulties in dealing with uncooperative students.

Item17. I can create a stimulating and interesting learning environment

Table 3.17: *Teachers' self-perceptions of their ability to create a stimulating and interesting learning environment.*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	1	7.1
Slightly agree	3	21.4
Agree	7	50
Strongly agree	3	21.4
Total	**14**	**100**

Based on the results presented in the table above, 21.4% of participants strongly agree with the proposition, the same percentage slightly agreed with it, 7.1 slightly disagreed and, finally, half of respondents agreed with the proposition in question. This indicates that the vast majority (71.4%) of informants hold strong beliefs in their capacities to build a stimulating learning environment.

The five previous items were used to probe into teachers self-efficacy beliefs in classroom management. This task has always represented a true challenge for teachers. This could explain the inconsistency in teachers' answers to the items constituting this dimension of teaching self-efficacy. For instance, although the majority of teachers (71.4%) expressed strong self confidence in their abilities to establish their own classroom management system, only less than a half of them showed the same degree of confidence for dealing effectively with uncooperative students (42.8%). This denotes that the majority of teachers (57.2%) may have weak perceived self-efficacy for classroom management.

Item18. I can use various assessment techniques (e.g. performance-based portfolios, observation checklists, self-, peer- etc.).

Table 3.18: *Teachers' self-perceptions of their ability to use a wide range of assessment techniques.*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	6	42.9
Agree	6	42.9
Strongly agree	2	14.3
Total	**14**	**100**

Although the majority of respondents (57.2%) believe they can perform the task in question, an important percentage of them (42.9%) doubt their abilities to achieve the same task.

Item19. I can improve my teaching according to assessment results.

Table 3.19: *Teachers' self-perceptions of their ability to better their instruction based on assessment results*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	1	7.1
Slightly disagree	0	0
Slightly agree	1	7.1
Agree	9	64.3
Strongly agree	3	21.4
Total	**14**	**100**

The results showed that 21.4% of respondents strongly agree with the proposition, 64.3% agree with it, while slightly agree and disagree were the least chosen options with 7.1% for each. This entails that the vast majority of participants have positive self-perceptions with respect to their ability to fulfill the task in question

Item20. I can connect assessments to stated learning objectives.

Table 3.20: *Teachers' self-perceptions of their ability to align assessments with the learning objectives*

Options	Number of Participants	Percentage%
Strongly disagree	1	7.1
Disagree	0	0
Slightly disagree	1	7.1
Slightly agree	2	14.3
Agree	7	50
Strongly agree	3	21.4

Total	14	100

Almost a third of the sample (28.5%) made negative self-judgments concerning this ability, and more than two thirds of respondents (71.4%) were very positive in their self-assessment of the same ability.

All in all, the results generated by items 18, 19 and 20, which represent teachers' self-efficacy beliefs for assessment of learning, indicate that the majority of participants possess strong sense of self-efficacy in this sub-dimension. Nevertheless, the strength of their perceived self-efficacy is not consistent across the three proposed tasks. For instance, teachers showed more confidence for performing task 19 as opposed to task 18 where they seemed to possess the weakest self-efficacy beliefs.

Item21. I generally avoid challenging controversial decisions made by the department managers and senior colleagues.

Table 3.21: *Teachers' self-perceptions of their ability to participate in decision making*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	2	14.3
Slightly disagree	0	0
Slightly agree	4	28.6
Agree	5	35.7
Strongly agree	3	21.4
Total	14	100

This item was designed to elicit implicitly teachers' self-perceptions of their ability to participate in making decisions pertinent to different department related issues. More than half of them (57.1%, 21.4% strongly agree and 35.7%agree) declared that they eschewed getting involved in criticizing departmental decisions for which they might hold different opinions.

This might entail that they perceive themselves as incapable of standing to defend their viewpoints and to convince the department managers as well as other faculty members with the importance of their opinions.

Item22. I strive to stay aloof from conflicting situations arising within the teaching team or in the department.

Table 3.22: *Teachers' self-perceptions of their ability to maintain good working relationships with colleagues and with the management team*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	1	7.1
Slightly agree	2	14.3
Agree	7	50
Strongly agree	4	28.6
Total	**14**	**100**

Based on the results obtained the vast majority of informants (78.6%) believe they can sustain good working relationships with the work team. Contrariwise, only 21.4% of them believed they may not be able to do that.

As the analysis of the results of these two last items in the first section reveals, respondents hold totally opposite perceptions with regard to the propositions constituting teachers' perceived self-efficacy for integration in the work team (items 21, 22). This may indicate that teachers have a modest and inadequate sense of self-efficacy in this sub-dimension. This raises the question as to whether these teachers have received any sort of training that would prepare them to deal effectively with such situations.

3.3.1.2. Section Two: Teachers' Self-efficacy beliefs for Research

Item23. I can identify areas of needed research, based on reading the literature.

Table 3.23: *Teachers' self-perceptions of their ability to identify research gaps in the existing literature*

Options	Number of Participants	Percentage%
Strongly disagree	1	7.1
Disagree	1	7.1
Slightly disagree	1	7.1
Slightly agree	1	7.1
Agree	9	64.3
Strongly agree	1	7.1
Total	**14**	**100**

The majority of participants (71.4%) believed they can find research gaps when reading literature relevant to a particular topic. However, almost a third of them (28.4%) showed little or no confidence in their capacities to achieve the task in question.

Item24. I can develop a logical rationale and appropriate design for my research ideas.

Table 3.24: *Teachers' self-perceptions of their ability to develop a logical rationale and appropriate design for their research ideas*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	0	0
Agree	12	85.7
Strongly agree	2	14.3
Total	**14**	**100**

Results presented in the table above demonstrated that all participants have strong confidence in their ability to develop a logical rationale as well as a proper research design for a specific research idea.

Item25. I can write journal articles.

Table 3.25: *Teachers' self-perceptions of their ability to write journal articles*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	2	14.3
Slightly disagree	0	0
Slightly agree	4	28.6
Agree	6	42.9
Strongly agree	2	14.3
Total	**14**	**100**

Data gathered in regard to this item as illustrated in table 3.25 has shown that a slight majority of respondents (57.2%) believe they can absolutely write journal articles. Still, almost half of them (42.9%) believe they do not master this skill. This may indicate either an actual skill gap or a weakness in their self-efficacy beliefs.

Item26. I can deliver research findings at seminars.

Table 3.26: *Teachers' self-perceptions of their ability to deliver research findings at seminars*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	1	7.1
Slightly disagree	0	0
Slightly agree	0	0
Agree	12	85.7
Strongly agree	1	7.1
Total	**14**	**100**

As it is clearly displayed in the table, the overriding majority of respondents hold very positive self-perceptions about their capabilities to deliver research findings at seminars.

Item27. I can prepare and deliver conference papers.

Table 3.27: *Teachers' self-perceptions of their ability to prepare and deliver conference papers*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	2	14.3
Slightly agree	2	14.3
Agree	7	50
Strongly agree	3	21.4
Total	**14**	**100**

As it is demonstrated in the table above, the majority of respondents (71.4%) believe they can prepare and deliver conference papers, while 28.6% of them believe they might not be able to do that. It is worth noting here that the knowledge and skills required to successfully perform both the current task and the previous one are nearly the same, notwithstanding, the rate of participants who believed they could achieve the previous task was notably higher (92.8%). This denotes that the participants (21.4%) who expressed self-doubts for achieving this task, as opposed to the previous one which is quite similar, may actually be trying to avoid the context (situation) i.e. the conference, which they perceive to be beyond their abilities to deal with, rather than the task itself. This act of avoidance could only be a clear indication of a weakness in these teachers' self-efficacy beliefs.

Item28. I can follow ethical principles of research.

Table 3.28: *Teachers' self-perceptions of their ability to follow ethical principle of research*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	1	7.1
Slightly agree	1	7.1
Agree	6	42.9
Strongly agree	6	42.9

| Total | 14 | 100 |

The majority of participants (85.8%) believe they could follow ethical principle of research.

Item29. I can administer research projects.

Table 3.29: *Teachers' self-perceptions of their ability to administer research projects*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	2	14.3
Agree	8	57.1
Strongly agree	4	28.6
Total	14	100

Again, as it is plainly shown on the table, the great majority of informants (85.7%) have positive perceptions about their ability to administer research projects.

Item30. I can collaborate and consult with colleague about research.

Table 3.30: *Teachers' self-perceptions of their ability to collaborate and consult with colleagues about research*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	1	7.1
Agree	7	50
Strongly agree	6	42.9
Total	14	100

As table 3.30 illustrates, respondents showed a high level of confidence in their abilities to collaborate with colleagues in research with the majority of them (92.9%) selecting agree and strongly agree as an answer.

Item31. I can review and evaluate journal articles.

Table 3.31: *Teachers' self-perceptions of their ability to review and evaluate journal articles.*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	3	21.4
Slightly disagree	1	7.1
Slightly agree	2	14.3
Agree	7	50
Strongly agree	1	7.1
Total	**14**	**100**

The table above shows that 57.1 % of participants believed they can fulfill the task in question. Conversely, 21.4% of them admitted they could not carry out this task at all. In addition, another 21.4% of them appeared to be uncertain about their capacities to execute the same task. This indicates that respondents might not have enough research experience that would enable them to critically evaluate research works belonging to other researchers.

3.3.1.3. Section Three: Teachers' Self-efficacy beliefs for supervision

Item32. I can supervise students

Table 3.32: *Teachers' self-perceptions of their ability to supervise students*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	1	7.1
Slightly disagree	2	14.3
Slightly agree	1	7.1
Agree	8	57.1

Strongly agree	2	14.3
Total	**14**	**100**

Although the majority of participants (71.4%) declared they possess the capacity to supervise students, almost a third of them (28.6%) hold negative self-perceptions regarding the same ability.

Item33. I can read and examine theses.

Table 3.33: *Teachers' self-perceptions of their ability to evaluate theses*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	3	21.4
Agree	9	64.3
Strongly agree	2	14.3
Total	**14**	**100**

The analysis of the results generated by this item has shown that the great majority of informants believe they can assess theses. Table 3.33 shows that 64.3% of respondents agreed with the proposition, 14.3% of them strongly agreed whereas 21.4% slightly agreed with the proposition that they can read and examine theses.

Item34. I can write term papers, progress and final reports for postgraduate students' research projects.

Table 3.34: *Teachers' self-perceptions of their ability to write progress and final reports for postgraduate students' research projects.*

Options	Number of Participants	Percentage%
Strongly disagree	0	0

Disagree	3	21.4
Slightly disagree	3	21.4
Slightly agree	0	0
Agree	7	50
Strongly agree	1	7.1
Total	**14**	**100**

The analysis of the results generated by this proposition demonstrated that participants were divided between two opposite self-perceptions with regard to their ability to achieve the task in question. Table 3.34 shows that 57.1% of teachers believed they can write progress and final reports for research projects. Contrariwise, almost half of them (42.8%) believed the task is above their ability level.

Item35. I believe I possess the level of language proficiency and the adequate supervision techniques that would enable me to successfully supervise research about relevant topics in my domain of specialization.

Table 3.35: *Teachers' self-perceptions of their ability to successfully supervise research about relevant topics in their domain of specialization.*

Options	**Number of Participants**	**Percentage%**
Strongly disagree	0	0
Disagree	1	7.1
Slightly disagree	1	7.1
Slightly agree	3	21.4
Agree	7	50
Strongly agree	2	14.3
Total	**14**	**100**

Results presented in the table above reveal that a vast majority of respondents constituting our sample (64.3%) believed they possess the knowledge and skills required to supervise research about topics related to their domain of specialization. Yet, more than a

third of them (35.6%) reported that they might not have the capabilities that would enable them successfully complete the task in question.

Item36. I believe students often seek my supervision services due to my effectiveness as a supervisor.

Table 3.36: *Teachers' self-perceptions of their ability to meet the expectations of the students they supervise*

Options	Number of Participants	Percentage%
Strongly disagree	2	14.3
Disagree	1	7.1
Slightly disagree	1	7.1
Slightly agree	1	7.1
Agree	7	50
Strongly agree	2	14.3
Total	**14**	**100**

Through this proposition, we purport to elicit teachers' self-judgments about their ability to convince students with their effectiveness as supervisors. As table 3.36 shows the majority of respondents (64.3%) believe they were able to leave a positive impression among the students whom they have supervised which leads other students to seek their supervision services, 21.4% of respondents believed the opposite, while 14.2% showed little confidence in their ability to prove their effectiveness as supervisors. It is worth mentioning here that the results generated by this proposition are consistent with the ones generated by items 32 and 35 successively. For instance, 57% of participants have chosen agree for item 32 and 50% of them chosen this option for both of item 35 and item 36 (the current item).

Item37. I can adjust my supervision skills to my students' abilities.

Table 3.37: *Teachers' self-perceptions of their ability to supervise students with various capacities*

Options	Number of Participants	Percentage%
Strongly disagree	1	7.1
Disagree	1	7.1
Slightly disagree	1	7.1
Slightly agree	3	21.4
Agree	7	50
Strongly agree	1	7.1
Total	**14**	**100**

The results reveal that a slight majority of respondents (57.1%) believe they are able to adapt their supervision skills to meet the needs of students with different abilities.

Item38. I sometimes encounter difficult research topics that I choose to change so as to help students finish the work within the time limits.

Table 3.38: *Teachers' self-perceptions of their ability to find quick and plausible solutions to unexpected research related problems*

Options	Number of Participants	Percentage%
Strongly disagree	1	7.1
Disagree	0	0
Slightly disagree	1	7.1
Slightly agree	4	28.6
Agree	6	42.9
Strongly agree	2	14.3
Total	**14**	**100**

As the results in the table above illustrate, the same pattern has emerged in teachers' answers for this proposition. The majority of respondents (57.2%) believed they could find fixes to unexpected problems related to research.

Item39. I always help less able students carry out their research work till the end and I even assist them in the writing process of their dissertation.

Table 3.39: *Teachers' self-perceptions of their ability to cater for the needs of less able students.*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	2	14.3
Slightly disagree	1	7.1
Slightly agree	3	21.4
Agree	5	35.7
Strongly agree	3	21.4
Total	**14**	**100**

The results presented in the table above showed that the majority of respondents (57.1%) approved of the proposition in question, whereas the answers of the rest of them were divided across: slightly agree 21.4%, slightly disagree 7.1% and disagree 14.3%. A quick look at the results demonstrates that the same pattern has also appeared in the participants answers for this proposition too. This is a strong indicator of the consistency in respondents' perceptions about their abilities as supervisors.

Item40. I believe good students are self-motivated, can work independently and dot not need support and encouragements from the supervisor.

Table 3.40: *Teachers' self-perceptions of their ability to keep a supportive attitude toward students with different levels*

Options	Number of Participants	Percentage%
Strongly disagree	1	7.1
Disagree	3	21.4
Slightly disagree	2	14.3
Slightly agree	3	21.4
Agree	3	21.4

Strongly agree	2	14.3
Total	**14**	**100**

The analysis of the results generated by this proposition exhibits a notable division among respondents with regard to their ability to be supportive with all students. A third of participants (34.7%) believed they can be supportive all along the way with all students. Another third of them showed slight doubts concerning this capacity. Finally, almost a third of respondents reported they could not maintain a supportive attitude toward all students. This discrepancy in teachers' self- judgments may be related to their perceptions about the needs of each specific category of students as it has also been implicitly elicited from participants through this proposition.

Item41. My students always understand my research guidelines and, hence, succeed in implementing most of my instructions.

Table 3.41**:** *Teachers' self-perceptions of their ability to effectively communicate ideas to the students they supervise*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	2	14.3
Slightly agree	5	35.7
Agree	5	35.7
Strongly agree	2	14.3
Total	**14**	**100**

This proposition was designated to elicit teachers' self-judgments about their communication skills. As table3.41 shows, only half of participants believed they could effectively articulate their ideas to the students they supervise while the other half of them admitted they might not be as articulate and comprehensible as required.

3.3.1.4. Section four: Teachers' Self-efficacy beliefs for learning

Item42. I think I have had a positive language learning experience when I was a student.

Table 3.42: *Teachers perceptions of their language learning experience*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	1	7.1
Agree	6	42.9
Strongly agree	7	50
Total	**14**	**100**

As results in the table above clearly illustrate, all participants were absolutely satisfied with their language learning experience except for one single informant who slightly agreed with the proposition and, therefore, seems to have negative perceptions regarding his/her learning experience.

Item43. I believe I have been a successful student.

Table 3.43: *Teachers 'self-perceptions of their ability to reach success, when they were learners.*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	0	0
Agree	8	57.1
Strongly agree	6	42.9
Total	**14**	**100**

Table 3.43 shows that all participants believed they were able to meet the criteria for achieving success when they were students.

Item44. I believe I have been using effective language learning strategies.

Table 3.44: *Teachers' self-perceptions of their ability to learn English language effectively, when they were learners.*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	1	7.1
Slightly agree	1	7.1
Agree	6	42.9
Strongly agree	6	42.9
Total	**14**	**100**

Again, and as it is plainly demonstrated on the table, the overriding majority of participants (85.8%) are quite sure they succeeded in employing the learning strategies that enabled them learn the language effectively.

Item45. During my higher education training period, I observed closely the successful experiences of some students and teachers who served as role models for me.

Table 3.45: *Teachers' self-perceptions of their ability to learn vicariously, when they were students.*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	3	21.4
Slightly disagree	0	0
Slightly agree	2	14.3
Agree	9	64.3
Strongly agree	0	0
Total	**14**	**100**

The majority of respondents (64.3%) believed they were able to benefit from successful experiences of others through observational learning. Still, a third of them (35.7%) did not recognize others' experiences as a source of inspiration for their own language learning. This indicates either that these participants lack the skill of learning through observation, or that the training programs they have undergone provided them with few influential role models and, hence, very few opportunities to learn vicariously.

Item46. When I was a student, teachers' and classmates' Criticism often makes me loose some of my self-confidence and capacity to perform well.

Table 3.46: *Teachers' -perceptions of the impact of negative feedback on their self-confidence and performance*

Options	Number of Participants	Percentage%
Strongly disagree	4	28.6
Disagree	3	21.4
Slightly disagree	1	7.1
Slightly agree	1	7.1
Agree	4	28.6
Strongly agree	1	7.1
Total	**14**	**100**

As results presented in the table above reveal, a slight majority of respondents (57.1%) believed that criticism from the part of teachers and classmates, when they were students, had never had a negative effect on their self-confidence and performance. Conversely, 42.8% of them believed the opposite. This might indicate that the learning environment during these teachers' training period has actually contributed to the destruction rather than the reinforcement of their self-efficacy beliefs.

Item47. When I was a student, the praise and positive feedback that I received from the part of teachers and colleagues were among the main sources of my self-confidence.

Table 3.47: *Teachers' perceptions about the role of positive feedback, during their training, in building their self-confidence.*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	4	28.6
Agree	3	21.4
Strongly agree	7	50
Total	**14**	**100**

The majority of informants (71.4%) perceived teachers' and colleagues' praise, during their training, as an important source of their self-confidence. This may denote, as opposed to the conclusion we arrived at in the previous proposition, that the training programs undergone by teachers participating in this study have not been as destructive to their self-efficacy beliefs as it has been implied in their answers for the previous proposition. After all, teacher training programs were also making a positive impact on their perceived self -efficacy

Item48. I think that the learning environment (teachers, colleagues, administration and so on), during my training period, was supportive and conducive to success.

Table 3.48 *Teachers' perceptions of the learning environment during their training*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	1	7.1
Slightly disagree	0	0
Slightly agree	4	28.6
Agree	8	57.1
Strongly agree	1	7.1
Total	**14**	**100**

Although the majority of respondents (64.2%) showed positive perceptions about the learning environment during their training period, the perceptions of more than a third of them were somehow negative (35,7%). The results generated by this proposition are closer to the ones obtained for item 46 (57.1% held positive perceptions and 42.8% held negative perceptions). This could be an indication that the learning environment during teacher training programs undergone by the questioned teachers might not be of great support to their self-efficacy beliefs as it is supposed to be.

Item49. I believe my university training has provided me with ample challenging tasks, the success in which enabled me to become a confident teacher.

Table 3.49: *Teachers' perceptions about the adequacy of the tasks provided by their training programs, as students, for enhancing their self-confidence*

Options	Number of Participants	Percentage%
Strongly disagree	1	7.1
Disagree	1	7.1
Slightly disagree	0	0
Slightly agree	2	14.3
Agree	8	57.1
Strongly agree	2	14.3
Total	**14**	**100**

As results in the table above show, 71.4% of informants believed their university training has been rich with learning experiences that enabled them to build strong confidence in their abilities to accomplish effectively the various tasks assigned to them once they become teachers. Almost a third of participants (28.6%), however, believed their university training has failed to create a sense of achievement in them, through the mastery of significant tasks, which could have helped them become more confident teachers.

Item50. As a non-native speaker teacher, I believe I still have much to learn from native teachers to be more effective.

Table 3.50: *Teachers' perceptions about the necessity of learning from native teachers to increase their effectiveness*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0
Slightly agree	1	7.1
Agree	6	42.9
Strongly agree	7	50
Total	**14**	**100**

As it is shown on the table, almost all participants (92.9%) believed that in order for them to increase their effectiveness, they should keep learning from native teachers. Though this proposition seems positive, it actually hides a negative implication. Teachers' agreement with it implies that they feel inferior to native speaker teachers, that they might not be as effective as required and that the level of their effectiveness is contingent upon their ability to achieve a native- like language proficiency (the more they learn from native speaker the higher becomes their level of effectiveness as teachers). This may also denote that perceived self-efficacy of teachers participating in the study is linked to their language proficiency.

Item51. I believe I should keep seeking to extend my English language knowledge and skills.

Table 3.51: *Teachers perceptions of themselves as lifelong English language learners.*

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	0	0
Slightly disagree	0	0

Slightly agree	0	0
Agree	7	50
Strongly agree	7	50
Total	**14**	**100**

All participants believed that they are lifelong English language learners. Hence, they should keep seeking to improve their English language competency.

Item52. I believe I can reach native-like English language proficiency

Table 3.52: *Teachers' self-perceptions about their ability to reach native-like English language proficiency*.

Options	Number of Participants	Percentage%
Strongly disagree	0	0
Disagree	1	7.1
Slightly disagree	1	7.1
Slightly agree	3	21.4
Agree	4	28.6
Strongly agree	5	35,7
Total	**14**	**100**

As showed in table 3.53 the majority of respondents (64.3%) believe they can achieve native-like English language proficiency. Yet, a third of respondents (35.6%) doubted their ability to reach the same goal. If we link these finding to the results generated by item 50 where 92.9% of respondents reported that their effectiveness as teachers is dependent on the ability to achieve native-like proficiency, we may conclude that at least 28.6% of participants will always suffer from feelings of non-native speaker teacher inferiority. Therefore, they are said to be prone to constant self-doubts regarding their capacities and effectiveness as English language teachers.

3.3.1.5. Section Five: Teachers' Biographic Information

1. Age:

Table 3.53: *Teachers' Age Range*

Options	Number of Participants	Percentage%
[-30] years old	8	57.1
[30-40] years old	3	21.4
[40-50] years old	2	14.3
[50+] years old	1	7.1
Total	**14**	**100**

Results displayed in the table reveal that the majority of participants (57.1%) were under the age of 30, 21.4% of them were between 30 and 40 years old, 2 participants were between 40 and 50 years old while only one participant was more than 50 years old. This indicates that participants in the study were somehow young.

2. Higher degree received:

Table 3.54: *Teachers' Academic Degree*

Options	Number of Participants	Percentage%
Master (LMD)	6	42.9
Magister (Classic)	5	35.7
Doctorate	3	21.4
Total	**14**	**100**

Results in the table demonstrate that a third of respondents held Magister (classic) degree, almost half of them held a master degree, whereas holders of doctorate degree represented 21.4%.

3. Years of Experience

Table 3.55: *Teachers' teaching experience*

Options	Number of Participants	Percentage%
Less than 5 years	7	50
Between 5 and 10 years	3	21.4
More than 10 years	4	28.6
Total	**14**	**100**

As table 3.55 shows, half of participants possessed little experience, 21.4% of them had between five and ten years of experience almost a third of them had more than ten years of experience.

3.3.2. Discussion of the Results

The analysis of the results obtained in the first section of the questionnaire revealed that the majority of teachers participating in the study (between 64.2% and 71.5% of them in the results relative to most of the proposed tasks) appear to hold positive and strong self-efficacy beliefs in most of the areas of the teaching profession. However, their self-efficacy beliefs varied across the different tasks relating to these areas. For instance, almost all teachers seemed to possess strong self-efficacy beliefs for all tasks pertaining to the area of assessment of learning except for the task of using a variety of assessment techniques where almost half of teachers (42.9%) have judged their abilities to achieve it as low. In fact, remarkably similar results were obtained in three other areas or sub-dimensions of teachers' perceived self-efficacy for teaching, namely integration in the work team, student engagement and classroom management where 50 to 57% of teachers held weak self-efficacy beliefs for the tasks of: participating in decision making regarding departmental issues, fostering student creativity and dealing with uncooperative students, respectively. This may be partially due to the lack of experience; since half of participants are novice teachers (less than five years of experience) who might not yet forged a strong self-confidence in their capacities as university

teachers, and partially to the absence or inadequacy of training in these aspects of the teaching job.

The results of the second section designated to probe teachers' self-efficacy beliefs for research indicated that the majority of teachers appear to possess strong self-efficacy beliefs in research related tasks; 71.4% to 92.9% of them asserted they could definitely succeed in performing seven tasks out of nine. This high rate dropped to 57.2% when teachers shared their perceptions concerning the capacity to write and/or review journal articles. The reported negative perceptions of self-efficacy in these tasks may again be attributed to the lack of experience, given that 42.9% of participants in the study are holders of master degree who are still novice researchers with very limited research experience, as it could also stem from poor training in the tasks in question. Another worth mentioning comment is that some teachers held discrepant perceptions of self-efficacy in two largely similar tasks; while 92.8% of them believed they can deliver research finding in seminars only 71.4% believed they can prepare and deliver conference papers. The 21.4% of teachers who yielded to self-doubts regarding their abilities to achieve the second task as opposed to the first, according to Bandura (1995), do certainly have a weak sense of self-efficacy for they try to eschew a situation (conference) they judge themselves as incapable of handling. This might also be owing to inadequate opportunities to experience with such events as conferences.

Similarly to the previous section, the results of the third section revealed that teachers seem to hold relatively strong self-efficacy beliefs for research supervision. The same pattern has emerged in teachers answers to almost all propositions with a slight majority (57.1% to 64.3%) of teachers expressing positive perceptions with regard to their abilities to carry out various tasks relevant to supervision. This relatively low rate of teachers with positive self-judgments in comparison to the previous dimensions of faculty self-efficacy beliefs can be

explained by the fact that 42.9% of teachers participating in the study hold a master degree and, hence, are not involved in any supervision related activities. This confirms the findings of the previous sections about the essential role of experience in enhancing teachers' self-efficacy beliefs and highlights the importance of mastery experiences as an indispensible effective source of information for building strong efficacy beliefs among teachers. Nevertheless, it is deemed essential to point out at the two supervision tasks where at least half of the respondents, including some of those who are supposed to be familiar or experienced with research supervision tasks, seem to hold weak beliefs of self-efficacy, namely the ability to clearly articulate ideas to students and the ability to maintain a supportive attitude towards all students. Teachers' poor confidence in their capacity to communicate effectively with their students is not different from the findings in section one about the weakness of teachers' self-efficacy beliefs for managing and producing change in their students' behaviors and attitudes. This may allow us to conclude that teachers always exhibit a weakness in their perceived self-efficacy when it comes to understanding the psychology of their students.

The findings of this last section that investigates teachers' self-efficacy beliefs for learning may allow us to draw interesting and important conclusions regarding the potential influence that EFL teacher education programs in Algeria might have had on university teachers' self-efficacy beliefs. Despite the positive perceptions that the majority of teachers (83.8% to 92.9%) reported about themselves as former students as well as about their language learning experiences, the subsequent details about the learning environment in addition to their perceptions of self-efficacy as lifelong language learners questions, to some degree, those high rates of approval among teachers. For instance, surprisingly enough and as opposed to the favorable rates above, almost half of teachers (42.8%) believed that they

received criticism, from their learning environment, which has negatively affected their self-confidence and their capacity to perform well. This criticism, according to Bandura (1994) is detrimental to teachers' sense of self-efficacy and is also considered as an impediment to the construction of strong self-efficacy beliefs among prospective teachers. Besides, although, 71.1% of teachers appeared to perceive the positive appraisals that they received from teachers and colleagues to be among the main sources of efficacy information for them, only 64.2% of them reported that the learning environment was actually supportive. While this result is not really significant, it is still worth mentioning so as to show clearly any slight discrepancies in teachers' perceptions. In addition, a third (35.7%) of teachers did not acknowledge vicarious experiences to be among the sources of their efficacy information which raises questions as to whether teacher training programs has provided these teachers with adequate vicarious learning opportunities where they could learn from influential role models. Almost a third of teachers too (28.6%) perceived their university training to be poor in mastery experiences that could have enabled them to forge strong self-efficacy beliefs as teachers. This could explain the weak self-efficacy beliefs that some teachers seem to hold in certain tasks belonging to the previous sections. Last but not least, the results of items 50 and 52 reveal that almost all teachers (92.9%) seem to be suffering from feelings of inferiority related to their identity as NNSTs. These feelings of inferiority are said to have a negative impact on teachers' perceived self-efficacy as they tend to link their effectiveness as teachers to the ability to achieve native like proficiency which almost a third (28.6%) of them perceived to be beyond their reach. While we cannot claim that these feelings of inferiority were produced during the period of their training, we can say for sure that EFL university teacher training programs have failed to free teachers from the traditional narrative of the superior NST and the inadequate NNST that has, now, been widely refuted in EFL and ESL contexts.

3.4. Limitations of the Study

In the process of conducting the current study, the researcher has encountered various difficulties and restrictions that should be pointed out to.

✓ Data collection was carried out online, due to the difficulty in having face to face contact with teachers as a result of the pandemic; consequently, the sample was small as many teachers declined participation in the study.

✓ The researcher was obliged to discard the online answers of five participants which were received totally blank or incomplete due to internet disruptions.

✓ The operationalization of teachers' self-efficacy beliefs as learners was challenging due to the dearth of research on teachers' learning self-efficacy beliefs, in general, and EFL teachers' learning self-efficacy beliefs, in particular.

✓ It was tremendously difficult to locate resources relevant to EFL university teachers' self-efficacy beliefs; this led the researcher to be limited to reviewing the existing literature pertinent to teachers' self-efficacy in the general EFL contexts.

3.5. Pedagogical Implications and Recommendations

In spite of the abovementioned limitations of this research study, it still bears potentially useful implications for EFL   teachers' training programs.

First and given the primordial role that teacher self-efficacy beliefs plays in shaping teachers' success in carrying out their varied responsibilities, it is deemed essential to introduce prospective teachers, early in their training period, to the construct of self-efficacy, its sources as well as its importance in shaping their performance by integrating it in such courses as educational psychology, study skills and the like.

Second, the findings of the study highlight the importance of mastery experiences in promoting teachers' self-confidence in their teaching, research and supervision capacities. Thereupon, teacher educators should set a variety of learning experiences where all student teachers, through accumulating experiences of successful performances, could be able to gain a sense of accomplishment that would eventually translate into strong self-efficacy beliefs.

Third, results of the study also underscore the critical role of verbal persuasion in building strong self-efficacy beliefs among prospective teachers. Teacher educators should be well aware of both the positive effect of encouragements and the negative impact of criticism on student teachers' self-efficacy beliefs. Therefore, they should create a positive and supportive learning environment that would lead pre-service teachers' self-efficacy beliefs to flourish and prosper instead of helping to destroy them.

Fourth, administrators and teacher educators should acknowledge vicarious experiences as an indispensable source of information for forming student teachers' self-efficacy beliefs. They should both work to provide student teachers with ample opportunities for vicarious learning. Administrators, for instance, should guarantee that high achieving students are distributed equally among all groups while teachers can adopt small group work as an effective strategy for helping self-doubters to establish strong self-efficacy beliefs via observing closely successful performances of similar classmates who can serve as influential role models for them.

Fifth, teacher training programs should also prepare student teachers to become confident researchers and supervisors. Students should be encouraged to translate their theoretical knowledge (research methodology and classroom research) into practical knowledge by actively taking part in mini research projects that could be created by teachers

even at the level of the groups. These mini research projects could be supervised by PhD students as well as more experienced teachers. This would familiarize master students with research related tasks and enable them to develop elaborate research skills while PhD students, in their turns, will get accustomed to supervision related tasks. Providing prospective teachers with such opportunities will help them gain confidence in their abilities to handle various research as well as supervision related tasks and situations.

Last but not least, teacher education programs should raise prospective teachers' awareness of their non-native speaker assets. This may help them overcome potential feelings of non-native speaker teacher inferiority and, thus, serve to reinforce their self-efficacy beliefs.

Conclusion

The majority of EFL university teachers seemed to hold positive perceptions of self-efficacy for teaching, research and supervision. Still, certain tasks that require from teachers to have a direct contact with their students like communicating ideas to their students or bringing about a change in their students' behaviors and attitudes were reported to be a stumbling block in the way of achieving successful performance in the previous dimensions for an important percentage of teachers. The findings of the fourth section about teachers' self-efficacy beliefs for learning suggest that EFL university teacher education programs could be a possible source of the negative self-efficacy beliefs for these teachers and, therefore, might have failed in enhancing their self- efficacy beliefs and preparing them to be able to perform their varied tasks effectively.

General Conclusion

The construct of self-efficacy is a central tenet of Bandura's (1986) social cognitive theory. It revolves mainly around the beliefs that people hold about their own capacities to handle specific tasks or situations. Peoples' beliefs or perceptions of self-efficacy are assumed to bear a crucial influence on the ways they act or behave and, hence, are directly linked to their performance in all contexts and the context of education is no exception. In EFL education, for instance, a huge emphasis has been placed on the role that self-efficacy beliefs play in determining teachers' effectiveness. It is widely accepted that the stronger teachers' self-efficacy beliefs are the more likely for them to achieve the tasks assigned to them successfully especially at the tertiary level where teachers are faced with a multi-faceted job. It is also agreed upon the fact that these beliefs are formed as early as teachers' training periods and become difficult to change afterwards. Therefore, it has been argued that building positive and strong self-efficacy beliefs among prospective teachers should become a major consideration in teacher training programs. However, the construct of self-efficacy has not received ample attention in the Algerian context; there is still very scarce information about Algerian EFL university teachers' self-efficacy beliefs and the potential influence that teacher education programs in Algeria might have had on the way their perceptions of self-efficacy are formed.

In light of this, the current study sought to unveil EFL university teachers' perceptions of self-efficacy in the Algerian context. It has attempted to gauge teachers' self-efficacy beliefs in four dimensions: teaching, research, research supervision and learning for the utmost goal of defining the ways in which these beliefs have been affected by teacher training programs. To reach the objectives of this study, a questionnaire has been designed to elicit teachers' perceptions of self-efficacy in the respective dimensions.

The findings of the study revealed that the majority of teachers seem to hold positive and strong self-efficacy beliefs for most of the tasks pertaining to the various dimensions of faculty self-efficacy beliefs. However, certain tasks proved to be challenging to some teachers. In the dimension of self-efficacy for teaching, a good proportion of teachers showed weak self-efficacy beliefs in four areas, namely, using different assessment techniques, fostering students' creativity, dealing with uncooperative students and participating in decision making at the department.   Teachers seemed to hold more positive self-efficacy beliefs for research and research supervision, yet, a noticeable proportion of them demonstrated a weakness in their self-efficacy beliefs for handling the situation of conferences, for writing and reviewing journal articles, and for communicating effectively with their students. The negative perceptions of self-efficacy reported by those teachers were attributed to inadequate training. The findings of the last section of the questionnaire have relatively confirmed this assumption; teacher training programs were perceived to be poor in mastery learning opportunities by almost a third of teachers, while the negative perceptions of more than a third of them about the possibility of learning from the experiences of others might denote the inadequacy of vicarious learning opportunities provided by teacher training programs. The negative appraisals received by student teachers, from their training environment, were another drawback of EFL university teachers' training programs; almost half of the questioned teachers acknowledged the negative effect of the criticism they received during their training on their self-efficacy beliefs. The last important finding in this study is the failure of teacher training programs in relieving prospective teachers from the feelings of inferiority related to the deficits in their language proficiency as non- native speakers which might not be in the favor of building strong self –efficacy beliefs among them.

The findings of this study show that EFL university teacher training programs might not be successful enough in bringing about the desired positive effect on university teachers' self-efficacy beliefs. The art of producing effective high performing teachers is not a mere matter of equipping them with the knowledge and skills required in their field of work, rather, it is more importantly a question of succeeding in boosting teachers' self-confidence in their abilities to employ these knowledge and skills properly to achieve their goals. Building strong self-efficacy beliefs among prospective teachers should then be put at higher priority by policy makers and teacher educators in Algeria.

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Appendix

The Questionnaire

Dear teachers,

The present research is conducted in partial fulfillment of the requirements for a master degree in didactics of English. You are kindly requested to fill in this questionnaire which aims at examining EFL university teachers' perceived self-efficacy in the Algerian context.

Read the statements below carefully, and then indicate your answers on the following scale: (1) strongly disagree, (2)disagree, (3)slightly disagree, (4)slightly agree, (5)agree, (6)strongly agree. **Please, select the answer that best applies to you regardless of whether you have ever had to perform the actions described or not**. Be sure that information obtained here in will be kept confidential and will be used only to serve the aims of the present research. Please bear in mind that the success of this research endeavor depends entirely on your sincerity in responding to the different items.

Thank you in advance for your cooperation!

Section One: Self-efficacy beliefs for Teaching

- Please, put (x) in the box corresponding to your answer.

Statements	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. I can establish comprehensive and realistic teaching objectives that do not exceed my teaching capacities..						
2. I can design and/or adapt materials for instruction						
3. I can select appropriate teaching resources and materials						
4. I can integrate learners' prior learning and background knowledge in planning lessons						
5. I can arrange appropriate timeline for the curricular progress.						
6. I can implement alternative teaching strategies in my classroom to accommodate the various levels of students.						
8. I can provide alternative explanations when students are confused.						

9. I can adjust my lessons to different levels for individual students.						
10. I can motivate students to become more interested in English.						
11. I can promote autonomous learning in English language learners.						
12. I can foster student creativity.						
13. I can organize and manage constructive classroom interactions						
14. I can make my expectations clear about appropriate student behavior.						
15. I can establish my own classroom management system.						
16. I can deal effectively with uncooperative students.						
17. I can create a stimulating and interesting learning environment						
18. I can use various assessment techniques (e.g. performance based, portfolios, observation checklists, self-, peer- etc.)						
19. I can improve my teaching according to assessment results.						
20. I can connect assessments to stated learning objectives.						
21. I generally avoid challenging controversial decisions made by the department managers and senior colleagues.						
22. I strive to stay aloof from conflicting situations arising in the teaching team or in the department						

Section Two: Self-efficacy beliefs for Research

- Please, put (x) in the box that best describes your answer.

Statements	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
23. I can identify areas of needed research, based on reading the literature						
24. I can develop a logical rationale and appropriate design for my research ideas						
25. I can write journal articles						
26. I can deliver research findings at seminars						
27. I can prepare and deliver conference papers						

28. I can follow ethical principles of research						
29. I can administer research projects						
30. I can collaborate and consult with colleague about research						
31. I can review and evaluate journal articles						

Section Three: Self-efficacy beliefs for Supervision

-Please, put (x) in the box that best describes your answer

Statements	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
32. I can supervise students						
33. I can read and examine theses						
34. I can write term papers, progress and final reports for postgraduate students' research projects						
35. I believe I possess the level of language proficiency and the adequate supervision techniques that would enable me to successfully supervise research about relevant topics in my domain of specialization						
36. I believe students often seek my supervision Services due to my effectiveness as a supervisor						
37. I can adjust my supervision skills to my students 'abilities						
38. I sometimes encounter difficult research topics that I choose to change so as to help students finish the work within the time limits						
39. I always help less able students carry out their research work till the end and I even assist them in the writing process of their dissertations						
40. I believe good students are self-motivated, can work independently and dot not need support and encouragements from the supervisor						
41. My students always understand my research guidelines and, hence, succeed in implementing most of my instructions						

Section Four: Self-efficacy beliefs for Learning

- Please, put (x) in the box that corresponds to your answer.

Statements	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
42. I think I have had a positive language learning experience when I was a student.						
43. I believe I have been a successful student						
44. I believe I have been using effective language learning strategies.						
45. During my higher education training period, I observed closely the successful experiences of some students and teachers who served as role models for me						
46. When I was a student, teachers' and classmates' Criticism often makes me loose some of my self-confidence and capacity to perform well						
47. When I was a student, the praise and positive feedback that I received from the part of teachers and colleagues were among the main sources of my self-confidence						
48. I think that the learning environment (teachers, colleagues, administration and so on), during my training period , was supportive and conducive to success						
49. I believe my university training has provided me with ample challenging tasks, the success in which enabled me to become a confident teacher						
50. As a non-native speaker teacher, I believe I still have much to learn from native teachers to become more effective						
51. I believe I should keep seeking to extend my English language knowledge and skills						
52. I believe I can reach a native-like English language proficiency						

Section Five: Teacher's Biographic Information

-   Please put (x) in the box corresponding to your answer.

1. Age:

- Between 20 and 30 years old ☐

- Between 30 and 40 years old ☐

- More than 40 years old ☐

2. What is the highest degree you have received?

- Master ☐

- Magister ☐

- Doctorate ☐

3. How many years have you been teaching?

- Less than 5 years ☐

- Between 5 and 10 years ☐

- More than 10 years ☐

Thank you again for your time!

EFL UNIVERSITY TEACHERS' PERCEPTIONS OF SELF-EFFICACY

Résumé

Dans la présente étude, nous examinons les perceptions d'auto-efficacité des enseignants universitaires d'anglais pour quatre aspects : l'enseignement, la recherche, l'encadrement et l'apprentissage en vue de connaitre l'influence des programmes de formation sur celles-ci. Pour cela, un questionnaire a été confectionné et adressé à quatorze enseignants du département d'anglais de l'Université Mohammed Seddik Ben Yahia de Jijel. L'analyse des résultats obtenus a montré que malgré la majorité des enseignants semblent posséder de fortes convictions d'auto-efficacité pour lesdits aspects, une proportion importante d'entre eux présente des perceptions d'auto efficacité négatives pour huit taches dont quatre dans l'enseignement, deux dans la recherche et deux dans l'encadrement. Les conclusions de la quatrième section relative aux convictions d'auto-efficacité des enseignants pour l'apprentissage ont révélé qu'un tiers des enseignants interrogés considèrent que leurs programmes de formation étaient insuffisants en terme d'expériences d'apprentissage vicariant et d'expériences actives de maitrise, et environ la moitié d'eux considèrent que leur environnement d'apprentissage était une source de critique néfaste à leurs convictions d'auto-efficacité. En outre, les résultats de l'étude ont montré que la quasi-totalité des enseignants interrogés semblaient souffrir de sentiments d'infériorité liés à leur statut d'enseignants non-natifs. Cela nous permis de conclure que les perceptions négatives d'efficacité personnelle suscitées pourraient se former au cours de la période de formation des enseignants; que les programmes de formation des enseignants EFL en Algérie contribuent, au moins partiellement, à développer des croyances d'efficacité personnelle négatives et faibles pour un pourcentage relativement important d'enseignants universitaires; et que ces programmes n'aident pas les futurs enseignants à surmonter des préjugés influençant leurs croyances d'auto-efficacité tel que le mythe de locuteur natif.

Mots-clés : Auto-efficacité - enseignant d'anglais - perception – programmes de formation

ملخص

تهدف الدراسة التي بين ايدينا الى استكشاف تصورات او معتقدات الاساتذة الجامعيين للغة الانجليزية كلغة اجنبية في الجزائر حول كفاءتهم الذاتية في اربعة جوانب: التدريس, البحث, الاشراف والتعلم بهدف معرفة تأثير برامج تعليم وتدريب الاساتذة في الجزائر على هذه التصورات. لهذا الغرض تم تصميم استبيان و توجيهه لأربعة عشر استاذا واستاذة للغة الانجليزية كلغة اجنبية بجامعة محمد الصديق بن يحي بجيجل. اظهرت النتائج انه على الرغم من كون اغلبية الاساتذة يمتلكون معتقدات قوية حول كفاءتهم الذاتية في المجالات التي تم استكشافها, الا ان نسبة مهمة منهم اظهرت امتلاكها لتصورات سلبية حول كفاءتهم الذاتية لإنجاز اربع مهام متعلقة بالتدريس, مهمتين متعلقتين بالبحث العلمي ومهمتين تدخلان في اطار الاشراف على الطلبة. كما اظهرت نتائج المحور الرابع في الاستبيان والمتعلق بمعتقدات الاساتذة حول الكفاءة الذاتية في التعلم ان نسبة كبيرة منهم ترى ان برامج التعليم والتدريب التي اجتازوا عليها لا تحتوي على الكم الكافي من الخبرات التعليمية التي تعزز اتقانهم لمختلف المهام او تلك التي تمكنهم من التعلم من تجارب الاخرين كما رأى نصف الاساتذة تقريبًا ان بيئة التدريب التي مروا بها كانت مصدرا للنقد الذي أضر بمعتقدات الكفاءة الذاتية لديهم, إلى جانب ذلك، أظهرت نتائج الدراسة أن جميع الاساتذة تقريبًا بدوا وكأنهم يعانون من احساس بالنقص يتصل بنظرتهم لا نفسهم كأساتذة للغة اجنبية ليست بلغتهم الاصلية. هذه التصورات السلبية   المذكورة سابقا من المحتمل جدا ان تكون قد تشكلت اثناء فترة تعليمهم مما قد يدل على ان برامج تعليم وتدريب الاساتذة تساهم ,ولو جزئيا, في غرس هذه التصورات السلبية حول الكفاءة الذاتية لدى هؤلاء الاساتذة, كما انها لا تساعد الاساتذة على مواجهة المعتقدات الخاطئة التي من شانها الإضرار بتصوراتهم حول كفاءتهم الذاتية مثل الاعتقاد السائد بكونهم, كأساتذة للغة اجنبية غير لغتهم الاصلية, غير فعالين مثل نظراءهم الذين تمثل تلك اللغة الاجنبية لغتهم الاصلية

الكلمات المفتاحية: معتقدات او تصورات الاساتذة حول الكفاءة الذاتية ,برامج تعليم و تدريب الأساتذة, الاطار الجامعي في الجزائر