

Examining EFL Teachers' Level of Self-Efficacy for Teaching English in Language Classrooms

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Abstract : Research in the field of education has widely documented that teachers' sense of efficacy has strong impacts on various aspects of teaching and learning. The present study is an attempt to examine Iranian EFL teachers' degree of self-efficacy for teaching English. The data required for the study was gathered from Iranian EFL teachers teaching English as a foreign language in different schools and language institutes in Iran. Data were collected using Teacher's Sense of Efficacy Scale (TSES). Results identified four dimensions of teachers' English teaching-specific sense of efficacy: instructional strategies, classroom management, student engagement, and oral English language use. It was also found that teachers rated their self-efficacy in teaching English at a moderate level in the dimensions of instructional strategies, classroom management, and student engagement. Results have implications for language teachers and practitioners.

Keywords : Self-efficacy, teaching, EFL, teachers

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