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**Teachers' Attitudes and Techniques to Develop EFL Learners' Self-Efficacy in Tizi-Ouzou Private Schools: The Case of Ecole Assalas of Tizi-Ouzou**

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## *Dedications*

**To our families**

**To our friends**

**To all our beloved ones**

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## *Abstract*

*Self-efficacy is one of the most important factors to consider during instruction. It is a crucial element to predict learners' behaviours and their academic success. The purpose of this study is to investigate EFL teachers' attitudes and techniques to develop learners' self-efficacy in Assalas private School of Tizi-Ouzou. This study was mainly based on Self-efficacy theory. The mixed-method was adopted to collect both quantitative and qualitative data. In this regard, two main tools were used; a questionnaire administered to ten (10) teachers, and an interview conducted with six (6) of them. The results were then analysed using the descriptive statistical method and Microsoft excel program for the quantitative findings and content analysis for the qualitative data. The main findings of the teachers' questionnaire and interviews demonstrated that 100 % of Assalas EFL teachers perceive Self-efficacy as a necessary element that should be developed during instruction. 80% of them believe that the development of learners' Self-efficacy is among their responsibilities. As to attitudes they display to develop learners' Self-efficacy, the results manifested that the respondents show positive attitudes. Concerning the techniques to strengthen students' Self-efficacy, the participants use several techniques advanced by scholars such as Feedback, goal setting, and modelling. This study answered the questions regarding the attitudes and the techniques used by teachers to develop EFL learners' self-efficacy in Ecole Assalas private school of Tizi-Ouzou.*

**Keywords:** Academic success, Feedback, Goal setting, Modelling, Self-efficacy

## *List of Abbreviations*

- **COVID-19:** Coronavirus Disease of 2019.
- **EFL:** English as a Foreign Language.
- **HP:** Hypothesis.
- **IMRAD:** Introduction, Methods, Results and Discussion.
- **MMUTO:** Mouloud Mammeri University of Tizi-Ouzou.
- **QCA:** Qualitative Content Analysis.

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# *General Introduction*

## Statement of the Problem

English is becoming the most widely used language in the world. It is being used in many domains, such as medicine, science, and technology, but also in education. The demand for teaching/learning English is growing up, especially in the non-English speaking countries, such as Algeria. Teaching English as a foreign language requires competent teachers not only in language mastery but also in psychology.

Many researchers such as Bandura (1960s), Mayer (1986), and Driscoll (1994) stress the importance of psychological dimension during instruction. In this regard, the Social cognitive theory introduced by Bandura (1960s) spots light on the way mental factors interact to determine motivation and behaviour. These factors may be cognitive, behavioural, personal, or environmental. They may affect people differently to realise their goals since each aspect has its influence. Social Cognitive theory is said to have four processes of goal realisation, among them Self-efficacy.

Self-efficacy relates to people's judgements about their capability to perform particular tasks. It is known as the beliefs determining how people think, feel, behave and get motivated. Bandura (1995:02) explains that self-efficacy *"refers to beliefs in one's capabilities to organise and execute the courses of action required to manage prospective situations"*. In other words, self-efficacy is what an individual believes he/she can do. Self-efficacy can stimulate, as well as, increase somebody's own will in learning. It influences the individual's achievements. Therefore, it is considered as an essential factor in the learning process.

Many studies such as Bandura (1997), Pajares (1996), Schunk (1995), Pajares and Kranzler (1995) demonstrate that self-beliefs of efficacy affect human functioning. Indeed, People with a high sense of self-efficacy perform better than the ones with a low sense of self-efficacy. In other words, when a learner has a heightened sense of self-efficacy toward an

activity, he/she will be resilient and persistent. However, a learner with a low sense of self-belief of efficacy toward the same action will disengage, avoid the situation and demotivate. People become erratic and unpredictable when engaging in a task in which they have low self-efficacy.

The main problem is that EFL teachers are mainly focusing only on language learning, and give little importance to psychological aspect such as self-efficacy. Besides, many teachers ignore the right attitudes toward their learners with low self-efficacy as well as the advised techniques to develop their students' efficacy beliefs. Therefore, it is primordial to give importance to self-efficacy development during instruction in Algerian schools. Also, teachers need to use the appropriate attitudes and techniques to achieve learners' high self-belief of efficacy.

Furthermore, self-efficacy was an issue of investigation of many researchers around the world, stressing its importance as a factor affecting human behaviour, and academic successes (Bandura, A. 1977; Barbaranelli, C., Caprara, G. V., & Pastorelli, C. 1996). However, at the level of Algerian higher education, few researchers such as Master' degree learners conducted studies concerning self-efficacy. Among them, Sarah Guerdouh (2013) and Zohra Achour (2016).

In this regard, Sarah Guerdouh (2013) dealt with self-efficacy as a predictor of learners' success in their English language achievement, at the department of English of Constantine University. This study has confirmed that self-efficacy has a tremendous and substantial impact on learners' academic success in language learning, indeed. In the same department, Meriem Telilani (2015) conducted a work concerning self-efficacy. Her research was concerned with the role of self-efficacy in developing autonomous learning of the third-year students. As a result, most of the findings show that there is, to some extent, a substantial correspondence between students' self-efficacy and autonomy.

Furthermore, Zohra Achour (2016) dealt with the relationship between self-efficacy and reading comprehension strategy used in the Algerian EFL class at the department of English of Oum El-Bouaghi. This study shows that encouraging students to develop their reading self-efficacy and to use different reading strategies can be helpful for them to achieve higher scores in reading comprehension.

The above cited previous works focused mainly on Self-efficacy role in using strategies successfully, and its importance in achieving success and autonomy. However, they did not study the ways of its development. This work aims to investigate the helpful attitudes and the techniques to develop EFL learners' Self-efficacy.

### **Aims and Significance of the Research**

It is intended to reach two main objectives in this dissertation: The first is to investigate the attitudes that EFL teachers of Ecole Assalas show towards learners' self-efficacy development during instruction. The second objective is to explore the techniques used by EFL teachers to strengthen learners' self-efficacy. As far as this dissertation is concerned, it aims to shed light on the importance and the necessity of developing learners' self-efficacy in EFL teaching. Besides, this study will be helpful to discover the attitudes and the techniques implemented by EFL teachers in private schools of Tizi-Ouzou. This research will add valuable data to the existing ones and will analyse the attitudes and techniques used by EFL teachers in the chosen private school. It will help future EFL teachers to discover the different ways of developing the Self-efficacy of their learners and making them more confident, motivated and efficient.

### **Research Questions and Hypotheses**

The present study aims at answering the following questions:

1-What are Assalas EFL teachers' attitudes towards the development of students' self-efficacy?

2-What are the techniques used by Assalas EFL teachers to develop learners' self-efficacy?

Attempting to answer the above questions, the following hypotheses are advanced:

**Hp1.** Teachers of English in Assalas private school have positive attitudes to develop learners' self-efficacy.

**Hp2.** Assalas1 EFL teachers use several techniques to develop learners' self-efficacy.

## **Research Techniques and Methodology**

One theoretical framework is used to investigate teachers' attitudes and techniques to develop students' self-efficacy in private schools of Tizi-Ouzou. It is Bandura's Self-efficacy Theory (1977). The mixed-methods is adopted to analyze the data and provide explanations. The research data are totally collected from Ecole Assalas. Two different instruments are used: A questionnaire for the teachers, and interviews with them. The tools provide in-depth information about the different attitudes and techniques used by EFL teachers to develop learner's self-efficacy in Ecole Assalas. As regards the data analysis, Microsoft Excel computer program is used to analyse quantitative data, as well as Qualitative Content Analysis (QCA) to explain and interpret the results obtained from the open-ended questions of the questionnaire and interviews.

## **Structure of the Dissertation**

This dissertation follows the traditional-simple model. It involves a General Introduction, four chapters and a General Conclusion.

To start with the General Introduction, it presents the statement of the problem, aims and significance of the research, research questions and hypotheses, research techniques and

methodology and structure of the dissertation. Review of Literature is the first chapter. It is mainly devoted to the theoretical foundations of this work, involving definitions of the main concepts and key terms. Research Design is the second chapter, it consists in introducing the data collection, and the data analysis procedures. It describes the research design, the research instruments, as well as the data collected from the respondents. Presentation of the Findings is the third chapter; it displays the results of the research by using categorisation and different graphical forms such as tables, pie charts, graphs etc. Discussion of the Findings is the fourth chapter; it intends to discuss the outcomes included in the previous chapters, trying to provide answers to the research questions. Finally, the General Conclusion comprises a summary of the main points that have been discussed throughout the study.

## *Review of the Literature*

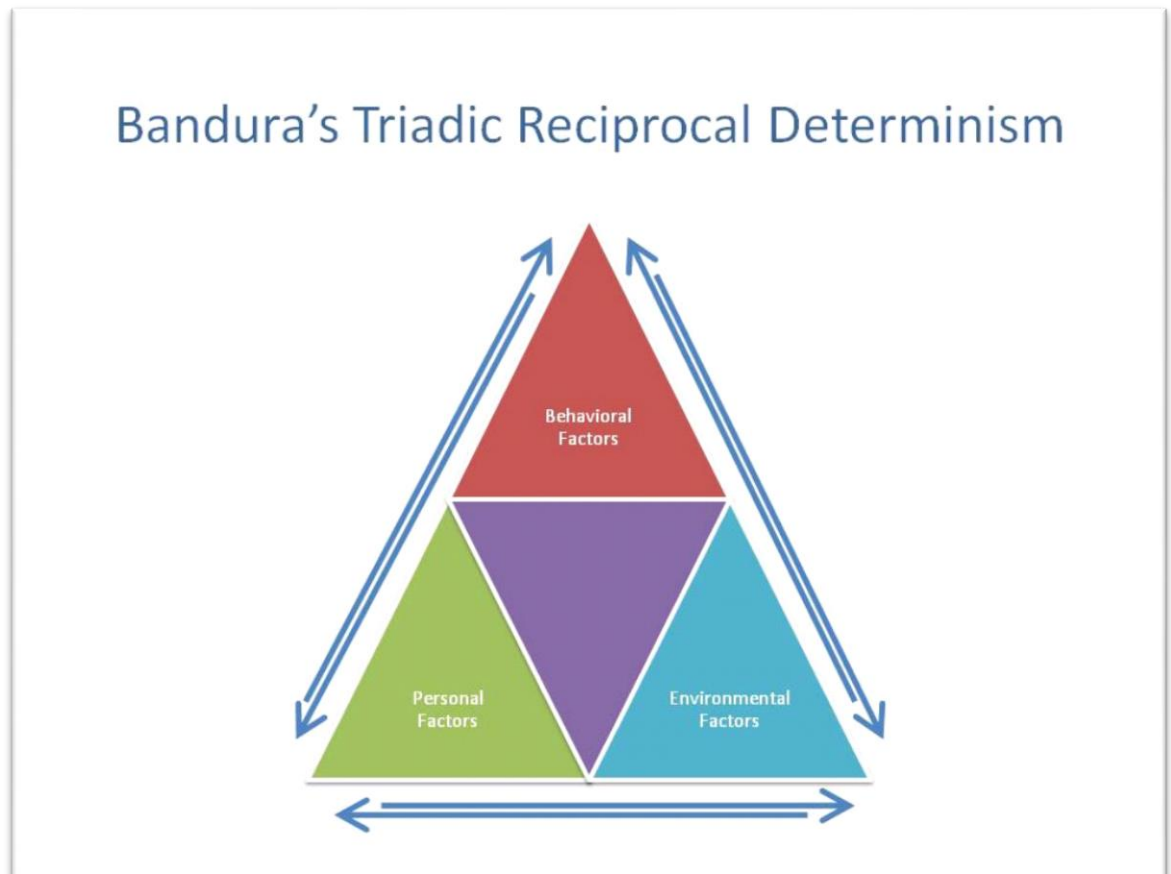
## **Introduction**

This chapter is intended to shed light on some fundamental and relevant concepts used in this work. It begins with a historical background of the social cognitive and self-efficacy theories. It moves to the definitions of self-efficacy and some related concepts, such as sources of self-efficacy and concepts of its measurement. Then, it presents the importance of self-efficacy in education in general, and in EFL in particular. Finally, the chapter shows the role of teachers to develop learners' self-efficacy, as well as the techniques to use for doing so.

## **I. Overview of Social Cognitive and Self-Efficacy Theories**

Albert Bandura introduced Social Cognitive Theory in the 1980s as a reaction to the existing learning theories (Pajares, 2002). According to Pajares (2002: np) "*Bandura's social cognitive theory stands in clear contrast to theories of human functioning that overemphasises the role that environmental factors play in the development of human behaviour and learning*". Behaviourism and psychoanalysis gave more importance to the role of the environment and largely ignored the role of motivation and situation (context) during the process of learning. Additionally, in 1963, Bandura and Walters wrote a book named *Social Learning and Personality Development*, and in this book, they added more understanding to the learning theory with other principles such as the principle of observational learning (known as Social Learning Theory or modelling) and vicarious reinforcement (Vicarious Reinforcement is the notion of people wanting to reproduce the behaviour of someone by perceiving him/her being rewarded as a result of a specific action). However, Bandura 1970's noticed that something is missing from the current learning theory and his Social Cognitive theory (Pajares, 2002). Moreover, in 1977, Albert Bandura suggested a new approach which, gave importance to the individual dimension and the impact of self-

beliefs on learning; this theory was labelled Self-efficacy theory in his book *"Self-efficacy: Toward a Unifying Theory of Behavioral Change"*(1977)and had completed the missing piece. From this, Albert Bandura's Social Cognitive Theory emphasises how cognitive, behavioural, personal, and environmental factors interact to determine motivation and behaviour (Crothers, Hughes, & Morine, 2008; as cited in Redmond, 2010).



**Figure 1: This figure illustrates the Triadic Reciprocal Determinism as portrayed by Wood and Bandura (1989:362).**

The figure above shows the reciprocal determinism as exposed by Wood and Bandura (1989). In this illustration, Bandura introduced a new point of view where an individual's behaviour is not only influenced by the social environment and personal factors but also act as an influencer to these elements. For example, Children's interaction in their environment is shaped through learning about the social environment, as well as their thoughts, feelings and behaviours, which play a significant role in defining their efficacy beliefs.

## **II. Self-Efficacy**

### **II.1. Definition of Self-efficacy**

Bandura (1994:02) defines self-efficacy as *"people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave"*.

It consists in how people believe they can accomplish given tasks. For instance, an EFL student believes in his/her abilities and feels that he/she is capable of mastering English fluently; he/she will do it.

### **II.2. Sources of Self-efficacy**

Bandura (1977) and Schunk (1981) agreed that self-efficacy derives from four main sources, which are:

#### **▪ Mastery Experiences**

Bandura (1977:195) states that *"this source of efficacy information is especially influential because it is based on personal mastery experiences"*, and adds that *"Successes raise mastery expectations"*. i.e. From previous successes, learners gain a high sense of efficacy to perform and achieve success. For instance, a student who passes his/her exam successfully helps him/her to gain a high sense of efficacy to perform in future examinations.

#### **▪ Vicarious Experiences**

Bandura (1994:3) states that *"The second way of creating and strengthening self-beliefs of efficacy is through the vicarious experiences provided by social models"*. This means that observing others might be a source of self-efficacy development. In this concern, Schunk (1981) found that modelling helps learners to believe in their abilities and strengthens their self-efficacy. Thus, modelling might be among the most important techniques to develop

learners' self-efficacy(ibid). For instance, a struggling learner observes his/her successful and competent mate helps him/her to perform better through imitating the student attended.

- **Social Persuasion**

According to Schunk (1987), social or verbal persuasion is crucial to rise efficacy sense in a person. In this regard, Bandura (1994:3) says that "*to the extent that persuasive boosts in perceived self-efficacy lead people to try hard enough to succeed*". In other terms, if a person is convinced verbally that he/she can succeed, he/she will get motivated, and thrive. However, if he/she believes that he/she lacks capabilities, he/she will avoid challenging activities and give up quickly. Redmond (2010) adds that encouragement and discouragement influence people's capability to act and perform; when a learner is encouraged to work, he/she gains self-confidence to try, as well as to believe in his/her aptitudes, while discouragement influences negatively the learners towards their skills, and it may lead them to give up.

- **Physiological Feedback (emotional arousal)**

Bandura(1977: 84) says that."*People experience sensations from their body and how they perceive this emotional arousal influences their beliefs of efficacy*".Speaking opposite a large group of people, or taking an exam is according to Redmond (2010) a cause of anxiety. This source is considered as the least influential of the four; however, it remains important to note that being at ease with the task at hand helps to feel able to perform, and have a higher sense of efficacy. For example, a student who is afraid of an oral presentation, performs less than a learner who is at ease and comfortable.

### **II.3.Measurement of Self-efficacy**

Bandura (1977, 1986) made three significant scales to measure perceived academic self-efficacy. They are; level, generality, and strength across activities. Van der Bijl (2001:08) then explained them as:

- **Self-efficacy Magnitude** *"refers to how difficult a person finds it to adopt a specific behaviour"*. In other words, it concerns the difficulty level that a learner feels required to perform a certain task. The activities can be easy, moderate, or hard. For example, a student asks how challenging his/her task is?
- **Self-efficacy Strength** *"reflects how certain a person is of being able to perform a specific task."* i.e. It refers to the extent an individual is convinced to perform successfully at different levels of difficulty. For instance, students ask how sure they are?
- **Generality of Self-efficacy** *"refers to the degree to which self-efficacy beliefs are positively related, either within a behavioral domain, across behavioral domains or across time"*. This means that it consists in the degree to which the expectation is generalised across situations. For example, how sure learners are that what they have learned will apply to their new tasks?

### **III. Self-Efficacy in Academic Setting**

#### **III.1. The Importance of Self-Efficacy in Education**

The psychological aspects of learners have widely been studied nearly a decade ago; however, the concept of self-efficacy seems to have been ignored in these studies. In 1977 Albert Bandura categorised a new belief system. According to him (1986: 395) *"People who regard themselves as highly efficacious act, think, and feel differently from those who perceive themselves as inefficacious. They produce their own future, rather than simply foretell it"*. An optimistic belief in one's ability will not help to overcome one's own physical and moral limitations. Still, it will allow him/her to better use your skills and unleash his/her maximum potential, which will result in better performance and achievement of his/her goals (Pajares, 2002). For example, a positive belief in your ability to write an essay, does not make sure you write a successful one until you have the skills required, instead, it will allow you to

use your knowledge more effectively and give the best out of you. This is what Bandura defines as "perceived self-efficacy" which can play a significant role in determining learners' behaviour during task completion. These efficacy beliefs are closely related to learners' progress and mastery in that specific task.

Bandura (1986) suggests that beliefs determine the success of individuals about their ability to successfully perform specific tasks. Indeed, when someone believes that he/she will succeed to perform well, he/she will do it. However, when he/she believes that it is impossible to accomplish it, he/she will not succeed (Snyder & Lopez, 2007). Besides, Barry J. Zimmerman cited in Bandura (1995: 205) states that "*self-efficacy influences students' learning through cognitive as well as motivational mechanisms*". In other words, there is evidence that self-efficacy affects not only the cognitive abilities of learners but also their motivation, this can be noticed in the case of the early years' students, a higher sense of efficacy beliefs correlate with higher motivation. Bandura (1977) hypothesises that efficacy beliefs influence the level of effort, persistence, and choice of activities. This means that students with a high sense of efficacy for achieving an educational task will contribute more readily, work harder, and persist longer when they encounter difficulties than those who doubt their capabilities.

Moreover, according to Barry J. Zimmerman as cited in Bandura (1995), it is an evidence of the relationship between the two terms; because efficacy beliefs influence learners' performance and expenditure of energy and these are clear indicators of motivation. Also, the motivational effects of efficacy beliefs are not limited to a specific task but extend to other tasks in the same context. For example, students who are successful in answering grammar tasks will be motivated to complete any future grammar activities and tasks. Besides, they will also persist longer, even if the charges are more complicated than the previous ones.

In addition to motivation, Barry J. Zimmerman (1985) cited in Bandura (1995:208) affirms that "*Perceived self-efficacy fosters engagement in learning activities that promote the development of educational competencies; such beliefs affect level of achievement as well as motivation.*". This means that the individuals' beliefs about their capacity to act have a positive effect on their psychological state, which plays a beneficial role in their final performance as well as their educational achievement. Unfortunately, a low sense of efficacy can have the opposite effect on learners resulting in demotivation and negative mindset. This can hamper their learning process and lead to academic failure. Researchers such as Lent et al. (1986:268) revealed that self-efficacy is important during the learning process and achieving goals. They suggested that "*self-efficacy expectations are strongly related to students' indices of academic performance behavior,*" i.e. self-efficacy is an element of prediction about students' grades and persistence this research also concludes that low sense of efficacy can ensure academic failure. "*The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education.*" John W. Gardner (1963:21). Said differently, the main objective of an educational system is not only to teach skills and knowledge but also to direct the learners to self-education.

Furthermore, Zimmerman as cited in Bandura (1995: 219) stresses the effect of self-efficacy on academic self-regulation, and according to him "*It is one thing to possess self-regulatory skills but another thing to be able to get one-self to apply them persistently in the face of difficulties, stressors, or competing attractions.*" This means that students have a high sense of efficacy to manage the content features of education, but a low sense of efficacy to manage themselves to get their academic activities done. This proves that self-efficacy has an impact on learner's self-regulation. Various studies have been done on the role of self-efficacy on sub-functions of self-regulation (Goal setting, Self-evaluation, Self-monitoring, Time planning and management, Strategy use). It is also concluded that self-efficacy has a direct

and indirect impact on the self-regulation of these elements. Aliegro (2006) studied self-assessment in relation to self-efficacy. He investigated the influence of continuous self-assessment on the efficacy of undergraduate students studying Spanish as a foreign language. He found that with constant self-assessment, students' self-efficacy was higher than without. This suggests that students who rated themselves as learning and knowing more, their self-efficacy increased. (Bandura, 1977; Pajares, 2002)

### **III.2. Self-beliefs of Efficacy and Learning Foreign Languages**

Many studies (Zimmerman, 1995; Pajares, 1996; Schunk, 1989; Bandura, 1993) have been conducted about the role of self-efficacy in the different areas of learning. Unfortunately, few of them were directed to investigate self-efficacy beliefs in the context of foreign language learning. This can be explained by the fact that language learning is very different from other types of learning. Consequently, self-efficacy second/foreign language should be studied precisely using a different method than other areas (Williams, 1994).

The few studies directed in the field have shown that self-efficacy beliefs are positively related to academic achievement and persistence (Multon et al., 1991). With this in mind self-efficacy in foreign language classrooms can be defined as the judgments that the learners make about their capabilities to organise and execute the tasks and perform them successfully in the target language (Pajares and Schunk, 2001; Schunk and Pajares, 2002).

### **III.3. Self-Efficacy in EFL Learning**

Duman (2007) noted that there had been very few studies on self-efficacy in terms of academic achievement and motivation in social sciences in general and in the field of EFL in particular. However, the few current studies on the subject have supported the beneficial aspect of Efficacy-beliefs in language learning and academic achievements.

Pappamihel (2002) studied self-efficacy in EFL and revealed that language learners' will to communicate is associated with their self-efficacy levels. In other words, learners with high self-efficacy feel more comfortable and confident in their ability to communicate, while those with low self-efficacy who exhibit anxiety and doubt their capacity start a conversation. Also, Pappamihel (2002: 349) argued that *"teachers do not understand the situational anxiety that is the result of reduced feelings of self-efficacy and negative appraisals since they have rarely been in a similar situation"*. In other words; teachers need to pay more attention to students' affective factors together with their linguistic progress.

Meeral and Jumana (2015: 30) state that *"self-efficacy is one of the most influential factors for language learning, it appears to be very important for the teacher to help students develop their self-efficacy"*. Their study about self-efficacy and Academic Performance in English of secondary school students of Calicut district revealed that *"Students who have high self-efficacy belief showed better performance in learning and thinking and should also have better performance in evaluative level of learning."* (ibid: 29)

Although there has not been much research in the area of self-efficacy and foreign language learning, the vital role that self-efficacy plays in success and academic achievement cannot be denied, in addition to its influence in terms of learner motivation, self-regulation. (Zimmerman, Greenberg, & Weinstein, 1994).

#### **IV. Teachers' Role in Promoting Academic Self-Efficacy**

To develop positive self-perceptions of efficacy in students, teachers play an essential role. They do it through training students to make use of various learning strategies like the promotion of positive self-efficacy in education is important. For this reason, teachers may encourage learners to use the different learning strategies; such as Goal-setting, strategy training, modelling and Feedback Schunk (1995).

- **Goal Setting**

According to Bandura (1986), when people believe to be capable of acting and performing, they get inspired to set more challenging goals for themselves. For example, if students are required to learn a half of irregular verbs list, and they really believe in their abilities to understand the entire list they become motivated and engage in achieving learning the complete list. Teachers must aware and make their learners conscious about the goals needed to reach during instruction and provide them with Feedback on goal improvement. Also, it might be encouraging for students to set their proximal goals, to enhance their promise and help them avoid putting things off Schunk (1995). For instance, the teacher sets goals with the students and get their commitment to reach the goals.

- **Strategy Training**

According to Schunk (1995), teachers should develop instructional programs to train students to use specific strategies to improve their performance. Schunk (1995:62) says that *"improving learners' performances might be achieved through using strategy verbalisation or think-aloud procedures"*. This might keep students alert to the essential elements of the task, activate their encoding and retaining skills, help them to be more methodical in their work and more in control of their learning. For instance, when learners deal with the resolution of any task, they call back to strategies they have already learnt. In the case they are required to make a presentation of their works using PowerPoint program, they only select the most critical information. Being selective allows learners to succeed in their work.

## ▪ **Modelling**

According to Zimmerman (2000), teachers are expected to deliver a suitable method for learning and motivation problems that their students may encounter. In this concern, he suggests modelling cognitive strategies and self-regulatory techniques. Zimmerman (2000), advances that it would be better to provide students with a model that uses a specified mental process to solve a given exercise. It helps to create positive effects on students' motivation and learning. For instance, a learner who uses brainstorm to solve a problem might be a model to the learner who directly writes down whatever comes to his/her mind; for the reason that the one using brainstorm might select the appropriate elements to use in providing right answers.

## ▪ **Feedback**

Marzano, Pickering, D. J., & Pollock, J. E. (2001:96) stresses that *"the best Feedback appears to involve an explanation as to what is accurate and what is inaccurate in terms of student responses. Besides, asking students to keep working on a task until they succeed appears to enhance achievement"*. Providing Feedback for students is a way to make them keep on trying till they approve an achievement. Differently said, Feedback is an opportunity to assess students' achievements and progress. For example, formative assessment is a helping means for both teachers and learners. It allows teachers to evaluate learners' progress, and through their Feedback, learners recognise their weaknesses and mistakes. This helps them to improve their future performances.

Teachers are also intended to show their attitudes towards their learners' Self-Efficacy.

## **IV.1 Definition of Attitudes**

Allport offered (1935: 810) provided many definitions of attitude that others before him had generated, only to slip in a 17th of his own that has been so well -c ited that any student of

attitudes is able to recite it even when half asleep: “ A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related ”

Eagly and Chaiken (1993:1) provided a simple and intuitive definition that wins on ease and broad endorsement. According to them, an attitude is “ a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” .

## **V. General Strategies for Strengthening Students' Self-Efficacy**

In their collective work, "Improving Self-Efficacy and Motivation" Howard Margolis and Patrick P. McCabe (2006) made two lists of tips to improve self-efficacy and motivation: What to Do and What to Say lists.

### **V.1. What to Do to Develop Learners Sense of Efficacy**

#### **▪ Plan Moderately Challenging Tasks**

Pintrich & Schunk (2002); Linnenbrink & Pintrich (2003); Pressley et al. (2003) agreed that tasks should not be overly simple, to avoid embarrassing struggling learners. Also, it should not communicate that the teacher doubts their abilities. However, activities should be challenging. For example, instead of making a task about reordering words in a sentence, the teacher makes a more challenging task such as guessing missing words in a sentence.

#### **▪ Use Peer Models**

According to Alderman (2004); Maag (1999) and Pintrich & Schunk (2002), watching other students performing in tasks is an effective means to help students acquire new strategies and skills. That is to say; a learner observes his peers performing well; he/she tries to imitate them and gets new abilities and techniques. Alderman (2004); Robertson (2000); Schunk(2001); Schunk & Zimmerman (1997); Zimmerman (2001) agreed that models should

be similar to student observers in ways the observers deem essential. Resemblances consist of age, race, gender, ability, interests, clothing, social circles, and achievement levels. For example, a student observes a mate who seems to be like him/her not to feel embarrassed. In other words, they should be at the same age, from the same race and social circles.

- **Teach Specific Learning Strategies**

Lenz, Deshler, and Kissam (2004) noted that learning strategies provide students with an appropriate sequence of steps to face challenging tasks. In this concern, Lenz, Deshler, and Kissam (2004:126) *"These steps make the task at hand manageable and provide students with a place to start"*. Teachers are intended to provide their learners with strategies and clarify how to use them to solve the tasks in hands. In this concern, Swanson and Deshler (2003) contended that *"teachers must help learners understand when and why to use the strategy and have them overlearn it, so they successfully apply it when working alone"*. In other words, the mastery of the strategies facilitates the resolution of tasks, and this encourages academic achievement.

- **Capitalise on Student Choice and Interest**

Allington & Johnston (2001), affirm that when the choice is present, it encourages high levels of engagement; however, when it lacks, resistance takes place. For this reason, teachers are intended to identify learners' interests through remarking struggling learners during free time, scope their conversations and their areas of interest. The idea is that Teachers should pay attention to students' interests to make them integrated into the class, and each one participates.

- **Reinforce Effort and Correct Strategy Use**

Troutman (2003), Heron and Harris (2001), and Maag (1999) agreed that interventions might include reinforcing students for efforts such as rewarding them when they use a given strategy correctly; persistence, i.e., working longer on moderately challenging tasks; and correct strategy use. On the one hand, teachers' right technique to use through providing reinforcers, which they gradually remove and replace them with others. On the other hand, they negotiate with their learners about given behaviours and different new strategies. It is cited in Howard Margolis and Patrick P. McCabe (2006:223).

## **V.2. What to Say to Develop Learners' Self-Efficacy**

### **▪ Encourage Students to Try**

According to Pintrich & Schunk (2002), teachers must regularly encourage struggling students to try new academic activities, telling them success is likely if they make an effort, persevere, and correctly use previously learned strategies. If the educational activities are at the appropriate instructional and independent levels, struggling learners will likely believe that moderate effort will produce success. Encouraging students is necessary for two reasons. First, struggling learners get tired when a constant overwhelming effort is required. Second, struggling students regularly interpret excessive effort as signs of personal inadequacy and low ability. In other words, learners are always in need of encouragement when they accomplish a task, and this is to furnish more efforts and perform better.

### **▪ Stress Recent Successes**

Alberto and Troutman (2003), Heron and Harris (2001) claim that teachers must explain how struggling learners have already succeeded to reinforce their self-efficacy. This provides visual, permanent Feedback about progress, Feedback that can powerfully influence self-efficacy (Schunk, 1999, 2001; Schunk & Zimmerman, 1997) said differently stressing recent

successes helps learners to use the strategies they have already used in their previous achievement, as well as, it makes them confident in their abilities.

- **Give Frequent, Focused, Task-Specific Feedback**

Schunk & Zimmerman (1997), teachers emphasis task feedback on what struggling learners did correctly, as well as, on the necessary steps for improvement, they give learners a map for success, which often strengthens their self-efficacy. Salend (2001) suggested five types of teacher-directed Feedback which can be helpful to learners to achieve success; they are:

- **Corrective Feedback**

Salend (2001) emphasised on showing struggling learners how to correct mistakes by different corrective strategies like restating, rephrasing, or changing questions etc. For example, if a learner says "You 'gived' us a homework", the teacher restates the sentence and corrects the mistake, "you 'gave' us an assignment". Then he/she asks them to repeat the phrase correctly. (Cited in Margolis, 2006)

- **Prompting**

Salend (2001) recommended the use of prompts when struggling learners need more information for better understanding and help them to correct their mistakes. The data could be visual, auditory, or tactile. Prompts are to Salend (2001) peripheral antecedent provocations that help stressed learners answer appropriately (e.g., "Kelly, a few minutes ago, when we started using TELLS, you told me that specific was a hard word. Are there other words in the story that are just as hard, or harder, than specific?" Here, specific is prompt).

- **Process Feedback**

Salend (2001) advanced that when all the answers are correct, but learners are not sure, the teacher confirms the correct answer and indicates why it is accurate. For example,

learners are given an exercise about putting 'at/on/in' in the right position, then the learners get correct answers, but they are not sure. The teacher may restate and explain that 'at' is used to refer to times; 'on' is used with dates and days; and 'in' is used with months, years, and seasons.

- **Instructive Feedback**

Salend (2001) as cited in Margolis (2006:224) states that 'Instructive Feedback' is about "*Providing learners with extra-information such as the definition of a word that expands or amplifies the targeted concept*". For instance, if the lesson of the day is about irregular plurals and some struggling learners do not know what some nouns refer to such as; 'goose', 'scarf', etc. The teacher will provide them with definitions of unclear words. In this case, the learners acquire new vocabulary and get integrated into the class.

- **Praising**

Salend (2001) think that praise is used only when struggling learners have reasonably deserved it; otherwise, they may soon think it is insincere or perfunctory. For example, when some struggling learners have already failed to accomplish a task, but still trying till they succeed, the teacher might praise them by giving them, for instance, points of approval, but only when they deserve it.

- **Stress Functional Attribution Statements**

Margolis and McCabe (2006:225) state that Attributions identify precise causes and affect future behaviours and argued that "*Functional attributions are optimistic*," i.e. in a sense, they tell learners that success is possible and that making efforts and use the right strategy leads to success. As well as "*dysfunctional attributions are pessimistic*". (2006:225). i.e. They tell learners that trying is useless and that success is impossible because they do not

manage what they are learning, and lack the competence to perform. Teachers have to keep optimistic with their learners, and always insure them that success is possible when the right strategies are used. Lyden et al., (2002:27) say that *"When making functional attribution statements or teaching struggling learners to make them, teachers might follow this sequence: First, state why learners succeeded or failed, then state their degree of success"*. That is to say; when making functional attribution statement, teachers should justify, and give explanations about how learners have succeeded or failed to accomplish a task.

## **Conclusion**

The literature review has allowed us to define self-efficacy and some related concepts, such as its measurement and sources. It has also permitted to highlight the importance of Self-efficacy in the academic setting in general and in EFL in particular. Besides, it dealt with the promotion of Self-efficacy in education, by explaining the role of teachers in developing learners' sense of efficacy, as well as, the different techniques to use to develop learners' self-efficacy.

# *Research Design and Methodology*

## **Introduction**

This chapter explains the methodology of the present research (Investigating EFL teachers' attitudes and techniques to develop learners' self-efficacy, the case of ASSALAS private schools of Tizi-Ouzou). First, the chapter provides information about the research method used. Second, it shows the participants as well as the setting in which the study is accomplished. Third, it is concerned with data collection and analysis procedures and instruments.

### **I. Research Method**

In this study, the mixed-methods approach has been adopted. Both quantitative and qualitative instruments are used to collect and analyse the data. *"Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches... for the broad purposes of breadth and depth of understanding and corroboration"* (Johnson, Onwuegbuzie & Turner, 2007: 123). This means that the mixed-methods allows gathering data from both quantitative and qualitative sources. Besides, the mixed-methods allows analysing the data collected separately or in comparison and create a solid foundation for concluding the investigation.

### **II. Participants of the Study**

The current study was carried out in ASSALAS private school in Tizi-Ouzou. To answer the research questions, Ecole Assalaz EFL teachers have been targeted as the research sample. The number of participants in this study was ten (10). The main reasons for choosing this private school were for the available number of EFL teachers and their experience in the field of teaching. The reputation of this school has also been among the reasons for choosing it. The results of their learners are known to be good and excellent.

### **III. Procedures and Instruments of Data Collection**

To answer the research questions, two main research tools have been used; A questionnaire, and an interview.

#### **➤ Definition of a Questionnaire**

According to Kothari (1990:96),

*A questionnaire consists of a number of questions printed or typed in a definite order or a form or a set of forms. It is mailed to respondents who are expected to read and to understand the questions and write down the reply in the space meant for the purpose in the questionnaire.*

In other words, a questionnaire is a set of questions used by researchers to collect facts or opinions from individuals. It is a crucial strategy for data collection. On the one hand, a questionnaire could be open-ended format questions in which the participants are asked to answer the questions freely using their own words. On the other hand, it could be a close-ended question that takes the form of a multiple-choice question where the teachers are expected to choose one of the responses that have been suggested.

#### **III.1. Description of the Teachers' Questionnaire**

The questionnaire designed for this study has been handed to ten EFL teachers of Assalas private schools between the 5<sup>th</sup> and 15<sup>th</sup> July. Gmail program has been used to facilitate the collecting data process during the lock down. The questionnaire includes fifteen (15) elements divided into three sections. The first section is about collecting background information about the participants; it contains four (04) items, three (03) open-ended questions, one (01) close-ended question. The second section concerns the attitudes of the teachers towards the development of learners' self-efficacy; it includes five (05) items, three (03) open-ended questions, and two (02) close-ended questions. Finally, the third section is

devoted to the techniques and strategies used to develop learners' self-efficacy, the section is made of six (06) questions; three (03) open-ended questions, and three (03) close-ended ones.

#### ▪ **Interview**

Besides the questionnaire, an interview has been conducted and took place in both Assalas middle and secondary schools.

The interview is defined as *"a data collection method in which a researcher and participant engage in a conversation focused on questions related to a research study"* Tavakoli (2012: 294). The interview conducted in this study took place on September 18<sup>th</sup>, and 19<sup>th</sup>, 2020. The interview has been conducted to obtain in-depth information about the attitudes of the participants towards self-efficacy development in the classroom, as well as the techniques they use to do so. The interview comprises ten (10) questions.

### **III.2.Procedures and Instruments of Data Analysis**

The Descriptive Statistical Method has been adopted to calculate and interpret the statistical data using Microsoft Excel Program. As regards the data collected from the open-ended questions and the interview, Qualitative Content Analysis has been used.

#### **III.2.1.Quantitative Data**

A quantitative method concerns the data collection in a numerical way which can be put into categories or in rank order or measured in units of measurement that is analysed by statistical methods. Dornyei (2007:29) defines quantitative research as being *"seen to offer a structured and highly regulated way of achieving a macro-perspective of the overarching trends in the world of the everyday realities of the world"*.It is seen as providing a highly structured method for achieving a holistic view of overall trends in the realm of everyday worlds.

To analyse the data collected through the questionnaire, Microsoft Excel has been used to count the numerical data collected from the questionnaire and to organise the various statistics to display them in the tabular form later using Microsoft Word. The Business Dictionary (2007:29) mentions that Microsoft Excel "*allows users to organise, format, and calculate data with formulas using a spreadsheet system broken up by rows and columns*".

### **III.2.2. Qualitative Content Analysis (QCA)**

A Qualitative method, in general, includes gathering non-numerical data analysed in a non-statistical way and the data collected from the interview. In this concern, Dornyei (2007:29) claims that "*Qualitative research was perceived to represent a flexible and highly micro perspective of the everyday realities of the world*". In an attempt to interpret and analyse the qualitative data obtained from the teachers' questionnaire, Qualitative Content Analysis (QCA) has been adopted. QCA is defined by Heish and Shanon (2005:02) as: "*a research method for the subject interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns*". It is used in this research to explain and to interpret the data obtained from the teachers' questionnaire

### **Conclusion**

This chapter has presented the data collection tools and the data analysis procedure. Also, it has shown the participant and the setting of the study (where and when). It has also described the research instruments used in the study, which consist of a questionnaire and an interview. Concerning the data analysis, the descriptive statistical method and the Microsoft Excel computer program have been used to analyse the quantitative data collected from the questionnaire. Besides, the content analysis to interpret the qualitative data from the questionnaire and interview.

## *Presentation of the Findings*

## **Introduction**

The present chapter deals with the presentation of the findings obtained from the questionnaire and the interview. First, the study uses the Microsoft Excel statistical analysis for the close-ended questions. Then, it accounts for the qualitative content analysis for the interpretation of the open-ended questions. For a better organisation and clarity, the outcomes are represented in percentages and displayed in tables, and pie charts. Over and above, the chapter deals with the presentation of the findings of the interviews. Two sections structure the chapter. The first tackles the results of the questionnaire; the second displays the results of the interviews.

### **I. Presentation of the Questionnaire's Results**

#### **I.1. Teachers' Profile**

**Question One:** What degree do you hold?

	<b>Licence</b>	<b>Master</b>	<b>Total</b>
<b>Number</b>	<b>3</b>	<b>7</b>	<b>10</b>
<b>Percentage</b>	<b>30%</b>	<b>70%</b>	<b>100%</b>

**Table (01): Teachers' Degrees.**

The results show that 30% of the participants have a Licence degree, and 70% of them have a Master's degree.

**Question Two:** How long have you been teaching English?

	<i>For twoyears</i>	<i>For threeyears</i>	<i>For six years</i>	<i>For seven Years</i>	<i>For twelve years</i>	<i>For fifteen Years</i>	<i>For Thirty- two Years</i>	<i>Total</i>
<b>Number</b>	1	1	1	1	2	3	1	<b>10</b>
<b>Percentage</b>	10%	10%	10%	10%	20%	30%	10%	100%

**Table (02): The Respondents' Professional Experience**

The table shows that 10% of the participants have been teaching English for two years. 10% answered that they have been in the domain for three years, and 10% said that they have been teaching English for six years. Other 10% have been teaching for seven years. 20% of the teachers have been teaching English for twelve years, and 30% have been instructing the language for fifteen years. Finally, 10% of the participants have been in the domain for thirty-two years.

**Question Three:** How Long Have You Been Teaching English in a Private School?

	<b>For twoyears</b>	<b>For three Years</b>	<b>For five years</b>	<b>For ten years</b>	<b>For Twelve years</b>	<b>For fifteen years</b>	<b>Total</b>
<b>Number</b>	2	2	1	1	2	2	<b>10</b>
<b>Percentage</b>	20%	20%	10%	10%	20%	20%	100%

**Table (03): Teachers' Experience in a Private School.**

As regards teaching in a private school, 20% of the teachers have been in private school for two years. 20% of them have been there for three years. Other 10% of the participants have been t

eaching English in a private school for five years. 10% have been teachers of English in Private schools for ten years and, 20% of them have been there for twelve years. Finally, 20% of the represent teachers have been working in a private school for fifteen years.

**Question four:** Have you ever received training?

	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	4	6	<b>10</b>
<b>Percentage</b>	40%	60%	100%

**Table (04): Teaching Training**

The answers show that only (40%) of the teachers have received training, while 60% of them have not received it.

### **I.2. Teachers' Attitudes towards Learners' Self-efficacy**

**Question Five:** As a teacher of English, how do you perceive learners' self-efficacy during instruction?

- a) Not important
- b) Slightly important
- c) Important
- d) very important
- e) Necessary

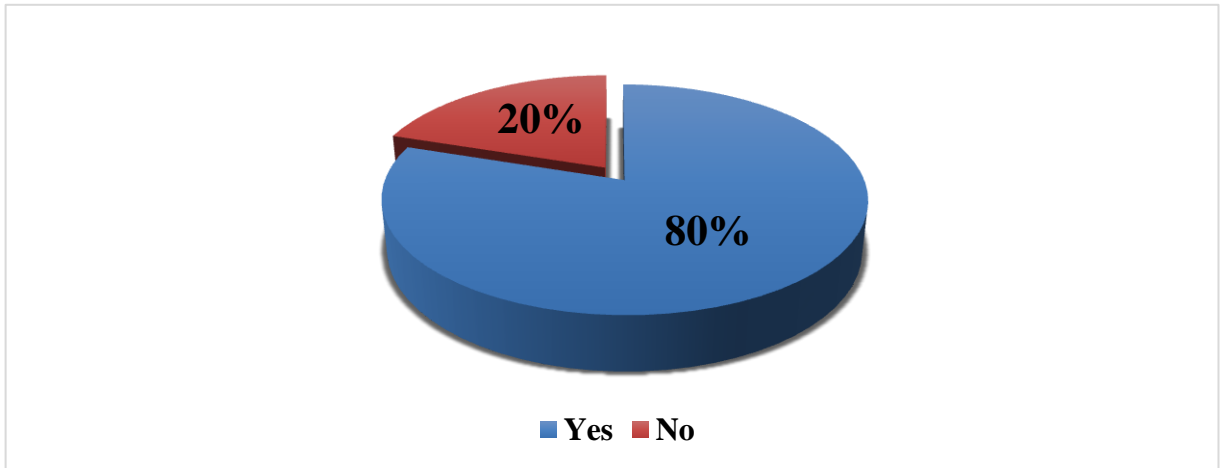
	<b>A</b>	<b>B</b>	<b>C</b>	<b>d</b>	<b>e</b>	<b>Total</b>
<b>Number</b>	0	0	0	0	10	10
<b>Percentage</b>	0%	0%	0%	0%	100%	100%

**Table 05: Teachers' Perceptions of Self-efficacy During Instruction**

The table (05) shows that all the participants agree that self-efficacy is necessary during instruction. They all opted for the proposition (e).

**Question Six:** Do you think that teachers are responsible for the development of learners' self-efficacy?

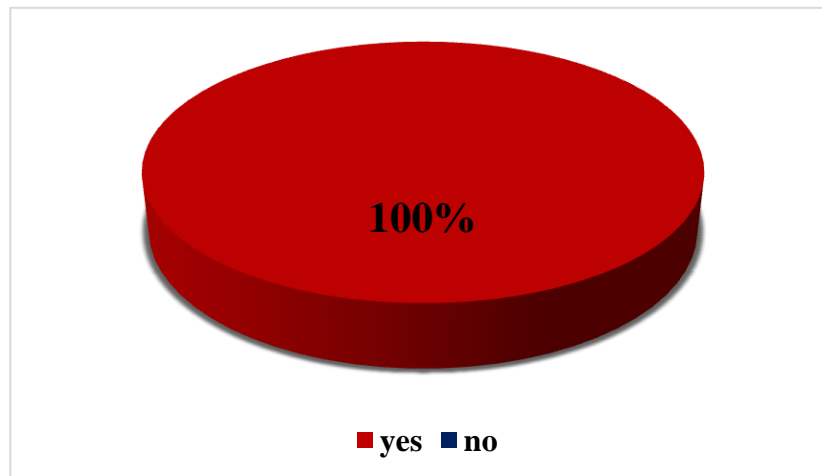
- Yes
- No



**Diagram 01: Teachers' Responsibility for the Development of Learners' Self-efficacy**

This pie chart demonstrates that 80% of the teachers think that they are responsible for the development of their learners' self-efficacy.

**Question Seven:** Do you think that your positive or negative attitudes towards your students can affect their self-efficacy?



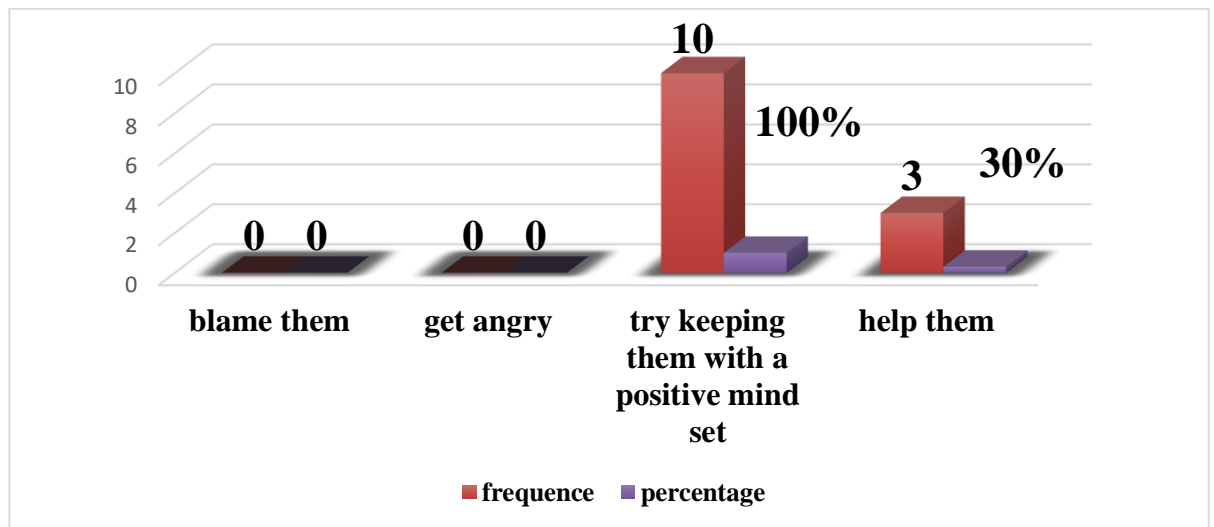
**Diagram 02: The Influence of Teachers' Attitudes on Learners' Self-efficacy**

The results appearing in the pie chart show that all the teachers (100%) agree that their attitudes (positive or negative) influence learners' self-efficacy.

**Question Eight:** Which of these statements best describe your behaviour when your students' self-efficacy is low?

- a) blame them
- b) get angry

- c) try keeping them with a positive mindset
- d) help them

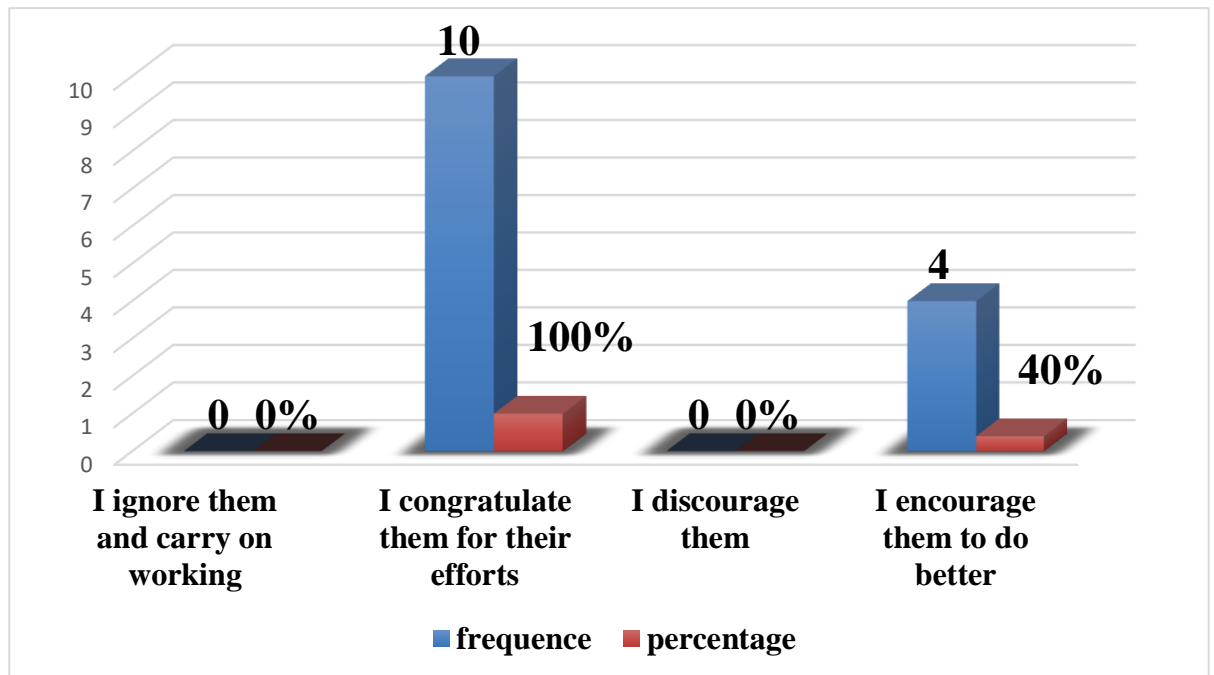


**Diagram 03: Teachers' Behaviours in Towards Learners with Low Self-efficacy**

The graphic refers to the way teachers behave when they face learners with low self-efficacy. It reports that 100% of the teachers have chosen the proposition (c) which is (trying to keep the learners with a positive mindset). As well as 30% of the teachers have also chosen the proposition(d) which consists in (helping learners), i.e. 30% of the teachers opted for both suggestions (c) and (d).

**Question Nine:** In case your students complete a task successfully, how do you react?

- a) I ignore them and carry on working
- b) I congratulate them for their efforts
- c) I discourage them
- d) I encourage them to do better



**Diagram 04: Teachers' Reactions Toward their Learner's Achievements**

Diagram two demonstrates that only (b) (I congratulate them for their efforts), and(d) (I encourage them to do better) are being used.100% of the participants declared that they congratulate their learners when they succeed to accomplish a task, and 40% of them also opted for encouraging students to do better.

### **I.3. Teachers' Strategies to Develop Learners' Self-efficacy**

**Question Ten:**Here are the four sources of self-efficacy, number them from the most to the least important according to your strategies to build efficacy-beliefs in your learners.

- a) Mastery experiences (Previous success or failure at a given task or activity).
- b) Vicarious experiences (others' experiences, such as peer success or achievements).
- c) Verbal persuasion (this could be verbal encouragement or discouragement).
- d) Emotional arousal (people's emotional state and People experience sensations from their body).

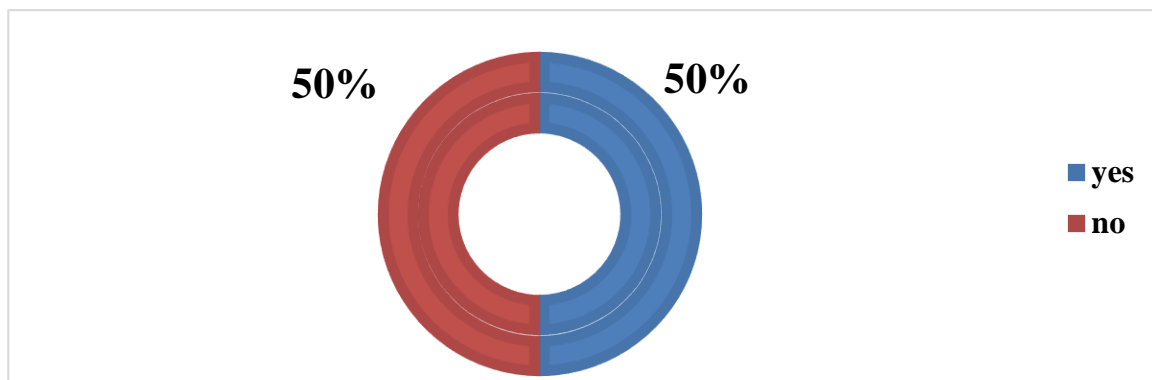
<b>Participant 01</b>	C	b	A	d
<b>Participant 02</b>	A	c	B	d
<b>Participant 03</b>	A	c	B	d
<b>Participant04</b>	C	a	B	d
<b>Participant05</b>	C	b	D	a
<b>Participant 06</b>	C	a	B	d
<b>Participant07</b>	C	a	B	d
<b>Participant08</b>	C	a	D	b
<b>Participant09</b>	C	a	D	b
<b>Participant10</b>	C	a	D	b

**Table 06: Importance of the Sources of Self-efficacy According to Teachers' Strategies**

The results in Table (6) consist of the ranking of self-efficacy sources provided by the respondents. They are classified from the most to the least important according to EFL teachers' strategies to build efficacy beliefs in their learners. It shows that the majority of teachers give much importance to 'Verbal Persuasion'. It appeared in the first range eight times, and twice in the second range. Then comes 'Mastery experiences' cited twice in the first range, and six times in the second range. As to 'Vicarious experiences' are mentioned in the third rank, and finally 'Emotional arousal' cited four times in the third rank, and six times in the fourth range to become the least important source of self-efficacy according to the participants.

**Question Eleven:** Goal setting is said to be an essential strategy to develop positive perceptions of efficacy in students. So, do you set goals at the beginning of each learning sequence?

Yes / No



**Diagram 05: The Use of Goal Setting Strategy to Develop Learners' Self-efficacy**

The results in the pie chart show that 50 % of the teachers do not set goals with their learners at the beginning of each learning sequence, and 50 % of them do it.

**Question Twelve:** When you prepare activities for your learners, you make them:

- a) Very easy
- b) Easy
- c) Simple
- d) Slightly above the learner's current performance level
- e) Hard

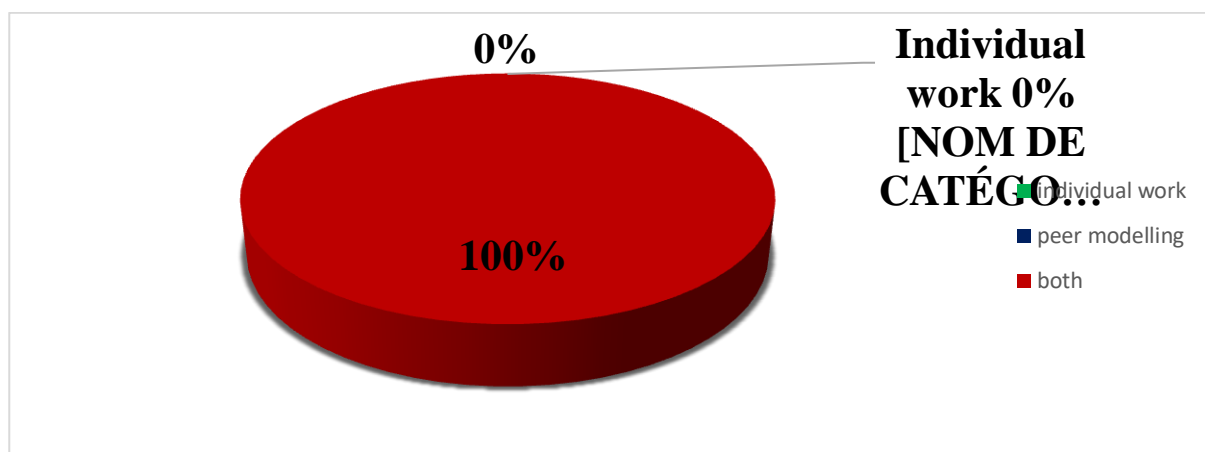
	<b>A</b>	<b>B</b>	<b>c</b>	<b>D</b>	<b>e</b>
<b>Participant 1</b>				X	
<b>Participant 2</b>			X	X	
<b>Participant 3</b>	X	X	X	X	X
<b>Participant 4</b>		X	X	X	X
<b>Participant 5</b>			X	X	
<b>Participant 6</b>				X	X
<b>Participant 7</b>				X	
<b>Participant 8</b>				X	
<b>Participant 9</b>				X	
<b>Participant10</b>		X		X	

**Table 07: The Levels of Activities Used to Develop Learners' Self-efficacy**

Table 7 shows that the participants mix the different propositions when they prepare their activities, but the most used is (d) (Slightly above the learner's current performance level). It got 100% of the consideration.

**Question Thirteen:** Watching other students doing well on targeted tasks is a powerful means that helps them acquire new strategies and skills. So, you encourage:

- a) Individual work
- b) Peer modelling
- c) Both

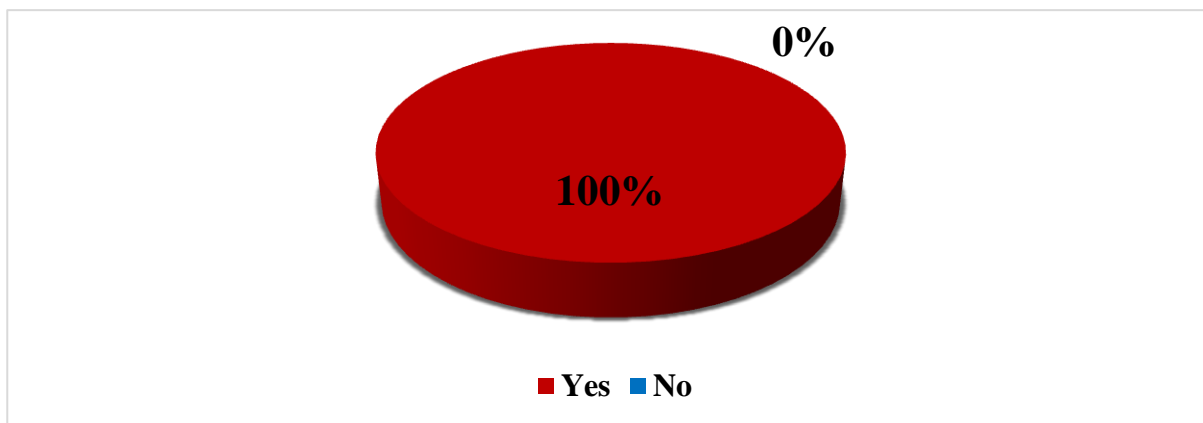


**Diagram 06: The Techniques Mostly Stressed by Teachers to Allow their Students to Acquire New Strategies and Skills**

The pie chart displays that both individual work and peer modelling are used by 100% of the participants, to allow learners to acquire new learning strategies from each other.

**Question Fourteen:** Do you help your learners to master some strategies such as noting their progress and verbalise the next steps to solve their tasks?

Yes / No

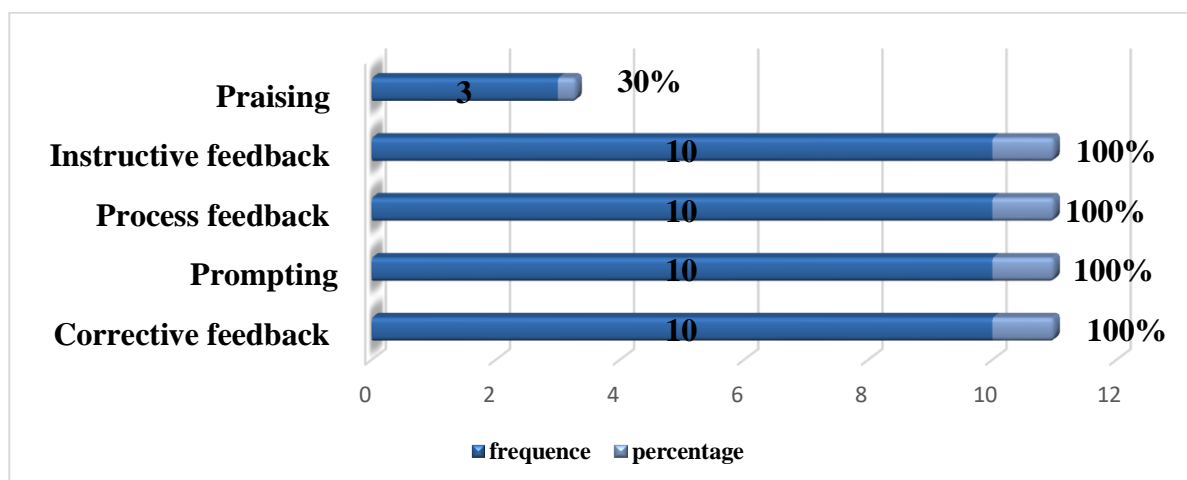


**Diagram 07: Encouragement of Learners to Use Strategies to Solve Tasks**

Pie chart 5 illustrates that all the participants (100%) help their learners to master different strategies, which enable them to solve tasks.

**Question Fifteen:** Feedback is said to be a way of strengthening self-efficacy, which kind of Feedback do you often use? (You can choose more than one answer).

- a) Corrective Feedback
- b) Prompting
- c) Process feedback
- d) Instructive Feedback
- e) Praising



**Diagram 08: Types of Feedback Used by Teachers to Develop Learners' Self-efficacy**

Diagram three indicates that the feedbacks, corrective Feedback, prompting process feedback got 100% of use, which means that all the participants provide their learners with Feedback through corrective Feedback, prompting process feedback. As to praising, it has got the following percentage of use which is (30%).

### **Results of the interviews**

The second data collection tool used in this research is the interview conducted with six teachers (6) from Ecole Assalas Private School in Tizi-Ouzou. This tool served to gather information and details about teachers' perceptions towards self-efficacy development during instruction and the techniques they use for this.

**Question One:** What do you think about the development of learners' self-efficacy?

The aim of the question is to know how the teachers perceive the development of learners' self-efficacy during instruction and if they are aware of its importance. The answers demonstrate that all the participants perceive the development of learners' self-efficacy as a fundamental and necessary fact. One of the participants claims *"I think that the development of learners' self-efficacy is crucial since learners must be self-efficient for a better learning process."*, teacher Another participant adds *"I think that the development of learners' self-efficacy is necessary"*. As regards the rest of the participants, they share the same opinion.

**Question Two:** What are the teachers' practices you think promote students' self-efficacy?

The purpose of this question is to find out which practices, according to the participants, promote their students' self-efficacy. The results of the interview demonstrate that the participants believe that showing to learners' positive attitudes, helping them with tricks and strategies, and encouraging them to promote their students' self-efficacy. In this concern, one of the participants says *"First, I think that I have to show positive attitudes toward my*

learners' self-efficacy development. Encouraging them, and providing them with positive reinforcement helps them to be more efficient.". Another participant declares "I think that being positive, encouraging learners to face new challenges and persuading them of having abilities to perform promote my students' self-efficacy". Another participant states "I think that making my learners aware of their capacities to succeed, and make them build their self-confidence helps to promote their self-efficacy". Also, another respondent informs "I think that showing positive attitudes and being tolerant are among the teachers' practices which promote learners' self-efficacy.". Finally, the attitude of being positive and encouraging learners to face new challenges has been shared by all of the teachers interviewed.

**Question Three:** What are the teachers' practices you think weaken and hinder your students' self-efficacy?

The role of the question is to recognise practices that the participants think to hinder the promotion of self-efficacy in their learners. The results show that teachers share nearly the same opinions. Blaming and ignoring learners are according to the participants the main reasons which hinder the development of learners' self-efficacy. In this regard, one of the participants claims "I think that blaming them when they fail, ignoring them when they try to make efforts are among the causes which weaken learners' self-efficacy". Another respondent adds "I think that being impatient and intolerant of learners' mistakes and blaming them make them less efficient, and lose their self-confidence". All the participants have taken nearly the same position.

**Question Four:** How can you recognise the lack of self-efficacy in your learners?

All the participants agreed on the fact that learners with low efficacy avoid challenging situations and do not dare to face new challenges. In this regard, one participant declares "I usually recognise lack of self-efficacy in my learners through their behaviours. Learners with

*a low sense of efficacy generally hesitate and get afraid of providing answers, or they seem to be unconfident when they answer.". Another one says "Learners who lack in self-efficacy seem to refuse to face new challenges, and generally avoid answering in front of their mates as if they are afraid of making mistakes.". Another teacher claims "I recognise lack of self-efficacy in my learners when they avoid new challenging situations." The rest of the participants share the same opinions as to their colleagues.*

**Question Five:** How can teachers develop their students' self -efficacy?

*In this regard, one participant declares "Teachers can develop their students' self-efficacy by showing positive attitudes towards the development of their sense of efficacy. They can also do it through using different existing techniques advanced by scholars". Another participant says "teachers can develop their students' self-efficacy by inciting them to like their learning subjects first, and encouraging them to keep trying even when they are mistaken". Another teacher states "I think that teachers can develop learners' self-efficacy through helping them to surpass difficult situations, and show them strategies to follow to succeed". Another participant declares "I think that teachers can develop learners' sense of efficacy through encouragement, and giving them helping hands to perform".*

**Question Six:** How do you care for learners with low-sense of efficacy?

*In this concern, the participants have shown how they act with learners with a low sense of efficacy. The first participant claims "I care for learners with low-sense of efficacy by trying to integrate them in the operational activities and invite them to work in groups so as they imitate their mates. I also insure them when they fail and congratulate them when they try." Another participant declares "As regards learners with a low sense of efficacy, I try to gain their confidence, and make them try to perform and encourage them each time they make efforts". Besides, a respondent states "I always try to integrate them, and try to make them feel*

*at ease to answer or to make efforts. I thank and encourage them each time they show interest to work and participate".*

Moreover, another teacher mentions *"I always try to be thankful when my learners try to perform and face situations. I try to persuade them about their abilities to externalise them".* Furthermore, it is stated by a teacher that he /she always tries to integrate students into the working group, and consider their opinions and answers when they are right. He/she also shows them strategies to help them for better understanding. Finally, another interviewee contends *"In the case, I recognise lack of self-efficacy in some of my learners, I try to understand the reasons why they avoid performance or new challenges and integrate them into working groups so as they try to imitate their mates and regain their self-confidence".*

**Question Seven:** According to you, what is the most important source of self-efficacy?

All the participants have declared that 'verbal persuasion' is the most crucial source of efficacy.

**Question Eight:** Do you have any specific technique(s) to strengthen your learners' self-efficacy? If yes, mention some of them.

All the participants have declared that they have many techniques to strengthen learners' self-efficacy. They claimed that they use modelling and reinforcement. They also opted for teaching their learners strategies to be mastered for better performances. The participants have also declared that they provide their learners with Feedback.

**Question Nine:** Do you set goals with your learners at the beginning of each learning unit?

The majority of the participants answered that they set goals at the beginning of each learning unit except one who claims *"No, I do not set goals; otherwise they feel as if they are under pressure, I let them discover during instruction".*

**Question Ten:** Do you provide your learners with Feedback?

All the interviewed teachers have said that they always provide their learners with Feedback.

**Question Eleven:** What types of Feedback do you use during instruction?

As regards, the types of Feedback used by the participants, one of the teachers says *"There exist many types of feedback, I always provide my learners with corrective feedback, prompting, process feedback, and instructive feedback"*. Another teacher declares *"I use all the types of feedback (corrective feedback, prompting, process feedback, and instructive feedback.) except praising"*. Another interviewee informs *"I always use corrective feedback, prompting, process feedback, and instructive feedback. I also use praising when it is deserved"*. Also, one of the participants contends *"I always use corrective feedback, prompting, process feedback, and instructive feedback. From time to time, I use praising"*. Another participant claims *"I use praising, corrective feedback, prompting, process feedback, and instructive feedback"*. Finally, one of the respondents mentions *"I use many types of feedback, corrective feedback, prompting, process feedback, and instructive feedback, and sometimes I use praising"*

## **Conclusion**

This chapter has presented the results obtained from the questionnaires distributed to ten EFL teachers in Ecole Assalas private school in Tizi-Ouzou as well as the results of the interviews conducted with six of these participants. The findings have shown that professional experience is neither an advantage nor a hindrance in implementing self-efficacy as a necessary factor in the teaching/learning process. Teachers in this school give enough importance and show positive attitudes to self-efficacy and its development during

instruction. Moreover, they implement considerable techniques and perspectives to reinforce their learners' self-efficacy. Finally, the following chapter consists of an in-depth and detailed discussion of the results obtained in this research.

## *Discussion of the Findings*

## **Introduction**

The present chapter is devoted to the discussion of the findings obtained from the questionnaire and the interview. It aims to highlight the results of the study, and provide answers to the research questions and affirm or refute the hypotheses advanced in the General Introduction. For a detailed discussion of the findings, self-efficacy theory is used. This chapter begins with a short introduction and includes three parts. The first consists of the teachers' profile. The second is concerned with the analysis of teachers' attitudes towards learners' self-efficacy in EFL classes. The third part is about discussing the techniques used to develop learners' self-efficacy. Then the chapter ends with a conclusion.

### **I. Teachers' Profile**

The findings revealed that 70% of the teachers have a Master's Degree, and 30% of them got a Licence Degree. As regards the professional experience in teaching English, it varies from two to thirty-two years. As follows the experience in private school, it also differs from two to fifteen years. As for training, the results disclosed that 40% of the participants have not received training, but 60% of them have received it. Despite the differences between teachers' grades, training and professional experience, they show the same perception and attitudes towards self-efficacy and its development during instruction.

### **II. Teachers' Attitudes Towards Learners' Self-Efficacy**

It has already been mentioned in the literature review that self-efficacy is extremely important in teaching/learning process and that learners with a high sense of efficacy are capable to better perform than others (Bandura, 1997). To answer the research questions, data have been collected from Ecole Assalas (secondary and middle schools).

As regards teachers' perception of learners' self-efficacy, the results of the questionnaire indicate that 100% of the participants view self-efficacy as a necessary factor during instruction (see table 05). One teacher stated that *"it is a source of motivation; it encourages students to do their utmost"*. Another one affirms that *"Students with a strong sense of efficacy believe can sustain their efforts to be successful. They approach difficulty or threatening situations with confidence that they have control over them"*. Another respondent holds that *"Students with a high sense of efficacy believe in their abilities to accomplish their tasks, and face new challenges"*. Besides, one of the teachers sustains that *"self-efficacy plays a major role in the academic success of learners and their self-regulation, and also it influences their motivation"*. The other participants believe and share the same opinion, which is *"self-efficacy is necessary because it improves learners' level"*. From what the participants have declared, it is deduced that they perceive self-efficacy as a necessary element in EFL education. It is considered as a source of motivation, which makes students believe in their abilities to maintain their competencies to confront difficulties, and feel confident to manage difficult situations and do their best to achieve their goals. In this context, Pappamihel (2002) studied self-efficacy in EFL and found that language learners' willingness to communicate is associated with their self-efficacy levels. Learners with high self-efficacy feel more comfortable and confident in their ability to communicate.

### **III. Teachers' Responsibility for The Development of Learners' Self-Efficacy**

Pie Chart 1 demonstrates that the majority of the teachers (80%) of Ecole Assalas (secondary and middle schools) agree that developing learners' self-efficacy is among their responsibilities. In this regard, one teacher claims that *"teachers should help their students develop learners' self-efficacy to get the courage to treat difficult and highly unusual"*

*situations with confidence, which in turn, raises the likelihood of success".* Another teacher declares *"Developing learners' self-efficacy is among our duties, our role is to make them externalise their skills and make them perform and try to solve problems and face new situations".* At the same time, two other participants share nearly the same opinion. It is concluded that the EFL teachers who answered the questions act as facilitators, they help learners to develop their self-efficacy and unlock their potential. The answers prove to an extent the awareness of Ecole Assalas EFL teachers about the importance of self-efficacy and its development in EFL teaching and learning. In this regard, Schunk and Pajares (2002) believe that helping students to lay out a specific learning strategy and have them verbalise their plan is improving learners' self-efficacy.

#### **IV. The Influence of Teachers' Attitudes on Learners' Self-Efficacy**

As regards the position of the respondents about the influence of their attitudes (positive or negative) on learners, the results demonstrate that all of them 100% agree that their attitudes affect learners' self-efficacy (see pie chart 02). In this regard, one participant writes: *"A teacher's positive attitude towards their students, such as; positive feedback and methodical guidance creates a better atmosphere which facilitates the learning process and encourages them to put more efforts to learn".* The rest of the participants share the same position and believe that teachers' attitudes always affect learners' behaviour and that they can inspire their learners, and provide support for them through encouragements and guidance. These opinions might be supported by (Hymel, Comfort, Schonert-Reichl, & McDougall, 1996) who believe that the participation of students and their involvement in class depends on the amount the school environment contributes to help learners strengthen their self-efficacy and realise academic achievement.

## **V. Teachers' Behaviours Towards Learners with Low Self-Efficacy**

In this regard, some data have been gathered about the reaction of EFL teachers towards learners with a low sense of efficacy. The results demonstrate that the participants adopt two ways to help learners to strengthen their sense of efficacy. The first is trying to keep learners with a positive mindset as it is supported by Gardner (1985), who believes that a positive attitude helps learners to maintain their language skills after classroom instruction, which means that positive attitudes are beneficial during and even after classroom instruction. It is adopted by 100% of the participants. The second way is helping learners to solve their tasks, and facing new challenges; this way is adopted by 30% of the participants. In this concern, Schunk and Pajares (2002) believe that helping students to layout a specific learning strategy and have them verbalise their plan makes the students proceed through the task, ask students to note their progress and verbalise the next steps. See (Diagram 01). The results demonstrate that Ecole Assalas EFL teachers show importance to the development of learners' self-efficacy during instruction. Bandura (1994: 6) claims that *"A low sense of efficacy to exercise control produces depression as well as anxiety"*. This means that people with a low sense of efficacy cannot face challenges; they get depressed and anxious when they fail in solving a given task. For this reason, EFL teachers have to support their learners using the different techniques advanced by the scholars, such as teaching them different strategies to solve their tasks, and helping them to externalise their abilities to perform.

## **VI. Teachers' Reactions Toward their Learners**

Regarding teachers' reactions towards learners' achievements, the results indicate that 100% of the participants congratulate their learners for their efforts. 40% of the teachers have declared that they also encourage students to do better. This may refer to the fact that Ecole Assalas EFL teachers implement positive attitudes to develop learners' self-efficacy.

The results gathered in this part confirm the first hypothesis advanced in the General Introduction: Teachers of English in Assalas private school implement positive attitudes to develop learners' self-efficacy.

## **VII. Teachers' Strategies to Develop Learners' Self-Efficacy**

### **VII.1. The Importance of The Sources According to the Participants**

The data collected from Ecole Assalas revealed that EFL teachers use the four sources to strengthen learners' sense of efficacy. However, they perceive the sources differently. Table (06) shows the ranking of the four sources from the most to the less important ones according to the participants. The results have shown that 'verbal persuasion' is very important during instruction. It has been ranked as the most important source. In this concern, Bandura (1994: 3) claims that people persuaded verbally "*promote the development of skills and a sense of personal efficacy*". This means that, when learners are convinced verbally and encouraged to externalise their skills, they gain a high sense of efficacy and engage to perform in the given activities. Teachers intended to know where self-efficacy comes from and adopted the sources to strengthen learners' self-efficacy for better performances. As to 'Mastery Experiences', it is ranked as the second important source of self-efficacy according to the participants. While Bandura (1994:2) states that "*The most effective way of creating a strong sense of efficacy is through mastery experiences*". The ranking given by the majority of the participants shows that mastery experiences source is among the crucial sources to strengthen learners' sense of efficacy.

'Emotional arousal' came at the third position in the ranking provided by Ecole Assalas EFL teachers. They show less attention to this source comparing with the two previous ones. In this regard, Bandura (1994:3) sustains that "*Positive mood enhances perceived self-*

*efficacy, despondent mood diminishes it.*” This means that being at ease, and in a good mood helps learners to be sure in their abilities to perform and make use of them.

‘Vicarious Experiences’ got nearly the last ranking. The majority of the participants have ranked it as the less important source of self-efficacy. In this concern, Bandura (1977:197) argues that “*Vicarious experience, relying as it does on inferences from social comparison, is a less dependable source of information about one's capabilities than is direct evidence of personal accomplishments*”. In other words, ‘Vicarious Experiences’ is the less reliable source to determine people’s capabilities to perform, as well as their achievements. The ranking results differ from the original ranking made by Bandura (1977).

## **VII.2. The Use of Goal Setting Strategy to Develop Learners’ Self-Efficacy**

The results of the questionnaire show that 50% of the participants do not set goals with their learners at the beginning of each learning sequence. However, only 50% of them do it see (Pie chart 03). About the point, Anthony R. Artino (2012: 83) explains that “*goal setting helps to grow self-efficacy, while increased self-efficacy improves the quality of later goals.*”. This may refer to the reciprocity of self-efficacy and goal setting. The more goals are fixed, the more sense of efficacy is strengthened and vice versa. It has been explained in the literature review that teachers shall make their learners aware of the goals needed to be attained. The outcomes indicate that 50% of the respondents use goal setting, and 50% of them do not use it. The findings refer to a lack of Assalas EFL teachers’ awareness about the importance of goal setting in developing learner’s self-efficacy.

## **VII.3. Different Levels of Activities Used to Develop Learners’ Self-Efficacy**

The results gathered from Ecole Assalas demonstrate that all the participants design their activities slightly above the learner’s current performance level (see table 07). In this regard, Pajares & Schunk (2001) agree that, when people are faced with complicated or

slightly difficult tasks, they will face the challenge as something to be learned and mastered. Teachers use this strategy for the sake of making learners challenging level higher. The majority of them as well design also their activities simple (see table 07), to avoid embarrassing situations, create opportunities for the learners to react and get integrated. It is cited in the literature review that the level of challenges should neither be boring nor embarrassing for struggling learners. In overall, the participants agree to an extent to design activities slightly above the learners' current performance. However, some of the participants mix in the level of activities from time to time. The seventh table displays, despite the agreement of all the participants to design activities simple and slightly above current learners' level. Two of them also make their activities easy, very easy and hard. This refers that two respondents mix in the level of activities.

#### **VII.4. The Most Encouraged Technique to Acquire New Strategies and Skills**

The results concerning the most encouraged techniques to acquire new strategies and skills demonstrate that 100% of the participants use both individual work and peer modelling (see pie chart 04). EFL teachers in Ecole Assalas encourage personal work to let the learners try, challenge themselves to conduct their work and reach their goals. Peer modelling also has an impact on acquiring new strategies of learning, which allows learners to be effective when they accomplish their tasks. According to what has been reviewed in the literature, results show that EFL teachers of Ecole Assalas value both individual work and peer modelling. In this concern, Margolis (2006:219) stresses that “*When modelling is used as an instructional method, to demonstrate a skill or learning strategy, the models usually explain what they are doing and thinking at each step*”. This shows that when models share their strategies and provide explanations about the way and the reasons why a given technique is used allows learners to exchange ideas and offer them more opportunities to perform.

## **VII.5. Encouragement of Learners to Use Strategies to Solve Tasks**

The results presented in diagram 05 demonstrate that 100% of the participants answered 'yes', which means they help their learners to use strategies to solve tasks and activities. In this vein, Swanson & Deshler (2003) as cited in Margolis & McCabe (2006: 221) "*When teaching strategies to struggling learners, teachers must first identify one or two critical strategies that struggling learners have to master to succeed on specific task*". This means that teachers have to select specific and convenient strategies to be mastered by struggling learners depending on determined tasks. Then, they tend to teach the identified techniques to learners to help them to solve their assignments. According to the results shown in pie chart 05, it is the case of the participants who agree that teaching and explaining specific strategies to learners allows them to face new situations and mastering a technique is a key to facing new challenges and developing self-efficacy. Thus, EFL teachers of Ecole Assalas do provide their learners with different strategies.

## **VII.6. Different Types of Feedback Used to Develop Learners 'Self-Efficacy**

EFL teachers in Ecole Assalas tend to use all these types of feedback (see diagram 03). Salend (2001) cited in Margolis and Maccabe (2006: 224) recommended five kinds of teacher-directed feedback, which are: Corrective feedback, prompting, process feedback, instructive feedback, and praising.

The results of diagram 03 show that 100% of the participants use corrective feedback during instruction. This means that EFL teachers of Ecole Assalas restate and rephrase for further clarity, as well as to create opportunities for learners to answer. This is in line with the previous findings of Margolis and MacCabe (2006: 224) who explain that "*Corrective strategies include restating, rephrasing, or changing questions; clarifying directions; and reteaching prerequisite skills*". The use of the strategies proposed by Margolis and MacCabe

(2006) or any other researchers refer to the fact that the respondents count on scholars' findings as well as to their pedagogical competencies.

As regards prompting, it is considered by Salend (2001) cited in Margolis and Maccabe (2006: 224) "*prompts are external, antecedent stimuli that help struggling learners respond correctly*". The results advanced in diagram 03 demonstrate that all the participants use this type of feedback. For instance, if there are some struggling learners who have not understood a given word, the teacher asks if there is any other unclear term or expression to be clarified. This helps learners to get motivated to ask for more explanations and gain a high sense of efficacy. Regarding process feedback, the results display that all EFL teachers of Ecole Assalas use this type of feedback. This shows that the teachers value process feedback during instruction. They tend to convince the learners why the answers are correct so as to make them sure for their responses in future performances in such activities. According to Salend (2001), process feedback is a restatement and clarification of the answers by the teacher when all the learners get the right answers. This allows learners to understand why their responses are correct and memorise the rules.

Another type of feedback is used by 100% of the participants. It consists of constructive feedback. It is mentioned in the literature review that this type of feedback benefits learners struggling with difficulties as it provides them with extra information, such as definitions (Salend 2001). The data collected in Ecole Assalas reveal that constructive feedback is crucial and widely used there by EFL teachers. The last type of feedback recommended by Salend (2001) is praising. Diagram 03 shows that only 30% of the participants use it. Salend (2001:327) suggests that praise should be used to "*encourage independence, determination, and creativity*". Despite the fact that praising is said to be used to incite learners to be creative, not all Ecole Assalas EFL teachers use it. This might not mean that the rest of the

participants do not encourage students' creativity. They probably use any other strategy or technique to do it.

In overall, the results of this research conducted from Ecole Assalas about techniques used there to develop EFL learners' self-efficacy demonstrate that numerous methods are used. Thus, the second hypothesis advanced in the introduction is confirmed. EFL teachers of Assalas school use various techniques to develop learners' self-efficacy. The data gathered demonstrate that Assalas EFL teachers use the different existing techniques advanced by different scholars such as Schunk (1995) 'Goal-setting', 'Strategy training', 'Modeling and feedback', and the 'What to Do' and 'What to Say lists' in Patrick P. McCabe (2006).

## **VIII. Discussion of the Teachers' Interview**

The second data instrument used in this research study is 'interview'. It was conducted with six teachers of Assalas middle and secondary schools. Indeed, the interview helped us to bring more details to our research.

### **VIII.1. Participants Attitudes Towards the Development of Learners' Self-Efficacy**

The findings of the interview section revealed important points that need further discussion. The teachers interviewed share the same opinion through answering "*I think that the development of learners' self-efficacy is crucial, since learners must be self-efficient for a better learning process*", or "*I think that the development of learners' self-efficacy is necessary*". They consider the development of learners' self-efficacy as being important and necessary during instruction. The results show that the EFL teachers of Assalas private school in Tizi-Ouzou are aware of the importance of the development of self-efficacy during instruction. In this concern, Bandura (1986: 395) claims "*People who regard themselves as highly efficacious act, think, and feel differently from those who perceive themselves as*

*inefficacious. They produce their own future, rather than simply foretell it*". This shows that Self-efficacy is necessary for education. It allows learners to perform, to free their thoughts, and decide for their own future. Hence, Assalas EFL teachers perceive Self-efficacy as a necessary element during instruction.

### **VIII.2. The Promotion of Self-Efficacy During Instruction**

In relation to the promotion of self-efficacy, the results of the question in concern demonstrated that teachers show interest to positive attitudes towards their learners and to their encouragement during instruction. They think it helps the students to get motivated to perform, and feel more efficient. For instance, one participant claimed, *"First, I think that I have to show positive attitudes toward my learners' self-efficacy development and encouraging them, and providing them with positive reinforcement helps them to be more efficient"*. Another teacher declared *"I think that being positive, encouraging learners to face new challenges and persuading them of having abilities to perform promote my students' self-efficacy"*. The rest of the participants shares the same opinions. The teacher's declarations demonstrated that they care for keeping positive attitudes during instruction and encouragement to motivate learners and develop their sense of efficacy to face new challenges. In short, what has been declared by the participants applies to Megan Downs (2001) as cited in Wang Jun Kai (2008: 33) who says *"when students are acknowledged in the classroom and feel understood by their teacher, their level of motivation will increase"*. That is to say; teachers should recognise their learners' efforts. This increases students' motivation to perform better and makes them feel more efficient for future performances.

### **VIII.3. Practices which Weaken and Hinder Students' Self-Efficacy**

As to the practices which may hinder and weaken students' self-efficacy, the results show that the participants share nearly the same opinions. Blaming and ignoring learners are

according to the participants the main reasons which hinder the development of learners' self-efficacy. For instance, one teacher declared *"I think that blaming them when they fail, ignoring them when they try to make efforts are among the causes which weaken learners' self-efficacy"*. Another sample in this context, for another participant who declared *"I think that being impatient and intolerant of learners' mistakes and blaming them make them less efficient, and lose their self-confidence"*. The four other participants share the idea that is yelling at learners when they are mistaken and having the tendency to ignore them when they try to make efforts, in a sense that their opinions are not essential hurts learners and make them less efficient. The respondents agreed on the fact that being negative with learners during instruction influences negatively on students' performances. According to Bandura (1994), the easiest way to weaken self-efficacy beliefs is using negative appraisals and judgements.

#### **VIII.4. The Recognition of Lack of Self-Efficacy in The Participants' Learners**

As to the ways through which the participants recognize lack of self-efficacy in their learners, they all agreed in the fact that learners with low efficacy sense avoid hard situations and do not dare to face new challenges. In this concern, one participant declared *"I usually recognize lack of self-efficacy in my learners through their behaviours. Learners with low sense of efficacy generally hesitate and get afraid of providing answers, or they seem to be unconfident when they answer"*. In other words, this participant observes changings in learners' behaviours in a sense they doubt in themselves and feel unconfident when required to answer. Another participant claimed, *"Learners who lack self-efficacy seem to refuse to face new challenges, and generally avoid answering in front of their mates as if they are afraid of making mistakes"*. The declaration of this participant demonstrates that they remark some learners refuse to face new challenges to avoid making mistakes etc. In the same context, another participant has stated: *"I recognize lack of self-efficacy in my learners when*

*they avoid new challenging situations*". In other words, this participant notices that students with a low sense of efficacy avoid challenging new situations. Apart from these three samples, all the participants agree that learners with low sense of effectiveness avoid challenging situations, and do not like them. Bandura (1977: 204) "*People can give up trying because they lack a sense of efficacy*".

### **VIII.5. The Ways Participants Develop their Students' Self -Efficacy**

As to the ways the participants think can develop students' self-efficacy, one participant suggested "*Teachers can develop their students' self-efficacy by showing positive attitudes towards the development of their sense of efficacy, and also through using different existing techniques advanced by scholars.*" That is to say, the respondent has suggested that learners' self-efficacy can be improved through the positive attitudes and techniques advanced by scholars. Another participant proposed "*teachers can develop their students' self-efficacy by inciting them to like their learning subjects first, and encouraging them to keep trying even when they are mistaken*". For example, teachers try to have their learners closer to their learning subjects and encourage them to keep trying till they get the right answers. Another participant has claimed, "*I think that teachers can develop learners' self-efficacy through helping them to surpass difficult situations, and show them strategies to follow in order to succeed*". This later thinks that they can develop learners' self-efficacy by giving them helping hands to exceed embarrassing situations, as well as guiding them on how to use strategies to succeed. Another teacher has declared "*I think that teachers can develop learners' sense of efficacy through encouragement, and giving them helping hands to perform.* In other words, teachers can develop learners' sense of efficacy by encouraging them and helping them. As to the two other participants, they agreed in helping learners during their performances. According to McCabe & Alber (2005), there exist two principal ways to

develop learners' self-efficacy. They suggested 'what to do' and 'what to say' lists. 'what to do' stresses enactive mastery and vicarious experiences. As to 'what to say', it highlights verbal persuasion.

### **VIII.6. The Way Participants Care for Learners with Low-Sense of Efficacy**

The participants have shown how they act with learners suffering from a low sense of efficacy. One participant stated *"I care for learners with low-sense of efficacy by trying to integrate them in the operational activities and invite them to work in groups to imitate their mates. I also insure them when they fail and congratulate them when they try"*. This participant encourages group work and modelling. Another participant has claimed, *"As regards learners with low sense of efficacy, I try to gain their confidence, and make them try to perform and encourage them each time they make efforts"*. This participant tries to make their learners with low sense efficacy closer to them, as well as they encourage them to do better each time they try. One other teacher declared *"I always try to integrate them, and try to make them feel at ease to answer or to make efforts. I thank and encourage them each time they show interest to work and participate"*. The three other interviewed teachers join nearly the same ideas as their colleagues. In overall, they opt for the integration of the learners with a low sense of efficacy in the sake of modelling the other learners. In this concern, Dornyei and Ushioda (2011:122) affirm *"students in cooperative environments have more positive attitudes towards learning and develop higher self-esteem and self-confidence than in other classroom structures"*. In this sense, when struggling learners are integrated into the group, they regain self-confidence and try to be efficient as their mates.

### **VIII.7. The Most Important Source of Self-Efficacy According to The Participants**

As regards the sources of self-efficacy, a question about the most important sources has been asked to the interviewed teachers. Three participants replied “*According to me ‘verbal persuasion’ is the most crucial source of efficacy*”. Another one declared “*According to me, the most important source of self-efficacy is verbal persuasion. I use it to convince my learners about their abilities*”. One teacher claimed, “*According to me, the most important source of self-efficacy is verbal persuasion. I use it to convince my learners about their abilities*”. Another participant stated, “*In fact, all the sources of self-efficacy are important, but still ‘verbal persuasion’ the most important one*”. The results demonstrate that the participants recognize the importance of the sources of self-efficacy, but they agreed on the fact that the most important source of self-efficacy is verbal persuasion. In this sense, Bandura (1977) considers ‘verbal persuasion’ as a way of influence that can shift and change individuals’ self-efficacy, thus why the respondents adopt it to develop learners’ self-efficacy.

### **VIII.8. Techniques to Strengthen Learners’ Self-Efficacy**

In this concern, the respondents advanced nearly the same answers which aim to demonstrate that they own several techniques to strengthen learners’ self-efficacy. According to the responses collected from the participants, teachers in Assalas Middle and secondary schools seem to have many strategies to enhance learners’ self-efficacy. In this regard, Margolis, McCabe, & Alber (2005) cited in Margolis and McCabe (2006: 220) declares “*teachers determine what to do and what to say to strengthen struggling learners’ self-efficacy*”. This may refer to the variation of the techniques existing to strengthen learners’ self-efficacy.

### **VIII.9. Goal-Setting with Learners at The Beginning of Each Learning Unit**

The results of the interview display that the majority of the teachers set goals with their learners at the beginning of each learning unit. They consider it a crucial element in the teaching and learning process. Only one respondent claimed, *“No, I do not set goals; otherwise, they feel as if they are under pressure, I let them discover during instruction”*. This participant believes that goal setting exposes the aims of the learning units. However, according to Schunk (1995), goal setting might be motivating for students to set their proximal goals and enhance their commitment and help them avoid putting things. In other words, Self-efficacy is considered like a map to rich the aims of learning units. Both teachers and learners set goals. The teachers try to rich the objective of communicating the information to their learners. Learners tend to maintain their commitments and achieve their learning goals.

### **VIII.10. Types of Feedback Used by The Respondents**

As regards, the types of feedback used during instruction in the private schools in Tizi-Ouzou, two respondents declared that there exist many kinds of feedback, and they always provide their learners with corrective feedback, prompting, process feedback, and instructive feedback. Besides the cited types of feedback used by the two respondents (corrective feedback, prompting, process feedback, and instructive feedback), another kind of feedback is said to be used by the other participants. They claimed that they use also praising, but not always. In this concern, a participant argued, *“...I also use praising when it is deserved”*. In addition to this, another participant contended *“...From time to time, I use praising”*. Another participant said, *“...and sometimes I use praising”*. The results show that the five kinds of teacher-directed feedback recommended by Salend (2001) are being used by the respondents, accordingly to how scholars recommended their use. For instance, the participants use

praising respectively to Brophy (2003) as cited in Margolis and McCabe (2006) who suggested using praising only when the struggling learners earned, otherwise they may soon think it is insincere. In this concern, Emily R. Lai (2011: 23) adds *“rewards are negative when they are tangible, such as grades, candy, cash, or special privileges or when they are overused. Positive when they are verbal such as praise or performance feedback.”*

## **Conclusion**

Three sections have been included in this chapter; the first section dealt with the discussion of the results of the teachers' profile; it has revealed that the professional experience of the teacher has no impact on teachers' view of self-efficacy development or the way they develop their students' self-efficacy. The second section, entitled teachers' attitudes towards learners' self-efficacy, has been devoted to the discussion of the way teachers view self-efficacy during instruction. It is found that EFL teachers of Ecole Assalas consider self-efficacy as necessary and extremely important to integrate into their teaching style. The third section coped with the techniques used to develop EFL learners' self-efficacy. This chapter has shown that numerous techniques are being used to develop EFL learners in Assalas private school.

## *General Conclusion*

The present study examined EFL teachers' attitudes and techniques to develop students' self-efficacy in Ecole Assalas private school of Tizi-Ouzou. The objectives of the research were to identify the attitudes of Assalas EFL teachers towards the development of student' self-efficacy, as well as the techniques used to do it.

Many studies all over the world recognize the importance of the social and psychological factors in instruction. The outcomes of this research suggest some right behaviors and strategies to unlock the full cognitive potential of learners. It will add an important point of view about teaching and learning, and how improving students' efficacy is beneficial to their academic success.

It is decided to base the research on Self-efficacy theory advanced by Albert Bandura in 1977. This framework has provided sufficient information about attitudes and techniques to improve self-efficacy. It also served as a basis for comparison with the data collected from the various research participants.

This study was based on two main objectives. The first was finding out Assalas EFL teachers' attitudes regarding the development of their learners' efficacy. The second objective was about illustrating the techniques used by the respondents.

To carry out the investigation, a mixed method approach has been adopted. The data have been collected through a combination of qualitative and quantitative method. Due to the exceptional sanitary conditions of the world pandemic (Covid-19), the number of the participants was limited to ten (10). With reference to data collection tools, questionnaire and interview have been used. For the reason that this research is a case study, EcoleAsslass have been chosen as the main sources from where data were collected. As regards the data analysis, Microsoft Excel program has been used to analyze the quantitative data, whereas qualitative

content analysis method (QCA) has been adopted to interpret and explain the qualitative gathered data.

The study has demonstrated the awareness of the participants about the importance of self-efficacy and the role it plays during instruction. In addition, all teachers agreed on self-efficacy influence on students' motivation and willingness to learn and its effect on learners' performance and academic achievement. This investigation has shown that 80% of the participants consider developing learners' efficacy as a part of their responsibilities, while 20% of them share slightly a different opinion.

Furthermore, the results indicated that teachers' positive attitudes strengthen their learners' self-efficacy and affect their behaviours. Besides, positive attitudes encourage learners, inspire, and support students to achieve their goals and academic success. Thus, all of the teachers from Ecole Assalas congratulate their learners for their efforts and 80% of them encourage students to do better.

As for the techniques to develop learners' self-efficacy used by EFL teachers Assalas (secondary school) and according to the data collected, 100% of the participants use the four major sources to develop their learners' self-efficacy introduced by Albert Bandura in 1997, and according to the results obtained the most important source is 'verbal persuasion' followed by 'Mastery Experiences' and then 'Emotional arousal' and lastly 'Vicarious Experiences'.

In addition, a minority of the teachers (50%) use goal setting strategy to develop learners' self-efficacy. This is an indicator that the majority of the EFL teachers from Ecole Assalas ignore the importance of goal setting to develop self-efficacy. Apart from this, all the participants chose to design their activities simple and slightly above the learner's current performance level to encourage them to try harder. Also, the respondents do not only support

their learners to use strategies such as individual work, but also peer modeling and other strategies to solve tasks and activities. Finally, this study revealed that the participants are aware of the importance of feedback as an important factor to develop self-efficacy, and use all its types including: corrective feedback (100%), prompting (100%), process feedback (100%), constructive feedback (100%) and Praising (30%).

It is hoped that this research will clarify some of the key concepts of self-efficacy theory, as well as to show some to right attitudes, and numerous techniques to implement to develop learners' efficacy. It is also hoped that future researchers will be motivated to carry on investigation about this subject; especially the field of EFL self-efficacy that still need to be studied more, and apply the research to the department of English (MMUTO).

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# **Appendices**

## **Appendix 1:**

### **Teachers' Questionnaire**

The present questionnaire is a data collection tool used as part of our research, which aims at investigating teachers' attitudes and techniques to develop learners' self-efficacy in Tizi-Ouzou private schools. To achieve this aim, you are kindly requested to answer the questions below. You are ensured that your answers will be kept anonymous and will be used only for academic purposes. **Thank you very much for your help.**

#### **Section One**

##### **Teachers' Profile**

**Q1:** What is your degree?

**Q2:** How long have you been teaching English?

**Q3:** How long have you been teaching in a private school?

**Q4:** Have you ever received training?

-Yes, I have received training.

-No, I have not received training.

## Section Two

### Teachers' Attitudes towards Learners' Self-efficacy

**Q5:** As a teacher of English, how do you perceive learners' self-efficacy during instruction?

- Not important
- Slightly important
- Important
- very important
- Necessary

Why?

**Q6:** Do you think that teachers are responsible for the development of learners 'self-efficacy?

Yes

No

Why?

**Q7:** Do you think that your positive or negative attitudes towards your students can affect their self-efficacy?

Yes

No

How?

**Q8:** Which of these verbs best describe your behaviour when your students' self-efficacy is low?

- blamethem
- getangry
- try keeping them with a positive mindset
- help them

**Q9:** In case your students successfully complete a task, how do you react?

- I ignore them and carry on working
- I congratulate them for their
- I discouragethem
- I encourage them to do better

### Section Three

#### Teachers' Strategies to Develop Learners' Self-efficacy

**Q10:** Here are the four sources of self-efficacy, number them from the most important to the less important according to your strategies to build efficacy-beliefs in your learners.

- Mastery experiences (Previous success or failure at a given task or activity).
- Vicarious experiences (others' experiences, such as peer success or achievements).
- Verbal persuasion (this could be verbal encouragement or discouragement).
- Emotional arousal (people's emotional state and People experience sensations from their body).

**Q11:** Goal setting is said to be an essential strategy to develop positive perceptions of efficacy in students. So, do you set goals at the beginning of each learning sequence?

Yes

No

If yes, tell as if they keep their commitments, and achieve what they have promised you?

.....

.....

.....

.....

**Q12:** When you prepare activities for your learners, you make them:

- Veryeasy
- Easy
- Simple
- slightly above the learner's current performance level
- Hard

How can this increase learners 'self-efficacy?

**Q13:** Watching other students doing well on targeted tasks is a powerful means that help students acquire new strategies and skills. So, do you encourage peer modelling or individual work or both?

- Individual work

-Peer modelling

-Both

Please, justify your answer.

**Q14:** Do you help your learners master some strategies, such as noting their progress and verbalize the next steps to solve their tasks?

Yes

No

**Q15:** Feedback is said to be a way of strengthening self-efficacy, which kind of feedback do you often use? (You can choose more than one answer).

- Corrective feedback (show struggling learners how to correct mistakes by different corrective strategies like restating, rephrasing, or changing questions etc.)
- Prompting (use prompts when struggling learners need visual, auditory, or tactile information to help them correct their mistakes.)
- Process feedback (when all the answers are correct, but learners are not sure. The teacher restates the correct answer and indicates why it is accurate.)
- Instructive feedback (providing learners with extra-information such as the definition of a word that expands or amplifies the targeted concept.)
- Praising (use praise only when struggling learners have legitimately earned it; otherwise, they may soon think it is insincere or perfunctory.)

**Thank you very much for your contribution.**

## **Appendix 2:**

### **Teachers' Interview**

This interview is part of our research which aims to collect data about teachers' attitudes and techniques to develop EFL learners' self-efficacy in Tizi-Ouzou private schools. The purpose is to obtain your opinions about the improvement of self-efficacy in the classroom, the techniques you use, and the barriers that hinder its implementation, as well as suggesting some solutions.

*Thank you very much for your help.*

**Question One:** What do you think about the development of learners' self-efficacy?

**Question Two:** What are the teachers' practices you think to promote your students' self-efficacy?

**Question Three:** What are the teachers' practices you think to weaken and hinder your students' self-efficacy?

**Question Four:** How can you recognize the lack of self-efficacy in your learners?

**Question Five:** How can teachers develop their students' self-efficacy?

**Question Six:** How do you care for learners with low-sense of efficacy?

**Question Seven:** According to you, what is the most important source of self-efficacy?

**Question Eight:** Do you have any specific technique(s) to strengthen your learners' self-efficacy?

**Question Nine:** Do you set goals with your learners at the beginning of each learning unit?

**Question Ten:** Do you provide your learners with feedback?

**Question Eleven:** What types of feedback do you use during instruction?