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**A Self-Efficacy Program for Developing the Experimental
Language Schools EFL Teachers' Professional skills, and its
effect on The Language Performance of Their Students
(A Case Study)**

**A Dissertation Submitted in Partial of the Requirements for the Ph.D
Degree in Education (Curriculum &EFL instruction)**

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ABSTRACT

Research title: A Self-Efficacy Program for Developing the Experimental Language Schools EFL Teachers' Professional skills, and its effect on The Language Performance of Their Students (A Case Study)

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Abstract:

The current research aimed to identify the major components of self-efficacy for EFL experimental language schools elementary teachers through descriptive case-study, develop and validate a scale for measuring teachers' self-efficacy, develop a professional development training program for improving EFL teachers' self-efficacy and identify its effects on their students' language performance. The researcher used a descriptive case study approach to reveal the major components of self-efficacy for elementary experimental language schools teachers and to design a clear strategy for developing EFL teachers' professional skills. In addition, the researcher used the experimental approach to identify the effects of the self-efficacy training program designed for the participants. Research sample included 21 EFL elementary teachers of Al-Nasr experimental school, Tanta, Egypt who were purposefully nominated to participate in this research. In addition, 10 EFL teachers from Al-Galaa Distinguished Language School, Tanta, were nominated as a pilot sample for validating research tools. Students' language performance observation sheet was applied to 338 students from Al-Nasr experimental school. Results indicated that the training programme had positive effects on developing EFL elementary schools teachers' Intellectual Efficacy, Performance Efficacy, Productive Efficacy and Emotional Efficacy. In addition, the recommended training program had positive effects on improving elementary schools students' language performance.

Key words: *self-efficacy, language performance, professional development*

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LIST OF ACRONYMS

MSPSE	Multidimensional Scales of Perceived Self-Efficacy
NTSES	Norwegian Teacher Self-Efficacy Scale
TSES	Teachers' Self-Efficacy Scale
SLOPOS	Students' Language Performance Observation Sheet
SCT	Social Cognitive Theory

CHAPTER ONE
BACKGROUND OF THE STUDY

Chapter One

Background of the Study

1.1. Introduction

Teachers play the basic and most significant role in executing programs and fulfilling school objectives according to modern age requirements and the information revolution with all new expectations and roles of teachers and teaching as a profession. The teacher is the main pillar for the success of the educational process, which includes the curriculum, textbooks, evaluation, and successful administration.

According to Mahler (2018), supporting students to learn is the superordinate aim of school education. Apart from individual factors (e.g., students' cognitive abilities), the teacher is one of the most important determinants of students' performance. This raises questions regarding the characteristics of an effective teacher. The teachers' motivational orientations are an important characteristic of effective teachers and their relation to students' performance. Motivational orientations are related to the "psychological dynamics of behavior, the maintenance of intentions, and the monitoring and regulation of occupational behavior". The focus is on both, cognitive and affective domains of teachers' motivational orientations, by considering teachers' self-efficacy as well as their enthusiasm.

Self-efficacy of a teacher is defined as the teacher's commitment to improve students' learning. Accordingly, human behavior is activated by the interaction of two types of expectations: self-efficacy and expected learning outcomes. Furthermore, self-efficacy refers to individuals' judgments about their abilities to initiate specific tasks successfully in a specific context, while expected learning outcomes refer to the consequences of this performance.

A teacher's self-efficacy is related to a teacher's effort and commitment in facing challenges, his/her own beliefs about his/her academic performance and professional commitment as well as open-mindedness towards modern methods of teaching in addition to his/her positive attitudes towards using positive teacher-centered strategies when dealing with students' problems. Martin, A. J., & Marsh, H. W. (2006).

Students care about their relations to their teachers and respond positively to more effort when they realize that teachers care for and support them. Classroom interactions between students and teachers are means for delivering messages to students. The structure of classroom interaction is related to engaging students in the learning process and improving their internal and external motives in addition to balancing challenges with their performance level. The student/teacher relation affects the classroom atmosphere as the teacher is responsible for organizing the classroom environment and applying methods and approaches for students' learning and interaction. Positive realizations of students' classroom performance are related to their pursuit of achieving objectives supporting classroom community like responsiveness to others and bearing social responsibility. It is also related to their care for school more than the perceived support from peers and parents. However, students perceiving their teachers as cruel and cold may manifest anti-social behaviors with a major decrease in their social objectives and academic achievement compared to their counterparts. (White, D. P. (2009).

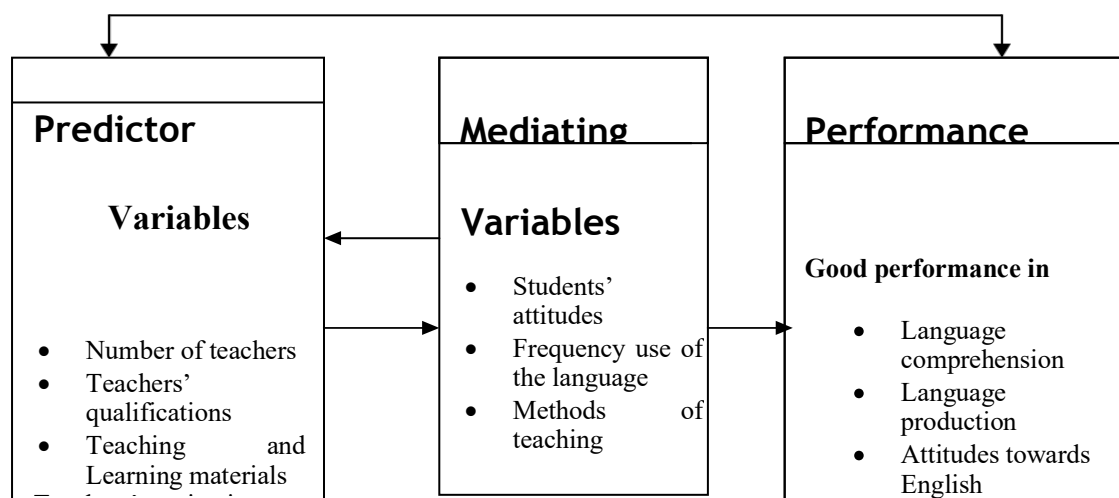
Eells, R. J. (2011); Richardson, G. E. (2011) assured that teachers' self-efficacy beliefs affected students' performances in several ways. Teachers with high self-efficacy beliefs tended to apply educational inventions and to use current methods for classroom management. Besides, they used more effective teaching methods, encouraged students' autonomy

and bear the responsibility of teaching students with special educational needs. Furthermore, they solved classroom problems and maintain students' focus on tasks.

Some factors have been associated with students' low performance from various scholars. For instance, Vuzo (2010) explained that learners and teachers may have difficulties in using the language with adequate proficiency. The teaching and learning process involves two active participants in the classroom - the teacher and the learner, and that language learning does not fall entirely on the teacher. For example, Vuzo (2010) reported "It is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject.

There is a common agreement that language performance is no longer restricted to a mere knowledge of the grammar rules and vocabulary, or linguistic competence. It expands to include the ability to produce convenient and fruitful reaction in a specific social situation (sociolinguistic competence); the ability to make, participate in, react to, and end a conversation and the ability to do this in a convenient and coherent way (discourse competence); and the ability to participate in effective language communication and overcome the problems of communication disrupts (strategic competence)." (Betoret, F. D. (2009), p. 86).

Figure 1. A Model for Explaining Students' Performance in English Language Learning



Mosha's, (2014) model – figure 1 - examined the relationship between variables, teaching and learning process with performance in the English language. It was anticipated that if there were enough and well-qualified teachers to teach English language subject, availability of teaching and learning materials, they would contribute to students' high performance in the subject. It was also hoped that students would perform better if they had the motivation to learn the language because their motivation would determine their success. Additionally, if teachers had the motivation to teach the language, students would perform better because teachers were the ones who determine students' success. Furthermore, it was expected that students' attitudes toward the language they learn could predict their academic performance. Also, students' frequent use of the language inside and outside classrooms would influence the level of performance in the language they learn. On top of that, it was expected that if English language teachers could manage to organize content, learning objectives, and apply recent methods of teaching and learning English, students would perform highly in the subject at the end of the course.

According to Mosha (2014), performance in language referred to the level of mastery in terms of comprehension, production, and attitudes

toward the subject. On one hand, it was anticipated that when predictor variables and mediating variables were favorable then, the level of performance would be high; on the other hand, when they were of low quality then, performance would suffer. Furthermore, she assured that there were factors that have affected students' performance in the English language subject. Most importantly was the presence of few qualified and competent English teachers compared to other well-known urban schools; moreover, the minimal usage of teaching and learning materials in the classroom due to shortage of time or high cost of material required. Another crucial factor was the motivation for learning the English language (for example, it was a language for international communication, and it could help students in learning other languages). How the English language was being utilized in the classroom affected students' performance, whether there were group discussions or 'spoon-feeding'.

According to the aforementioned, an efficient teacher is: well-organized, eager to try new ideas to fulfill students' needs, less inclined towards criticizing students' errors, more positive towards teaching, hesitant when referring students to special education services, and eager to apply positive classroom management strategies.

1.2. Context of the Problem

According to the literature review, the researcher noticed that none of the related studies dealt with teachers' self-efficacy during the elementary stage, especially for teachers of the English language.

As a teacher of English in Egypt and a specialist in monitoring and evaluating educational accreditation, Ministry of Education and Higher Education in Qatar, the researcher noticed that the language performance of elementary school students in English was not up to the level. This may be due to the low level of self-efficacy of their teachers. This motivated the researcher to investigate the case of Al-Nasr Experimental Language

School in Tanta, Egypt to identify the English language teachers' self-efficacy, to develop a scale for measurement and to design a recommended training program based on self-efficacy to develop teachers' professional skills in addition to identifying its effects on the English language performance level of elementary stage students.

Several studies dealt with self-efficacy. Skaalvik & Skaalvik (2014) investigated self-efficacy and teacher autonomy and their relation to engagement, job satisfaction, and emotional stress. They applied several scales on a sample of 2569 elementary school teachers. Results indicated that self-efficacy and teacher autonomy are good indicators for job satisfaction and emotional stress.

Dicke et al (2014) designed a model for predicting emotional stress using self-efficacy. They studied 1227 German teachers. Results indicated that emotional stress can be predicted through self-efficacy and classroom disturbance, which was low.

Aloe et al (2014) investigated classroom management self-efficacy and its relation to burnout. They concluded that early burnout in teachers can be decreased with the increase of self-efficacy.

Klassen, & Tze (2014) analyzed related research works to self-efficacy and personality and measured teaching efficiency with teacher's performance and student achievement. They analyzed (43) studies. Self-efficacy proved to be more influential on the teacher's performance.

Tzivnikou (2015) investigated the effectiveness of a six-month professional development program based on professional skills and self-efficacy of teachers. The sample included (30) teachers. Results indicated the effectiveness of the program and its positive effects on students' performance.